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The Impact of Time on Online Summative Listening Assessment for Intermediate EFL Learners

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Dedications

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Abstract:

This research paper aims to explore the impact of time allocation on English as a Foreign Language (EFL) learners' performance and emotional responses during online summative listening tests. We employed a mixed-method approach with 13 intermediate-level students that engaged in both time-limited and time-extended listening tests, questionnaires, and semi-structured interviews to obtain their test performance and perceptions of their emotions state. The findings displayed that time-extended scores did not yield a statically significant difference between time-limited and time extended scores. Still, there was a slight improvement when engaging in time-extended tests. Participants reported that additional time brings potential benefits for them such as reduced cognitive load and decreased test-anxiety. Moreover, emotional factors such as stress and anxiety have influenced their performance under time limited tests, hindering comprehension. The study underscores the critical role of flexible assessment polices that take into consideration individual differences in terms of emotional regulation and cognitive processing. Moreover, by integrating assessment training into EFL assessment policy and practice, educators can learn to design tests that support students' cognitive and emotional needs, promoting a more student-centered environment and reinforcing both assessment validity and learners' autonomy. The study concludes by remarking that teachers should provide students with strategies that improve listening comprehension and reduce the affective filter.

Key words: EFL, summative assessment, listening, cognitive load, affective filter, time allotment

Resumen:

Este trabajo de investigación tiene como objetivo explorar el impacto de la distribución del tiempo en el desempeño y las respuestas emocionales de los estudiantes de inglés como lengua extranjera (EFL) durante pruebas de comprensión auditiva sumativas en línea. Empleamos un enfoque de método mixto con 13 estudiantes de nivel intermedio que participaron en pruebas de comprensión auditiva de tiempo limitado y de tiempo extendido, cuestionarios y entrevistas semiestructuradas para obtener su desempeño en las pruebas y las percepciones de su estado emocional. Los resultados mostraron que las puntuaciones con tiempo extendido no arrojaron una diferencia estadísticamente significativa entre las puntuaciones con tiempo limitado y las puntuaciones con tiempo extendido. Aun así, hubo una ligera mejora al participar en pruebas con tiempo extendido. Los participantes informaron que el tiempo adicional les brinda posibles beneficios, como una carga cognitiva reducida y una menor ansiedad ante los exámenes. Además, factores emocionales como el estrés y la ansiedad han influido en su desempeño en pruebas con tiempo limitado, lo que dificulta la comprensión. El estudio subraya el papel fundamental de las políticas de evaluación flexibles que tengan en cuenta las diferencias individuales en términos de regulación emocional y procesamiento cognitivo. Además, al integrar la formación en evaluación en las políticas y prácticas de evaluación del inglés como lengua extranjera, los docentes pueden aprender a diseñar pruebas que satisfagan las necesidades cognitivas y emocionales de los estudiantes, promoviendo un entorno más centrado en el estudiante y reforzando tanto la validez de la evaluación como la autonomía de los estudiantes. El estudio concluye señalando que los docentes deben proporcionar a los estudiantes estrategias que mejoren la comprensión auditiva y reduzcan el filtro afectivo.

Palabras clave: EFL, evaluación sumativa, comprensión auditiva, carga cognitiva, filtro afectivo, asignación de tiempo

I. Introduction

In recent years, online education has become a powerful tool for students not only as a response to the Covid-19 pandemic but also a means of diversifying educational methodologies. In fact, Amzalag et al. (2021) mentioned that the Covid-19 pandemic, which unexpectedly entered our lives in 2020, caused higher education systems around the world to switch to online learning, including online assessments (p. 1). However, the implementation of online assessments lacks explicit guidelines for teachers to make decisions under a specific frame. This issue requires attention from policymakers and test designers.

In the field of education, particularly in language instruction, measuring students' progress has become essential to ensure effective learning outcomes. As technology advances, the use of online resources has grown, changing traditional teaching and assessment methods. Among other practices, online English teaching and learning programs have adopted online summative listening assessment to measure students' listening comprehension capacities. As of yet, however, there are no guidelines regarding time allotted to online summative listening assessments. Given the lack of guidelines, research that explores the impact that time allocation has on students' learning experiences and test scores is needed. The time allotted for listening evaluations remains an important aspect that may have a considerable impact on both the assessment procedure and the results.

Comprehension is key for language acquisition. Grounded on this assumption, Krashen (1981) claimed that "comprehension may be the heart of the language acquisition process" (p. 102). As a result, listening (understood as a macro-skill) can foster comprehension that is essential for language acquisition. He asserts that "we acquire language when we understand messages" (Krashen, 2013, p. 3). Although listening comprehension is an essential skill in the acquisition process, students tend to have difficulties coping with it. Some of those challenges arise because educational institutions

focus more on writing, reading, and vocabulary. Frequently, listening is not emphasized in many course texts, and most professors do not address this crucial ability in their classrooms (Gilakjan & Sabouri, 2016, p. 123).

This lack of attention to the development of listening skills can pose significant obstacles for students, especially when they confront situations that require proficient listening comprehension. Estimating the appropriate time allocation for online listening tests can help students do better in this domain. By choosing the right duration for such examinations, instructors can make sure that learners are given ample time to engage with the information without feeling rushed or overwhelmed. Additionally, sufficient time could bring other potential benefits for students who are not good test takers or tend to get nervous or anxious while completing listening tests. Allotting more time implies that students can replay the audio several times. Holzknecht and Harding (2023) pointed out that double or multiple repetitions of the listening text may benefit teachers and students. One of the benefits is that learners have the opportunity to get acquainted with the characteristics of the recording such as novel voices, accents, and the audio pace. Another benefit is that students can understand better as it is common that L2 listeners tend to miss the initial part of the recording and then struggle to connect the context and meaning with the remaining recording (p. 2).

Recognizing the importance of online listening summative assessment in today's educational context can help to address assessment constraints. By examining the influence of the time provided in these tests, educators may better equip students with the resources they need to excel at listening comprehension activities. Lesaux et al. (2006) examined the effects of extra time on reading comprehension tests with learners with and without reading disabilities. The study concluded that under timed situations, there were substantial differences between the people who had any kind of reading impairments and those who did not. All participants with reading disabilities in this study benefited from extra time (p. 2).

One of the gaps we have identified in the existing literature concerns the lack of clear general conventions regarding time allotment for listening assessments. According to Buck (2001), test developers face the critical task of sequencing the text and tasks while ensuring sufficient time for all activities. For instance, when test-takers merely need to make a simple mark on an answer sheet, five seconds' response time per item may suffice. However, if more complex responses – such as writing sentences – are required, then one minute per item becomes necessary (p. 121). Buck advises test developers to practice the timing of activities and emphasizes the importance of trialing the entire procedure. Furthermore, Carroll (as cited in Combe et al., 2007, p. 97) recommends that listening tests should not exceed 30 minutes. This guideline serves as a valuable reference point for educators and test designers alike. However, Combe et al. highlighted that the timing in teacher-produced listening tests often depends on the number of times test-takers are allowed to hear each passage (p. 97). This consideration underscores the need for thoughtful planning to strike a balance between comprehension and time constraints.

Another gap that we have identified in the literature is the lack of studies focusing on the interplay between time constraints in online summative assessment and students' perceived anxiety and self-efficacy. The impact of time pressure on students' emotions during such assessments remains a significant concern. Specifically, this paper addresses whether time limitation affects performance due to variation in anxiety and self-efficacy. By delving into students' perceptions of their online summative assessment experiences, we can improve assessment design and potentially mitigate negative effects. The affective filter hypothesis, initially proposed by Dulay and Burt in 1977 and later extended by Krashen (1982, 1985) plays a pivotal role in this study. According to Rost (2011), the affective filter constitutes an internal processing system that subconsciously screens incoming language based on learners' motives, needs, attitudes, and emotional states (p. 151). The equation is

straightforward: when the filter is lowered, learning thrives; conversely, when raised, learning is inhibited.

Overall, this study aims to examine the impact of time assigned for online summative listening assessments on the educational experiences and test scores of intermediate EFL learners, understanding time as the total duration, in minutes, allocated to a student to complete a set of listening tasks within a single assessment session. This duration includes the time for listening to the audio, understanding the content, and responding to the related questions (Brown & Abeywickrama, 2019, p. 133; Ockey, 2020, p. 2).

II. Theoretical Framework

In examining the impact of time assigned for online summative listening assessments on the educational experiences and test scores of intermediate EFL learners at a private language institution, we drew on three interrelated theoretical constructs: the Input hypothesis, the Affective Filter Hypothesis, and Cognitive Load Theory.

2.1 The Input Hypothesis

A series of Second Language Acquisition (SLA) theories seek to offer explanations as to how second language learners process input and establish connections between linguistic forms and their meanings. Among these theories, Krashen's Input Hypothesis (1981) is claimed as one of the strongest ones in this regard. The Input Hypothesis is the central part of Krashen's broader Monitor Model, which encompasses five hypotheses about language acquisition and learning (see Krashen, 1985, chap. 1). Here, Krashen discusses how learners progress in their language learning by "understanding input that contains structures at [their] next 'stage' [of development] — structures that are a bit beyond [their] current level of competence" — what he calls "I + 1" (Krashen, 1985, p. 2). Krashen's Input Hypothesis guided us to question how time limits can impact the learners' ability to process input effectively.

2.2 Cognitive Load Theory

John Sweller coined the concept of Cognitive Load Theory (CLT) in 1988. Later, Sweller et al. (1998) explained that the purpose of this theory is to provide guidelines for how to present information in a way that helps learners use their mental abilities effectively. The theory assumes a "limited capacity working memory" which processes different types of information separately (p. 251). Sweller et al. (2011) stated that if cognitive load exceeds the available resources of working memory, the cognitive system will fail, at least in part, to

process necessary information. Lastly, the authors explained that comprehension fails when working memory does not process the relevant elements of information. The complexity of information increases as the number of elements that are interrelated exceeds the capacity of working memory (p. 62). In 1974, Baddley and Hitch introduced the model of working memory. Baddley (1992) described this model as “a system for the temporary maintenance and manipulation of information, necessary for the performance of such complex cognitive activities as comprehension, learning, and reasoning” (p. 556).

The time students have to complete a listening test may have an effect on the balance of the cognitive load since high-level cognition skills such as working memory and short-term memory are identified as fundamental to foster comprehension (Chiappe et al., 2000; Swanson, 1994). Therefore, if students are not allotted enough time to complete the test, the amount of information may exceed the capacity of students’ working memory and it may cause cognitive overload. This reveals that cognitive load may play a crucial role when students are completing a listening test. In this regard, Gilakjani and Ahmadi (2011) mentioned that “listening is receiving, receiving requires thinking, and thinking requires memory; there is no way to separate listening, thinking, remembering” (p. 984).

Both Krashen’s Input Hypothesis and Sweller’s CLT emphasized the importance of presenting information that is optimally challenging to learners. Krashen highlights the necessity of providing input that is slightly beyond the learner’s current level of competence (“ $I + 1$ ”), ensuring that the material is challenging but not too difficult to process. Similarly, Sweller advocates for managing the complexity of information to match the learner’s working memory capacity, thus avoiding cognitive overload. Both theories acknowledge the critical role of comprehension in learning. Krashen focuses on understanding input as the key to language acquisition, while Sweller underscores the need for information to be processed effectively within the limits of working memory to facilitate comprehension and learning.

Both theories imply that if the information is either too simple or too complex, it will not be effectively internalized.

2.3 The Affective Filter Hypothesis

While comprehensible input is key for learners, they also need to be “open to the input” (Krashen, 1985, p. 3). Dulay and Burt (1977) were trailblazers in examining the emotional barriers that can hinder language learning. Addressing this concern, Krashen (1985) coined the term “affective filter” for these barriers, noting that they impede the complete understanding of received input (p. 3). Glass et al. (2013) claimed that anxiety and self-efficacy are two of the factors that define the state of this filter. If the filter is up, input cannot pass through; if it is down, input reaches the acquisition part of the brain where learning takes place (Rost, 2011, p. 151). In essence, the Affective Filter Theory posits that students’ learning is most effective in the absence of emotionally threatening situations. In our study, we hypothesized that shorter test duration may elevate the learner’s affective filter, thereby hindering comprehension and performance (test scores).

III. Literature Review

3.1 Research into Listening

The ability to listen effectively is crucial in comprehending any type of information. For EFL learners, developing this skill ensures effective communication and academic achievement. Kim and Pilcher (2016) defined listening comprehension as the capacity to understand spoken language at the discourse level (p. 2). Although it plays a crucial role in L2 acquisition (Kajiura, et al., 2021, p.1), it is regularly considered as one of the most difficult language skills for learners to master (Gilakjani & Ahmadi, 2011; Sa'diyah, 2016; Darti & Asmawati, 2017). Therefore, research into listening should provide a broader view about its implications for pedagogical practices and language development.

Dunkel (1991) stated that recent advances in second language acquisition theory have contributed to a growth in interest in listening comprehension research, bringing a number of comprehension-based methods. Krashen (1982) proposed that comprehensible input is a key aspect in SLA, and that a comprehension-before-production approach can aid language acquisition, especially in the early stages. One of the most popular approaches around the 80s came from Ashers in 1988. This method was referred to as Total Physical Response (TPR). He proposed three principles from his beliefs of the nature of language acquisition. (1) In the early stages of teaching second languages, we should place more emphasis on comprehension than production and place no obligation on the students to use the target language. (2) According to the "here and now" principle, language should be connected to objects that are actually existing in the world, hence we should abide by it. (3) Students should listen to and follow directions that are couched in the imperative to show that they have understood the material (as cited in Nunan, 1999, p. 8).

Brown and Yule (1983) delved into the intricacies of listening comprehension, identifying four critical factors that substantially influence the difficulty of understanding spoken language:

- **Speaker Factors:** Consider the number of speakers, their speaking rate, and accent variations.
- **Listener Factors:** Define the listener's role (eavesdropper or participant), required response level, and interest in the topic.
- **Content Complexity:** Assess the intricacy of grammar, vocabulary, and information structure, along with assumed background knowledge.
- **Supporting Materials:** Evaluate the availability of visual aids like pictures and diagrams to aid understanding.

These are some factors that teachers and test designers may consider when determining the right time allotment in listening tests as they can affect the perceived difficulty level, task complexity and mental effort (Noroozi & Karami, 2022, p. 4). Likewise, Anderson and Lynch (1988) provided four elements that adds on complexity in listening tasks (e.g. listening tests): (1) the organization of information; (2) the listeners' familiarity of the topic; (3) the explicitness and sufficiency of the information; and (4) the type of linguistic expressions used. These elements should be considered in listening tasks as they may boost or hinder comprehension.

3.2 Time Allotment in Testing

Time allotment is part of the test construction process. Its significance for the test design relies on logistics and efficiency of test administration (Morrison, 1960; Rindler, 1979; Bandalos, 2018). Additionally, Jurich (2020) explained that time allotment contributes to standardizing testing conditions (p. 2). The relationship between test completion time and test performance has already been investigated in the literature, and the results are mixed and

complicated (Landrum et al., 2009, p. 53). Some researchers have studied the order in which students complete a test, whether students have performed better when finishing in the beginning, middle, and later stages in the test (Foos, 1989; Paul & Rosenkoetter, 1980; Wierzbicki, 1994), while others have studied the time devoted to completing the test and the obtained results (Bridges, 1985; Feinberg, 2004; Terranova, 1972).

Although these studies attempted to find the relation between test time and test scores, the results do not show a clear relationship between time and test performance. This means that teachers and test designers lack guidelines to determine time allotment in tests. In fact, Morrison, (1960) and Rindler (1979) agreed that “one of the few consistent messages echoed throughout the history of timed testing is that time limits are predominately set based on convenience and resource constraints rather than supported by evidence related to test validity” (as cited in Jurich, 2020. p. 14).

A major challenge in designing tests is establishing the optimal amount of time for examinees. The choices test developers make significantly influence the fairness, effectiveness, and validity of the entire assessment process (Sireci et al., 2020, p. 32). Unfortunately, the lack of consensus on timing may lead to inconsistent assessment practices. On the positive side, Buck’s practical advice encourages test developers to practice timing and trialing the entire procedure, while Carroll’s 30-minute reference provides educators and designers with a valuable benchmark.

Brothen (2012) gave a thorough historical overview of the few proposals on how to allocate time for testing. Brothen looked into articles dating back to 1924 to investigate this question, but no statistical evidence supported recommendations for exam time allocation. He noticed that in 1999, an instructional textbook for psychology teachers advised one minute per multiple-choice question without citing evidence, and that in 2002, McKeachie suggested a rule of thumb of one minute per question without providing evidence. In fact, the rule of

thumb is still included in the most recent edition of McKeachie's book, but without any supporting evidence (Svinicki & McKeachie, 2014).

3.3 Cognitive Load in Assessment

Nevo and Spector (1979) highlighted the influence of 'personal tempo' on the time students require to complete tests, suggesting that this variable reflects individual cognitive processing speeds (p. 301). This notion aligns with the idea that learners operate within the constraints of a 'limited capacity working memory' (Sweller, 1998, p. 251). Simmering and Perone (2013) suggested that working memory capacity (WMC) is most effectively understood as a dynamic system. Challenging traditional views (Miller, 1956; Atkinson and Shiffrin, 1968), Simmering and Perone's perspective holds that working memory capacity is not an inherent attribute 'in the head,' but it emerges as a result of cognitive and behavioral systems interacting dynamically within a task-specific context (p. 11). Noroozi and Karami (2022) discussed the relevance of response time, time-on-task, perceived difficulty level, task complexity and mental effort among the factors that reveal cognitive load (p. 4).

Jung (2018) investigated the relationship between task complexity and perceived difficulty, analyzing its impact on individuals' performance in multiple-choice reading comprehension questions. The results indicated that although a more complex task increased cognitive load for the participants, it did not affect their test scores. Marcus et al. (1996) conducted two experiments that established a positive correlation between task complexity and response time, substantiating the premise that tasks with higher element interactivity demand longer response times (p. 60). In their study, Dindar et al. (2015) investigated the cognitive load associated with two varieties of multiple-choice questions—static and graphic—by analyzing response times, accuracy rates, secondary task performance, and reported mental effort. Their findings revealed a direct correlation between increased response times and higher task complexity, establishing response time as a reliable measure of cognitive load. On the

contrary, Lee (2014) held that shorter response times could reflect a substantial cognitive load, as learners may reduce their effort in completing increasingly challenging tasks.

These studies suggest that the relationship between task complexity, cognitive load, and learner performance is multifaceted. While increased complexity may lead to longer response times, this does not necessarily translate to poorer performance outcomes. Conversely, shorter response times may not always signify a lack of effort or understanding but could instead indicate an optimal level of challenge that stimulates efficient processing (see Krashen, 1985). This nuanced understanding underscores the importance of carefully regulating task difficulty in educational assessments to align with the cognitive capabilities of learners, thereby ensuring that assessments are not only fair but also effective in evaluating true comprehension.

3.4 Affective Factors in Assessment: Anxiety and Self-Efficacy

The Affective Filter Hypothesis suggests that students learn best when they are not faced with situations that are emotionally distressing (Dulay and Burt, 1977; Krashen, 1985; Rost, 2011; Glass et al., 2013). Glass et al. (2013) identified anxiety and self-efficacy as key determinants that influence the affective filter's state.

Horwitz (2010) provided a research timeline of 44 papers discussing the understanding of anxiety in response to L2 learning and use (pp. 156-167). Bailey (1983, as cited in Horwitz) was one of the first to explore language anxiety from learners' perspectives, finding that anxiety is associated with tests, among other classroom elements. Bailey argues that test anxiety can significantly interfere with cognitive processes, creating a psychological barrier that hinders the ability to process and retrieve language information during assessments (p. 157). Similarly, Young's framework for Foreign Language Anxiety (FLA) research, established in 1991, includes "language testing" as a key factor (as cited in Horwitz, p. 160), emphasizing the connection between anxiety and test performance.

Gardner (1985) and Horwitz (1986) identified “language anxiety” as a unique form of anxiety exclusive to language learning and usage, as opposed to anxiety in other areas of life (cited in Horwitz, pp. 158-159). This specificity stresses the importance of addressing anxiety within the context of language. Saito and Samimy (1996, as cited in Horwitz) examined FLA across three levels of Japanese instruction, finding that intermediate-level students experienced the lowest anxiety.

Contrasting studies, such as MacIntyre (1991), indicate that the correlation between anxiety and performance is not always evident. Li (2015) introduced the concepts of “facilitating anxiety” and “debilitating anxiety,” where the former acts as a positive motivator and the latter negatively impacts performance (p. 106). This dichotomy highlights the complexity of anxiety’s impact on test performance.

According to Bandura (1986), self-efficacy refers to “people’s judgments of their capabilities to organize and execute courses of actions required to attain designated types of performance” (p. 391). Graham (2022) simplified this concept by stating that self-efficacy concerns “the extent to which people develop behaviors that allow them to persist within potentially stressful situations” (p. 187). In this study, we hypothesized that time constraints in listening assessments could create stress, hindering self-efficacy.

Graham (2022) included a list of 13 recent studies involving self-efficacy development (pp. 203-207). Graham and Macaro (2008, as cited in Graham) conducted a self-regulatory listening strategy instruction, including an awareness-raising session (making students aware of their listening strategies) and attribution-directed feedback (helping students link their successes and failures to controlled factors such as effort and strategies). The results showed that both high and low scaffolding groups obtained higher scores post-test compared to the comparison group, suggesting that interventions enhancing self-efficacy can improve listening performance (p. 204). Although our research does not include an

intervention stage, Graham and Macaro's findings align with our objective to explore how time constraints in listening assessments influence self-efficacy, which in turn can affect performance either positively or negatively.

An important contribution regarding self-efficacy was Schwarzer and Jerusalem's Generalized Self-Efficacy scale (1995) implemented in several L2 learning studies (e.g., Baleghizadeh & Mortazavi, 2014; Zarrinabadi & Rezazadeh, 2020). This scale could serve as a significant metric for evaluating the psychological readiness and confidence of students in managing time-constrained tests. By adapting the GSE scale into our study, we aim to gain deeper insights into how self-efficacy beliefs correlate with students' performance.

IV. Methodology

This chapter outlines the methods employed in this study, research design, and the rationale behind its selection. It provides information about the participants and the study context, as well as the data collection and analysis processes. Finally, the chapter discusses trustworthiness, ethical considerations, and the limitations of the study.

4.1 Research Paradigm, Design, and Genre

This study was rooted in a constructivist paradigm, suggesting that different individuals may construct different understandings of the same phenomena. From an ontological view, Hatch (2002) stated that “constructivist science argues that multiple realities exist that are inherently unique because they are constructed by individuals who experience the world from their own vantage points” (p. 15). From an epistemological view, Hatch emphasized that researchers and study participants collaborate closely in the co-construction of knowledge. From this standpoint, it is neither possible nor beneficial for researchers to remain detached and purely objective (p. 15).

We framed this study as a mixed-method collective case study. According to Dörnyei (2007), “mixed-methods research involves different combinations of qualitative and quantitative research either at the data collection or at the analysis levels” (p. 2). By complementing qualitative insights with quantitative data from test scores, we leveraged the strengths of both research methods while minimizing their limitations. This method allowed us to enrich numerical data with contextual meaning, while also enhancing the precision and credibility of our qualitative findings (Dörnyei, p. 45). **Implementing a mixed-method approach aids in revealing the complexities of time allocation by incorporating qualitative data, which seeks to analyze performance outcomes under time-limited and time-extended conditions, while the qualitative portion of the study analyzes students’ emotional responses**

and strategies implemented when facing both time conditions. This method allows the researchers to provide statistical analysis with objective evidence of the potential results on performance while underlying cognitive and affective factors influencing these results.

Likewise, this study followed a collective case study approach by examining several cases simultaneously in order to get multiple views and provide a thorough understanding of the topic (Creswell, 2006, p. 75).

The descriptive portion of the study addressed the fundamental “what” question (Imbeau et al., 2021b) meaning that it sought to identify students’ interpretations of how varying time limits influenced their ability to perform well in a test. Moving to the explanatory aspect, the study entailed establishing a connection between the phenomena and aspects of cognitive load, quality of input, and affect. This side-by-side integration helped us compare the data to determine if there was “convergence, differences, or some combination” (Creswell, 2009, p. 213).

4.2 Context and Participants

The study was conducted at a private language institute where Communicate Language Teaching (CLT) is the approach of choice. CLT is an approach that focuses on the functional and communicative potential of language based on meaningful communication and interaction (Richards and Rodgers, 2014, p. 151). This institution offers two types of programs on a bimesterly basis, each bimester consisting of eight weeks: an intensive program (4 levels, 3 lessons a week, 3 hours each) and a regular program (12 levels, 1 lesson of 3 hours a week). Additionally, they should complete 1 hour of asynchronous and independent work on given exercises after each lesson. In either case, students must complete a total of 384 hours to conclude the program. One goal of this institution is to have students lead the lesson, aiming at students speaking 80% of the time.

A total of thirteen students participated in this study. They were initiating level 4 of

the intensive program, meaning they joined a 3-hour lesson three times a week and worked asynchronously on particular exercises for an extra hour per lesson, for a total of 12 hours weekly. There were 6 students in Group 1, 3 in group 2, 2 in group 3, and 2 in group 4. Up to this point, students had received more than 288 hours of English instruction which, based on the curriculum of the institution, places them within the B1+/B2 level spectrum following the Common European Frame of Reference (CEFR).

4.3 Ethical Considerations

Ethical considerations matter since the “moral integrity of the researcher is a critically important aspect of ensuring that the research process and a researcher’s findings are trustworthy and valid” (Hesse-Biber, p. 108). Therefore, before proceeding to any research stage, we sought permission from the English language coordinator at this institution to carry out this study. Also, students completed a consent form to voluntarily participate in the study. To build rapport with students, we worked on gaining participants’ trust by protecting them from wrongdoing and improper behavior that could negatively affect their organization (Creswell, 2009, p. 89).

We informed the participants about the research purpose, objectives, and data-gathering procedures and let them know that they could leave the study whenever they wanted. Another consideration was confidentiality about which Rana et al. (2021) expressed that “if the participants are willing to volunteer to share private or sensitive information, the researchers must ensure extra efforts to keep the information confidential” (p. 2). Participants were informed that the data would be handled confidentially and only served academic purposes. We made use of pseudonyms in the research report. Lastly, to cope with reciprocity, Trainor (2013) asserted that “the researcher–participant relationship has the potential to be reciprocal, a relationship in which each contributes something the other needs or desires” (p. 1). That is why we emphasized the potential benefits of the study for the

educational field.

4.4 Positionality Statement

Jeison Godínez has worked with EFL learners in diverse educational settings. Because of challenging learning experiences in the assessment field, he has been interested in studying how teachers can improve assessment design to support students' learning journey. He held a dual positionality in the study; his insider position stemmed from shared educational experiences with the participants of the study. Also, he maintained an outsider position since he does not teach in this language institute, aiding the researcher to keep an objective view. Jeison's motivation for doing this research derived from his desire to bridge the gap between theoretical knowledge and the actual implementation of time allocation in EFL listening assessments.

Isaac Espinoza is an educator in the field of EFL. His journey in language education began with his own experiences as a language learner. Over the years, he has developed a keen interest in language assessment, especially in the ways that assessment design can impact learner outcomes. He has spent three years teaching EFL at various levels at different institutes. He is currently affiliated with the institution where he is conducting this research. In this study, he positioned himself as both an insider and an outsider. As an insider, he shared a common educational context with the participants, having taught at the same institution and utilized the CLT approach in his own practice. He also maintained an outsider perspective inasmuch as the participants in this study were not and had not been his students. His motivation to conduct this research stemmed from a commitment to improving language assessment practices and enhancing learner experiences, ultimately seeking better learning outcomes for EFL students.

4.5 Data Collection and Analysis

Our methodology involved an initial listening proficiency test, using a TOEIC listening sample test (see Appendix C), to determine students' alignment with the expected CEFR levels (B1+/B2). For the intervention phase, we first administered a 37-minute, time-extended listening test. Two weeks later, participants completed a second, 29-minute, time-limited listening test. Though each test featured different content, both were matched in length and difficulty. Both tests used audio materials aligned with course content, available through the Oxford-provided platform for teachers. Importantly, students were allowed to choose which test score—either from the teacher-administered regular listening assessment or our research tests—would contribute to their GPA (grade point average). This arrangement, agreed upon by both teachers and participants, ensured the research tests would not unduly affect students' official grades while still providing valuable insights into time allocation in listening assessments (Marshal & Rossman, 2016, p. 311).

In addition to the tests, participants completed two questionnaires: one after the time-extended test and the other after the time-limited test (see Appendix F). Only the section *Impresiones sobre el examen de tiempo limitado o extendido* [Impressions of the time-limited or time-extended test] was repeated in both questionnaires to enable direct comparison. Sections on background information and perceptions of anxiety and self-efficacy were included only in the first questionnaire. We employed a variety of item formats, including a Likert scale, a semantic differential scale, multiple-choice items, and specific open-ended questions, thus ensuring a rich and diverse data set (Dörnyei, 2007, pp. 106-107). The dual nature of the data collected through questionnaires was essential for our research: factual questions provided us with concrete demographic information such as age, gender, and language learning background; attitudinal questions revealed the respondents' thoughts, attitudes, opinions, beliefs, and interests (Dörnyei, 2007, p. 102).

Finally, participants partook in individual interviews. The conduction of interviews enabled us to delve deeper into the individuals' experiences and perspectives. They served to collect lengthy information, opinions, descriptions about students' feelings and perceptions towards the impact that time had on online summative tests. We asked open-ended questions on their test-taking strategies, time management, and stressful factors during the test (see Appendix C). For this study, we relied on semi-structured interviews in which the conversation was guided by a set of questions, while allowing participants some freedom to talk about what was of interest or importance to them (Hesse-Biber, 2017).

The analysis of data from semi-structured interviews began with inductive/open coding, where we examined the data to pinpoint key ideas and patterns. During this phase, information was grouped, and codes were assigned to develop conceptual categories (Marshall & Rossman, 2016, p. 412). We then used axial coding to organize these codes into categories that highlight their shared characteristics, linking them into a network of interrelated themes (Marshall & Rossman, pp. 412 – 413). The final step was deductive/focused coding, which involved applying the analytic categories, ensuring that the analysis was both structured and grounded in established theory for a comprehensive understanding (Marshall & Rossman, p. 411).

4.6 Trustworthiness

To ensure trustworthiness, we employed three strategies: peer debriefing, triangulation, and audit trials. First, peer debriefing involved seeking feedback from knowledgeable colleagues during the research process. We asked three peers to be involved in the draft-reviewing process (Marshall and Rossman, 2016, p. 423). Also, this study was overseen by the professor of the seminar course and a university professor serving as reader to provide feedback on the study. Second, data triangulation entails gathering data from various sources, including questionnaires, interviews, and artifacts (Marshall & Rossman, p.

423). Likewise, we compared our findings with existing literature. Lastly, we maintained transparency through an audit trail, which encompassed a “transparent way to show how data were collected and managed (Marshall & Rossman, p. 424). This was possible by providing a thorough description of our research process.

V. Findings

This section presents the two key themes that emerged from our analysis of data collected via the application of time-extended and time-limited summative assessment, as well as from the individual semi-structure interviews, the application of time-extended and time-limited summative listening assessment and student questionnaires about their experiences with these tests. The first section presents an analysis of their performance using both descriptive statistics and inferential analyses (*t*-test and ANCOVA test). The second section discusses participants' perceptions about and emotional responses to online summative listening assessment. The last section addresses the challenges participants face during online summative listening assessment and the strategies they use to increase understanding and manage affective factors.

5.1 Statistical Analysis of Participants' Test Performance

The study was designed to assess the effect of time constraints on test performance, with participants taking two tests under different timing conditions: time-extended (37 minutes) and time-limited (29 minutes). The goal was to determine whether allowing more time would result in significantly higher scores, potentially indicating that time constraints might hinder performance. Each participant completed both tests, enabling a direct comparison of their performance across the two conditions.

A breakdown of individual scores is displayed below (Table 1), where most participants showed improvements under the time-extended conditions, while three performed better in the time-limited condition. The analysis focused not only on the overall performance under the different timing conditions (*t*-test) but also considered the participants' linguistic proficiency (B1 or B2) to examine whether linguistic level interacted with the time condition to influence test outcomes (ANCOVA test).

Table 1 presents students' scores from both the time-extended and time-limited tests, along with their linguistic proficiency level based on the TOEIC test.

Table 1

Individual Scores for Time-Extended and Time-Limited Tests.

Participant	CEFR Level	Limited Test	Extended Test
Gael	B1	88.57	88.57
Hannel	B2	80	91.42
Félix	B2	77.14	82.85
Ana	B1	91.42	82.85
Sirle	B1	54.28	71.42
Fabián	B1	85.71	82.85
Dilana	B1	62.85	65.71
Andrey	B1	82	94.28
Ceci	B1	65.71	91.42
Roy	B1	65.71	60
Meli	B2	74	77.14

Note. Data obtained from time-extended and time-limited test scores.

In general, participants scored higher on the time-extended test than on the time-limited test. The mean test score for the time-extended test was 80.77, with a standard deviation of 11.14, while the mean test score for the time-limited test was 75.21, with a standard deviation of 11.81.

Table 2 displays the results of the statistical analysis for both time-extended and time-limited conditions.

Table 2*Paired-Samples t-Test Results.*

Condition	Mean	SD	t-Statistic	df	p-value	Cohen's d
Time-Extended	80.77	11.14	1.79	10	0.10	0.48
Time-Limited	75.21	11.81				

Note. Data obtained from time-extended and time-limited test scores.

A paired-samples *t*-test was conducted to compare the two mean scores, as the same participants took both tests. The *t*-statistic was 1.79, with *df* = 10 and *p* = 0.10 (*p* > .05), indicating no statistically significant difference between the two conditions (see Table 2). The effect size for the difference between the groups was calculated using Cohen's *d*, resulting in a value of 0.48, which is considered a small to medium effect. Although the difference was not statistically significant, the effect size suggests that the extended time may have had a meaningful impact on participants' performance.

To further investigate the differences in test scores under varying time conditions, an ANCOVA test was conducted, controlling participants' linguistic proficiency levels (B1 and B2). This analysis aimed to determine whether test scores differed significantly between the time-extended and time-limited conditions while accounting for participants' language proficiency. The results indicated no statistically significant effect of the time condition on scores, $F(1, 21) = 1.11$, *p* = .28, nor was there a significant difference based on linguistic level, $F(1, 21) = 0.86$, *p* = .40.

The overall model explained only 8.6% of the variance in test scores ($R^2 = .086$), suggesting that neither time allocation nor linguistic proficiency exerted a meaningful influence on performance. These findings align with the results of the paired-samples *t*-test, where a slight improvement in performance with extended time was observed but not to a

statistically significant extent. Thus, the results suggest that extended time may not be a decisive factor in test performance when linguistic proficiency is accounted for.

5.2 Impact of Time Allocation on Student Performance and Affect

Even though the statistical analysis rendered a statistically insignificant difference between student scores in the time-extended and time-limited tests, participants themselves frequently commented on the effects of time allotment for online summative listening tests: whether or not allowing for more time affected test performance or affect.

5.2.1 Impact of Time Allocation on Student Performance

Our analysis of student interviews revealed that participants perceive that the time allocation directly influences test performance. They emphasized that more time allows for a relaxed, more deliberate approach, improving accuracy and comprehension. They also referred to the importance of time allocation in avoiding feeling rushed or overconfident, as well as the use of particular techniques to efficiently manage the time that is available.

Table 3 exhibits the categories and codes obtained from the analysis of semi-structured interviews, pointing out students' perceptions about the impact of time allocation on their perceptions and emotions, which are further discussed below.

Table 3

Categories and Codes of Time Allocation Impact and Student Emotions.

Categories	Codes
<i>Impact of Time Allocation on Students' Performance</i>	(6) Time allotment makes the difference
	(4) Strategies to manage time
	(4) More time gives more benefits

Table 3 (continued)**Impact on Time Allocation on Student**

(4) Stress and pressure due to limited time

Affect

(4) Calmness and absence of anxiety during tests

Note. Numbers within parenthesis indicate the number of times the code was assigned. Data was obtained from interviews.

First and foremost, participants perceived that more time gives more benefits. For instance, in the individual interview, Meli reported “*con más tiempo uno puede avanzar con más tranquilidad, entonces el desempeño de uno puede ser incluso mejor, ya que no está tan presionado a responder lo más antes posible*” [with more time, one can move forward more calmly, so performance can even be better since there is not as much pressure to respond as quickly as possible.”] (Interview). This student’s reflection suggests that extended time can potentially result in a better test score. The phrase “*con más tranquilidad*” links extended time to a lower affective filter. In this regard, Rost (2011) explored the impact of whether the affective filter is heightened or lowered. He claimed that input cannot pass through or become readily accessible if the affective filter is up; if it is down, input can reach the area of the brain responsible for acquisition, which is where learning occurs (p. 151).

Another student also referred to the positive impact of time allocation on test scores. During the individual interview, Dilana explained the following:

Meramente como la tranquilidad de que voy a poder terminar de realizar todo el examen bien, con tranquilidad, de que, ejemplo, no pude contestar una pregunta, entonces la puedo marcar y seguir con las siguientes y ya cuando termine todo poder regresar y con la mente tal vez despejada incluso poder acertar la respuesta [Simply the peace of mind that I will be able to complete the entire exam, calmly. For example, if I cannot answer a question, I can mark it, move on to the next ones, and

then, once I have finished everything, I can go back with a clearer mind and maybe even be able to get the right answer] (Interview).

In this interview, Dilana elaborated on the advantages of having enough allotted time for the test. According to this student, time extended provides not only practical advantages such as the opportunity to go back to unanswered questions but also a psychological one since time extended may create a sense of calmness and clarity when solving the listening test. The excerpt “con la mente tal vez despejada” [with a clearer mind] puts forward that time extended enables students to approach questions with greater consideration and deliberation, reducing cognitive load that may have increased due to time pressure. As it has been documented, high cognitive load impedes comprehension. According to Sweller et al. (2011), the cognitive system would, at least in part, fail to process necessary data if cognitive load exceeds working memory’s capacity.

Conversely, students also reported that time allotment makes difference in listening tests. In the individual interview, Dilana pointed out “*si es muy amplio (asignación de tiempo), pasa esto: pasa que si es muy amplio, la gente se sobreconfía, ahora, si es muy limitado, la gente se apura*” [If it is too generous (time allocation), this is what happens: people tend to become overconfident. On the other hand, if it is too limited, people rush] (Interview). Dilana reflected on the possible outcomes based on the time allotted for tests. She remarked that while time-extended tests may generate a sense of overconfidence, limited time produces a rushed and pressured environment. Her comment draws attention to the need for balance in time allocation.

Dilana’s concern sides with the Cognitive Load Theory. Sweller (1988) and Sweller et al. (2011) explained that cognitive overload occurs when the amount of information surpasses the capacity of the working memory. Too limited time allotment can trigger cognitive overload, so performance weakens since students fail to process information under

pressure. This theory backs the students' concern about rushing when time appears to be too limited. Likewise, regarding overconfidence, Sweller emphasized the need for learning tasks that match students' working memory capacity, guaranteeing that learners continue engaged but not overwhelmed, avoiding overconfidence due too generous time allotment.

When asked about whether or not they believe that the time allotted for a test can influence the accuracy of their answers, Grace responded: *“Sí, más cuando ya uno se está quedando sin tiempo, es como tratar de, quizás, tratar de resolver la mayor cantidad de preguntas. Y ya no se va con la misma calidad de forma que se empezó.”* [Yes, especially when you're running out of time, it becomes more about trying to answer as many questions as possible. And you no longer maintain the same quality as when you started] (Interview). Grace's answer suggests that time allocation makes the difference in testing. Her perspective underscores the negative impact of time pressure on test accuracy. As time runs out, responding as many questions as possible becomes more important than maintaining accuracy and careful consideration. This rush affects the quality of answers: students have a sense of urgency and are unable to focus much accuracy as they did when more time was available. This demonstrates how having a time constraint might make learners perform poorly by forcing students to prioritize speed over accuracy.

Students also referred to some of the strategies they implement to manage time during online summative listening tests. In the case of Meli, when asked to describe how she manages her time during a listening test to make it more effective, she explained:

Primero veo el total de tiempo... Y el total de preguntas, entonces uno ahí más o menos va viendo cuánto tiempo tiene por pregunta. Y generalmente es como un minuto por pregunta o algo así, incluso menos. Entonces uno lo que hace es ir respondiendo ... y no dejar nada ahí. Y en la medida de lo posible trato como de no quedarme pensando demasiado en una pregunta, quizás si no la sé y tengo el chance

de seguir avanzando en la prueba, pues lo hago y ya después me regreso si me quedara tiempo. [First, I look at the total time ... And the total number of questions. Then you kind of figure out how much time you have per question. Usually, it is around a minute per question, or sometimes even less. What I do is just keep answering... without leaving anything unanswered. As much as possible, I try not to dwell too much on one question. If I do not know the answer and I have the chance to move forward, I do that, and if I have time left at the end, I will go back] (Interview).

First, Meli examines the total of time allotted and the number of questions to better allocate time, as it typically is a minute or less per question. Also, she focuses on answering questions without leaving any unanswered, which helps her avoid overthinking, to then go back if time allows to doublecheck the answers about which she is doubtful. Her strategies show her abilities to balance efficiency with accuracy, stressing the relevance of pacing herself under time constraints. The participant's time management strategies align closely with Bandura's (1986) concept of self-efficacy. This concept speaks to a person's confidence in their capacity to plan and carry out the necessary steps to handle specific situations. Here, the test-taker exhibits strong self-efficacy by planning ahead of time, allotting a minute or less for each question, and meticulously completing them all without skipping any.

5.2.2 Impact on Time Allocation on Student Affect

Participants exhibited two separate emotional responses to time-constrained listening evaluations. Emotion and affect are necessary to consider as emotions may directly impact students' performance in online listening tests. Negative emotions, such as stress may increase cognitive load and interfere with memory, while positive emotions such as calmness and confidence may help students focus to better interpret audio content. Considering affective factors in summative assessments ensures that students' test results reflect their language skills accurately, rather than their response to stressful conditions.

Mostly, students described experiencing stress and pressure due to limited time during online summative listening tests. Gael feels that he is affected by time constraints: *“Siempre tengo como ansiedad de tener... claras las cinco preguntas y las respuestas como para... ¡escuché esto! ¡ah es esta! (respuesta de la pregunta)”* [I always have this anxiety when listening to the audio. For instance, when it covers five questions. I want to have all five questions, and their answers clear in my mind, so I can think, ‘I heard this, so which question does it match?’] (Interview). It means that Gael feels anxious when doing a listening test because, first of all, he wants to understand the questions, so as the audio goes on, he can match the answer to the question immediately as he listens to the audio.

Another participant experienced similar emotions to Gael, experiencing stress and pressure due to time constraints. Grace pointed out that the time-limited test *“Hizo que me estresara y buscara apurarme”* [It made me feel stressed and pushed me to hurry] (Questionnaire).

Gael and Grace’s cognitive pressure due to time constraints can be analyzed in light of Cognitive Load Theory. Sweller (2011) expounded that when cognitive load exceeds working memory capacity, comprehension is negatively impacted. Gael felt stressed because he wants to have in mind the multiple questions and answers, so as the audio goes on, he can match questions with answers. In the case of Grace, she experienced stress and pressure to finish the test. Their experiences remark how limited time heightens the cognitive load via the emotions that he experiences during time-limited tests. On the other hand, Gael reported that having more time changes this situation as follows:

Si no hay un tiempo en juego, pues podría como escuchar el audio (mejor). Por ejemplo, cuando hago las prácticas que nos ponen acá en el curso, a veces escucho todo el audio y ya yo sé lo que me va quedando (respuestas), inclusive podría hasta responder las preguntas sin tener que volver a escucharlo [If there is no time

pressure, I could just listen to the audio (better). For example, when I do the practice exercises we have here in the course, sometimes I listen to the entire audio and already know what stands out to me (answers). I could even answer the questions without having to listen to it again] (Interview).

Gael's reflection points out that reduced time pressure in listening tests allows for a more relaxed and focused approach. This freedom from time constraints seems to enhance comprehension and retention, enabling them to identify answers on a single listen.

In the semi-structured interview, Meli mentioned running out of time in a summative listening test, so when asked to what extent it affected her, she stressed being affected in terms of "*niveles de estrés, pues sí. Uno se estresa bastante cuando tiene ese tiempo ahí encima*" [stress levels, yes. You do get quite stressed when you have that time pressure hanging over you] (Interview). Meli discussed how time pressure in online summative listening tests increased her stress level. Bailey (1983, as cited in Horwitz), argued that test anxiety can significantly interfere with cognitive processes, creating a psychological barrier that hinders the ability to process and retrieve language information during assessments (p. 157). Meli's words: "*ese tiempo ahí encima*" [that time pressure hanging over you] underscores that being constantly aware of the time-limit may elevate stress levels.

Students also reported experiencing an absence of anxiety during summative listening tests. Participants were asked to share any strategy they implemented to keep themselves focused and calm during listening tests. Andrey did not elaborate on the question as he does not get nervous or lose focus during summative listening tests. He said, "*Bueno, no tengo ninguna, solo, no sé, pues nunca me pongo nervioso o nunca me desconcentro durante una prueba, entonces no sé qué decirte*" ["Well, I do not have any, it is just... I never get nervous or lose focus during a test, so I do not know what to tell you"]. His reaction sheds light on a different emotional experience, in which students say they do not feel anxious or distracted

during listening assessments. Andrey achieved a B1⁺ linguistic level in the TOIEC test, which means that his linguistic level suits the requirements for the course level. His confidence and focus on listening tests may be the reason that he does not feel overwhelmed due to time constraints. Some students may not be impacted by time limits if they do not experience nervousness and lack of focus. They may approach the test with comfort and confidence, which can improve their performance without the need for special techniques.

Another student also expressed not having a difficult time when solving listening tests. Fabian expressed not stressing out due to time limitations as he “generalmente sí me siento como tranquilo al hacer las pruebas” [Generally, I do feel calm when taking tests]. During the listening test, this participant felt calm, which suggests that he was not stressed or anxious. Fabian seems to be able to handle the pressures of time and the assignment itself without losing his composure, which implies that some students are not negatively affected by the test atmosphere and its conditions. To accomplish this state of calmness, students may develop behaviors to ensure a sense of calmness to go over a stressful situation such as solving a listening test. Graham (2022) explains that self-efficacy refers to “the extent to which people develop behaviors that allow them to persist within potentially stressful situations” (p. 187). When faced with difficult tasks, people who have stronger self-efficacy remain composed and believe they can manage expectations without becoming too stressed.

5.3 Challenges and Strategies in Listening Comprehension

In addition to the emotional responses most participants experienced during timed listening tests, they also reported facing challenges that revolve around other aspects. For example, participants reported difficulties with understanding spoken English due to linguistic variation. These challenges, which included unfamiliar accents, fast speech and suprasegmental features, prompted them to employ adaptive strategies such as increased

focus and selective listening. By employing these strategies, participants managed affective factors, like anxiety, to enhance their comprehension during listening assessments.

Table 4 presents the categories and codes derived from the analysis of individual semi-structured interviews, highlighting challenges and adaptive strategies in listening which are further discussed below.

Table 4

Categories and Codes of Listening Comprehension Challenges and Strategies.

Categories	Codes
Challenges Faced During Listening Tests	(4) Difficulty due to accent (4) Difficulty due to speed (3) Suprasegmental aspects
Adaptive Strategies in Listening	(7) Strategies to understand content better (4) Strategies to increase self-efficacy (11) Regulation of emotions in listening assessment

Note. Numbers within parenthesis indicate the number of times the code was assigned.

Data obtained from interviews.

5.3.1 Challenges Faced During Listening Tests

Five out of seven participants stated that accents made listening tasks more difficult. During the interview, they were asked what they considered to be the most challenging aspect of a listening task, to which Fabian responded:

El acento de la persona que está hablando en la grabación principalmente, porque muchas veces es tal vez un acento un poco marcado y uno no está acostumbrado a escucharlo así... esas variaciones hacen que uno como que se ponga un poquito más nervioso... y al final uno no entienda como la idea que están tratando de decirle. [The

speaker's accent in the recording is the main issue, because many times it is perhaps a somewhat strong accent, and one is not used to hearing it that way... those variations make you feel a little more nervous... and in the end, you do not really understand the idea they are trying to convey] (Interview).

Fabian's mention of nervousness in connection to unfamiliar accents reflects an emotional response that aligns with Krashen's (1985) Affective Filter Hypothesis, where increased anxiety blocks input from being fully processed (p. 3). In this case, unfamiliar accents elevate students' anxiety, raising the affective filter and hindering their comprehension. Similarly, an unfamiliar accent may also increase the cognitive demands on working memory, forcing learners to focus not only on the content but also on decoding the unfamiliar speech patterns.

Additionally, learners noted how the inconsistency of accents across tasks added to their challenges. Grace remarked: "*Va a ser muy diferente el acento de cada uno, al menos de donde venga el audio*" [The accent will be very different depending on where the audio comes from]. This variability not only increased the cognitive demands but also affected students' confidence in distinguishing between accents, as evidenced by another comment from Grace: "*En este del que vos nos pasaste... me parece que habían como muchos británicos, no sé. Entonces, como que había muchos acentos que sinceramente no logro como distinguir.*" [In the recording you gave us, I think there were many British speakers. There were so many accents that, honestly, I could not distinguish them] (Interview). The cumulative effect of these challenges illustrates how accent variability not only requires additional cognitive effort but also amplifies stress.

Some participants identified fast pace in the speech of speakers in audios as a hurdle in listening tests. During the interview, Meli highlighted how missing a word early on can disrupt her focus throughout the rest of the task: "*Algunas grabaciones van muy rápido, entonces eso puede que por no escuchar o no entender una palabra o algo al principio, uno*

se desconcentra al escuchar lo demás." [Some recordings go very fast, so missing a word or something at the beginning can cause you to lose focus while listening to the rest.] Meli's experiences with fast-paced speech highlight a critical challenge in listening comprehension. This cognitive burden aligns with Sweller et al.'s (2011) theory, which posits that exceeding working memory capacity can result in comprehension breakdowns. When participants cannot keep up with the pace of speakers' speech, they risk missing essential details, triggering a chain reaction that disrupts concentration throughout the task.

The strain caused by fast speech becomes even more evident in Grace's observation: "*Si una persona me habla súper rápido, suena feo, pero olvídense que le capte como así.*" [If someone speaks super-fast, forget about me understanding it right away] (Interview). Gabriela explained that she struggles with fast speech not only in listening tasks but also in daily conversations, even in Spanish. Grace's struggle highlights how the pace of speech can impede comprehension, evoking feelings of inadequacy and anxiety.

When asked about the challenges in listening assessment, Andrey explained that identifying the emotional tone of a speaker's voice was one of the most difficult aspects for him. He recalled a specific example from the TOEIC (Test of English for International Communication) exam, where he struggled with questions that asked how the speaker was feeling—whether anxious, cheerful, or otherwise:

"Creo, más que todo cuando son preguntas de cómo noto la voz de la otra persona. Por ejemplo, en la prueba como la TOEIC que nos dieron, que decía que cómo sentíamos que estaba hablando la persona así angustiada o alegre y cosas así. Eso fue como lo que más me costó." [I think, mostly when the questions are about how I perceive the other person's voice. For example, in the TOEIC test we were given, it asked how we felt the person was speaking, like whether they were anxious or happy

and things like that. That was the most difficult thing to do, in my opinion]

(Interview).

Suprasegmental features, especially the emotional undertones of a speaker's voice, present a different type of challenge. Andrey noted that it is not enough to understand the words or the literal meaning; they also need to interpret how something is said, which often proves more difficult. For some, the emotional state conveyed through the speaker's voice, such as whether they sound anxious or happy, becomes a layer of meaning they struggle to decode. In another interview, Dilana referred to linking and how speakers "*unen muchas palabras que tal vez usted espera escuchar como cada palabra*" [connect many words which you might expect to hear individually] but then "*se escucha diferente*" [it sounds different]. Dilana argued that linking "*require cierta atención y acostumbrar el oído*" [requires a certain level of attention and training your ear to get used to it]. This adds another dimension to listening comprehension, where cognitive effort must be balanced between understanding content and interpreting emotional connotations in utterances.

5.3.2 Adaptive Strategies in Listening

In navigating the complexities of listening comprehension, participants identified a variety of strategies and techniques to enhance their understanding and retention of spoken information. These strategies, ranging from focused listening to self-directed practice with English media, reflect an intentional effort to improve their listening skills. By employing these methods, participants aim to overcome common challenges associated with listening tasks, such as linguistic variation and emotional barriers.

All the participants referred to different strategies they employ during listening tasks to better understand the information. Fabián noted the importance of concentration, stating that he makes a conscious effort to "*no distraerme mientras está sonando el audio*" [not get distracted while the audio is playing] and prefers to focus solely on the audio. After playing

the audio, he focuses on “*leer lo que me están preguntando*” [reading the questions]. Andrey follows another approach different from Fabián’s: “*Primero leo todas las preguntas para saber qué es lo que voy a contestar*” [I first read all the questions to know what I am going to answer]. Both strategies reflect a systematic approach to listening comprehension, allowing them to maximize their understanding by either focusing on the audio first or reviewing questions beforehand to enhance their overall performance.

On the other hand, Dilana added another strategy, indicating that she would rather “*escucharlo dos veces [el audio] si no me quedó claro*” [listen to the audio twice if it was not clear to me]. Her preference for replaying the audio underscores the value of repetition in reinforcing comprehension. She considers it the ideal scenario; however, the option to revisit the audio provides her with additional clarity and confidence.

These strategies shared by Fabián, Andrey and Dilana highlight the critical role of memory and cognitive control in effective listening, as emphasized by Gilakjani and Ahmadi (2011), who stated, “Listening is receiving; receiving requires thinking, and thinking requires memory” (p. 984). By focusing on either the audio or the questions first and employing techniques like repetition, participants integrate their memory and attention, ensuring that their efforts are directed toward constructing meaning from the input.

In addition to employing the aforementioned during-the-test strategies, participants actively engaged in self-directed learning to build their listening competence. When asked about his strategies for improving listening skills, Fabián remarked: “*Practicar principalmente, escuchar cosas en inglés, ver series en inglés, películas en inglés, juegos en inglés, videojuegos en inglés, música en inglés.*” [Mainly practice, listen to things in English, watch series in English, movies in English, games in English, video games in English, music in English] (Interview). This engagement with authentic and varied English media offers participants repeated exposure to different accents, vocabulary, and speaking speeds—helping

them address common comprehension challenges, such as accent variation and rapid speech. As highlighted by Graham and Macaro (2008), developing self-regulatory listening strategies improves learners' performance.

Finally, participants shared other strategies aimed at improving their focus and managing anxiety during listening tasks. For instance, Gael emphasized: "*Trato de enfocarme 100%, cerrar los ojos, inclusive imaginar lo que están diciendo*" ["I try to focus 100%, close my eyes, even imagine what they are saying"]. This method not only reflects his commitment to fully understanding the context but also signifies an effort to engage in active visualization, a cognitive strategy that can enhance memory retention and comprehension. By mentally picturing the scenario being described, Gael is likely fostering deeper connections with the material, which can lead to improved recall during assessments. Similarly, Grace shared her technique of taking breaks, noting, "*Levantarme cinco minutos, tomar agua... darle aire a mi cabeza*" ["Get up for five minutes, drink some water... clear my head"]. She explained that this strategy is crucial because "*no puedo llegar a sobreexigirme, porque entro en un colapso mental*" ["I cannot push myself too hard, or else I will have a mental breakdown"].

These techniques illustrate participants' awareness of their emotional limits and the necessity of self-regulation. By consciously stepping away to decompress, they reduce stress levels, which helps lower the affective filter that Krashen (1985) suggests can hinder input processing. This proactive approach allows them to sustain cognitive and emotional energy during assessments, minimizing the risk of mental fatigue and enhancing overall comprehension.

VI. Discussion and Conclusions

This section presents an examination of the study's findings about how time allocation affects the emotional experiences and performance of EFL (English as a foreign language) learners on online listening tests. The discussion considers the contributions of these findings to current EFL assessment practices, acknowledges limitations that may influence the interpretation of results, and provides suggestions for future research. Finally, this section concludes by emphasizing the role of adaptive and flexible assessment approaches in enhancing language learning.

The main objective of this study was to assess the impact of time assigned for online summative listening assessments on the test scores and the educational experiences of intermediate EFL learners. The study included 13 EFL learners taking an intensive English course catered to students with an intermediate level of proficiency. To accomplish this aim, a mixed-methods study was designed and implemented. On the other hand, the quantitative portion sought to determine if time limits improved or impeded students' performance, by examining two different timing conditions: time-limited and time-extended tests. On the other hand, the qualitative part aimed to examine how time limit affected students' stress, anxiety, and test-taking techniques. This portion of the study looked at specific challenges faced by the EFL students, such as cognitive load management and emotional barriers during timed summative listening assessments.

The quantitative analysis revealed that the impact of time allocation on test performance is complex. The t-test results suggest there is no statistically significant difference ($p = 0.10$) between the extended-time ($M = 80.77$) and time-limited test scores ($M = 75.21$). While the difference in test scores is not significant, its effect size is moderate (Cohen's $d = 0.48$). The significance of the t-test may have been impacted by three potential outliers whose scores slightly improved under time-limited conditions. In fact, if their scores

were taken out from the data set, the t-test would render a statistically significant result in favor of time-extended allocation. If the sample size had been bigger (e.g., N=30 or above), these outliers would not have affected the results in this way.

The qualitative analysis revealed two patterns. First, participants identified various challenges in listening comprehension, primarily due to unfamiliar accents, fast speech, and linguistic variability. According to the participants, these difficulties hamper their ability to process information efficiently. Accents were reported to increase both cognitive demands and anxiety, while fast speech makes it harder to process information. Additionally, interpreting speaker undertones and handling suprasegmental features also represent a challenge. Second, participants reported employing a variety of proactive techniques to enhance their listening comprehension. By employing techniques like focused listening, strategic question review, and self-directed practice with various media, they not only improve their understanding but also build confidence in their abilities.

6.1 Contributions to the Field

The findings of this study offer significant contributions to EFL listening assessment policy and practice by addressing critical gaps in how time allocation affects learner performance, anxiety, and strategy use. Firstly, this research underscores the need for standardized policies that recommend evidence-based time frames in listening assessments, particularly for tasks involving varied accents or rapid speech (Jung, 2018; Marcus et al., 1996). The findings suggest that extended time enables learners to apply effective strategies, such as focused listening and mental rehearsal, which enhance comprehension and performance. Standardizing flexible time allocations based on these insights can create fairer assessments that accommodate individual cognitive processing speeds, as proposed by Nevo and Spector (1979) in their discussion of ‘personal tempo.’ In this way, assessments become more inclusive, providing students with adequate opportunities to process and respond to

listening prompts without excessive cognitive load or anxiety (Krashen, 1985; Glass et al., 2013; Sweller, 1998; Simmering & Perone, 2013).

Further, this study advocates for timing flexibility in summative assessments, which can alleviate cognitive and emotional barriers, such as the heightened anxiety discussed by Horwitz (2010) and Young (1991) in the context of test performance. Adaptive timing policies could mitigate the cognitive demands and anxiety generated by complex auditory inputs, fostering an unbiased testing environment that considers learners' diverse processing needs. By reducing unnecessary barriers, these policies would enable students to focus more on skill-building and self-efficacy, empowering them to become more effective listeners equipped to handle real-world communication challenges.

In addition to these policy suggestions, the findings of the study offer valuable guidance for EFL educator training programs. Training programs for EFL instructors should include modules on Cognitive Load Theory, the Input Hypothesis, and specific listening strategies, emphasizing how factors like task complexity and response time influence listening performance (Jung, 2018; Noroozi & Karami, 2022). This approach would equip educators with tools to develop assessments that balance task complexity and time constraints, ultimately helping students confront challenges such as navigating different accents or fast-paced speech (Dindar et al., 2015; Lee, 2014). By integrating assessment training into EFL assessment policy and practice, educators can learn to design tests that support students' cognitive and emotional needs, promoting a more student-centered environment and reinforcing both assessment validity and learners' autonomy.

6.2 Limitations of the Study

We identified three limitations of this study. First, there is a lack of generalized agreement on the optimal time allotment for listening tests. During our investigation into how time allocation affects students' performance in online summative listening tests, we

discovered that current theoretical frameworks do not provide specific guidance for time allocation on listening tests. The ideal time for tests may differ significantly for each learner, and the time frames chosen could not cover all aspects of effective periods for every learner. Secondly, this study did not specifically address a broad range of emotional factors that can influence test performance since we focused on the most common emotional factors (stress and anxiety). Finally, we dealt with a small sample size $N=13$, limited to one single language institute. The small sample made it possible for three individuals to skew the results for everyone else. These three participants obtained higher scores for the time-limited test. The small sample size of 13 participants was unintentional. Initially, we planned to work with 32 participants; however, some students declined to participate, and others who initially agreed, did not respond to follow-up communications, missing the tasks required for the study, resulting in ineligible participants.

6.3 Suggestions for Future Research

Exploring the impact of the time assigned for online summative listening assessments on the educational experiences and test scores of EFL learners could benefit from further reducing the time allocated for the time-limited test. We speculate that further reducing the time allotted for the time-limited test would give us a more nuanced understanding of the effect of time difference. Also, future research should consider increasing the sample size and broadening the number of subjects to include more institutions in order to improve generalizability. We noticed that three students potentially acted as outliers; therefore, a fruitful avenue for further research could be having a larger sample size to prevent results from skewing if some students act as outliers. Also, to prevent the results from skewing, we may foster students' commitment and willingness to participate in the study by making their grades obtained under the two-time conditions contribute to their grade point average (GPA).

Moreover, longitudinal studies could provide insights into whether the impact of time allotment on test scores and students emotional responses stay constant over time.

Researchers may also explore the interplay between time constraints and other emotional responses as this research delves into a few emotional factors that could affect test performance. For example, teachers and researchers may delve into the connection of test anxiety and test performance by looking at how different time constraints affect levels of anxiety, focus, and self-efficacy in students. Understanding this correlation could provide insights on how time pressure influences learner's cognitive processing and emotional regulation, identifying best conditions for lowering anxiety. Finally, a valuable direction for further research would be to investigate how linguistic variation, specifically differences in accent, impacts the listening comprehension and test results of EFL students as students reported that their comprehension has been affected due to this linguistic variation as well. Such study could investigate if exposure to various accents during language instruction affects students' comprehension abilities and performance across accent varieties to put forth strategies to help students adjust to linguistic variation and increase their listening comprehension.

6.4 Conclusion of the Study

This study showed that the amount of time allotted to online summative listening tests influenced the performance and emotional responses of EFL students. Even though the time-extended condition did not yield a significant statistical difference, for some students, this condition reduces anxiety and stress. According to the qualitative results, students reported facing challenges because of linguistic variation, including unfamiliar accents, fast speech, and suprasegmental features, which prompted them to employ adaptive strategies such as increased focus and selective listening. Furthermore, the qualitative segment revealed that some students perceive that more time promotes calmness, as they do not feel pressured by

time limits, and boosts confidence, as they can replay the audio and check uncertain answers. This feeling of calmness and improved confidence supports our own perspective that allowing for more time in online summative listening tests can result in a more equitable assessment of students' listening abilities.

The study also emphasized the significance of flexible assessment policies that take into account differences in emotional regulation and cognitive processing. According to the findings, strict and rigid time limitations might not be the best learning environment for all students in online summative listening tests. Flexible time could reduce cognitive overload and improve students' language proficiency in summative assessments. The importance of differentiated assessment strategies is highlighted by the interaction between cognitive load and emotional factors, particularly anxiety and self-efficacy. Aligning with Krashen's Affective Filter Hypothesis, teachers and test designers may reduce students' affective filter through extended time conditions, fostering a testing environment that enhances comprehension and minimizes stress. In addition to implementing flexible time policies, teachers should provide students with strategies that improve listening comprehension and reduce the affective filter. Through explicit instruction, teachers can assist students in managing their emotions while navigating difficult listening tasks.

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Appendix A

Participation Consent

Información y Consentimiento para Participar en un Estudio de Investigación

Título del estudio: El Impacto del Tiempo Asignado a Evaluación Sumativa en Línea de la Destreza de Escucha

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Por favor, lea atentamente este formulario antes de decidir si desea participar o no.

- A. Objetivo:** Examinar su percepción acerca del impacto del tiempo asignado para las evaluaciones auditivas sumativas en línea.
- B. Procedimientos:** Su participación involucra: dos exámenes de escucha que tendrán un valor sobre la nota del curso, dos cuestionarios (uno luego de cada examen) y finalmente una entrevista que se extenderá por 45 minutos aproximadamente.
- C. Riesgos y Beneficios:** Es posible que se sienta incómodo al saber que sus respuestas serán analizadas. **Sus respuestas no tendrán ninguna repercusión sobre su situación académica en el programa que usted cursa.** Además, esta información se mantendrá confidencial. Un posible beneficio de participar en este estudio es que usted, al reflexionar sobre sus respuestas, podría obtener una mayor comprensión de sus habilidades y áreas de mejora en el campo de la instrucción auditiva en inglés como lengua extranjera.
- D. Confidencialidad:** Solo los investigadores tendrán acceso a los datos obtenidos. Existe la intención de publicar los resultados del estudio como parte de nuestro trabajo final de graduación para optar por el grado de Maestría. Sin embargo, no será posible identificar sus comentarios en los resultados publicados.
- E. Condiciones de Participación:** No tiene ninguna obligación de participar en esta investigación. Si participa, puede dejar de hacerlo o pedir que se retire su información. Si no desea que se utilice su información, comuníquese a los investigadores en la mayor brevedad posible.
- F. Declaración del Participante:** Si usted está de acuerdo en participar, por favor indique:

Nombre completo: _____

Firma: _____

Cuando finalice el proyecto:

- ☐ Me gustaría asistir a un seminario web de Zoom para escuchar un resumen de los resultados de la investigación.
- ☐ No me gustaría asistir a un seminario web de Zoom para escuchar un resumen de los resultados de la investigación.

Isaac Espinoza Agüero

Jeison Godínez Quesada

Si tiene preguntas sobre cualquier aspecto de esta investigación, por favor contacte a los investigadores o al docente tutor de investigación en las direcciones de correo electrónico arriba indicadas. Si le preocupa los aspectos éticos de esta investigación, contacte al Comité de Gestión Académica, posgradompla@una.cr

Appendix B

Interview Protocol

Name: _____	Date: _____
Introduction (2 minutes)	
– Mi nombre es Isaac Espinoza / Jeison Godínez. Soy un estudiante de maestría en el programa de Lingüística Aplicada para la Enseñanza del Inglés como Lengua Extranjera en la Universidad Nacional. – Nuestro trabajo de investigación explora el impacto del tiempo asignado para las evaluaciones auditivas sumativas en línea. – Le recuerdo que no tiene ninguna obligación de participar en esta investigación. Si participa, puede dejar de hacerlo o pedir que se retire su información. Además, la información que brinde será confidencial y anónima. – Esta entrevista será grabada mediante Zoom además de un dispositivo móvil que grabará nuestras voces. ¿Está usted de acuerdo con esto?	
Section I: Background and General Experiences (10 minutes)	
1. Generalmente, ¿cómo se siente usted durante una prueba de escucha en comparación a otro tipo de pruebas como orales o escritas? 2. ¿Cuáles aspectos de una prueba de escucha resultan ser lo más retadores para usted? 3. Cuando su nota obtenida es inferior a la que esperaba, ¿a qué le suele atribuir el desempeño?	
Section II: Test-taking Strategies and Time Management (15 minutes)	
1. ¿Podría describir cómo usted maneja su tiempo durante una prueba de escucha? a. ¿Qué estrategias usa para asegurarse de que entendió el contenido de los audios de forma efectiva? b. ¿Podría compartir alguna técnica que use para mantenerse concentrado y calmado durante un examen de escucha? 2. ¿Siente usted que el tiempo que usualmente le es asignado para una prueba de escucha es suficiente? 3. ¿Alguna vez se quedó sin tiempo durante un examen de escucha? Si así fue, ¿cree que le afectó de alguna manera?	
Section III: Perceptions of time, Anxiety, and Self-efficacy (15 minutes)	
1. ¿Qué estrategias usa para controlar la ansiedad si un examen de escucha tiene un límite de tiempo? a. ¿Qué tan efectivas cree usted que son estas técnicas para ayudarle a usted a mantenerse en calma y concentrado durante el examen? b. ¿Recuerda alguna ocasión en la que se sintió particularmente ansioso mientras tomaba un examen de escucha que tenía tiempo límite? 2. ¿Cree que el tiempo asignado en una prueba puede influir en la precisión de sus respuestas? a. ¿Ha notado alguna diferencia en su desempeño cuando se le asigna más tiempo en una prueba de escucha? b. ¿Qué prácticas suele desarrollar para mejorar su confianza antes y durante de un examen de escucha?	
Closure of Interview (2 minutes)	
– Gracias por información que usted ha compartido durante la entrevista. – Quiero asegurarle nuevamente que todo lo que hemos discutido en esta entrevista es confidencial. – Muchas gracias por su tiempo y amabilidad.	

Appendix C

TOEIC Sample Test

TOEIC Practice Test 2 - Listening

1. Read the instructions carefully.
2. There is a total of **100 items**. Use the time wisely.
3. Answer **ALL** the questions.
4. Do not spend too much time on any one question.
5. Be aware of the time limits. The test time is **45 minutes** for the Listening Section.

isacaett7@gmail.com [Switch account](#)

Not shared

* Indicates required question

Full name: *

Your answer

Select your group *

Choose

Next

Clear form

Part 1: Photographs

Directions: For each question, you will see a picture and you will hear four short statements. The statements will be spoken just one time. When you hear the four statements, look at the picture and choose the statement that best describes what you see in the picture. Choose the best answer A, B, C or D.

(3m:25s)

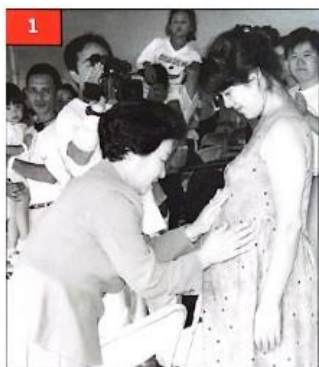


Example: Now listen to the four statements. Statement **D** best describes what you see in the picture. Therefore, you should choose answer **D**.

- a. He is on the phone.
- b. She is driving the car.
- c. She is typing on the computer.
- d. He is sitting next to her.

1

1 point



- ☐ A
- ☐ B
- ☐ C
- ☐ D

3

1 point



- ☐ A
- ☐ B
- ☐ C
- ☐ D

2

1 point



- ☐ A
- ☐ B
- ☐ C
- ☐ D

4

1 point



- ☐ A
- ☐ B
- ☐ C
- ☐ D

5

1 point



- ☐ A
- ☐ B
- ☐ C
- ☐ D

6

1 point



- ☐ A
- ☐ B
- ☐ C
- ☐ D

Back

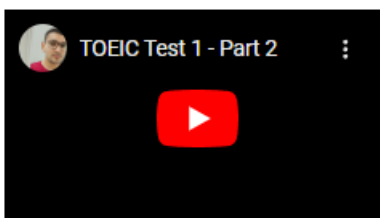
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Part 2: Question-Response

Directions: In this part of the test, you will hear a question or statement spoken in English, followed by three responses, also spoken in English. The question or statement and the responses will be spoken just one time. You are going to choose the best response to each question or statement. Now listen to a sample question.

(8m:48s)



Example:

You will hear:

Man: Why are you late?

Woman: a. I hope I won't be.

b. My car broke down.

c. He always is.

The best response is choice B. "My car broke down". Therefore, you should choose **B**.

Item 7

1 point

- ☐ A
- ☐ B
- ☐ C

Item 8

1 point

- ☐ A
- ☐ B
- ☐ C

Item 9

1 point

- ☐ A
- ☐ B
- ☐ C

Item 10

1 point

- ☐ A
- ☐ B
- ☐ C

Item 11

1 point

- ☐ A
- ☐ B
- ☐ C

Item 12

1 point

- ☐ A
- ☐ B
- ☐ C

Item 13

1 point

- ☐ A
- ☐ B
- ☐ C

Item 14

1 point

- ☐ A
- ☐ B
- ☐ C

Item 15

1 point

- ☐ A
- ☐ B
- ☐ C

Item 16

1 point

- ☐ A
- ☐ B
- ☐ C

Item 17

1 point

- ☐ A
- ☐ B
- ☐ C

Item 18

1 point

- ☐ A
- ☐ B
- ☐ C

Item 19

1 point

- ☐ A
- ☐ B
- ☐ C

Item 20

1 point

- ☐ A
- ☐ B
- ☐ C

Item 21

1 point

- ☐ A
- ☐ B
- ☐ C

Item 22

1 point

- ☐ A
- ☐ B
- ☐ C

Item 23

1 point

- ☐ A
- ☐ B
- ☐ C

Item 24

1 point

- ☐ A
- ☐ B
- ☐ C

Item 25

1 point

- ☐ A
- ☐ B
- ☐ C

Item 26

1 point

- ☐ A
- ☐ B
- ☐ C

Item 27

1 point

- ☐ A
- ☐ B
- ☐ C

Item 28

1 point

- ☐ A
- ☐ B
- ☐ C

Item 29

1 point

- ☐ A
- ☐ B
- ☐ C

Item 30

1 point

- ☐ A
- ☐ B
- ☐ C

Item 31

1 point

- ☐ A
- ☐ B
- ☐ C

Back

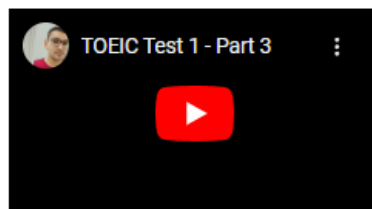
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Part 3: Conversations

Directions: You will hear some conversations between two or more people. You will be asked to answer three questions about what the speakers say in each conversation. Select the best response to each question and choose the option A, B, C, or D. The conversations will be spoken only one time.

(15m:51s)



32. How does Megan feel about the presentation she will give?

1 point

- ☐ A. confident
- ☐ B. unsure
- ☐ C. terrified
- ☐ D. proud

33. What is true about Megan?

1 point

- ☐ A. She is advising Michael.
- ☐ B. She is preparing at the last minute.
- ☐ C. She is planning ahead.
- ☐ D. She has been to a lot of conferences.

34. What will happen on Friday the 5th?

1 point

- ☐ A. Michael will help Megan.
- ☐ B. Megan will give a presentation.
- ☐ C. Michael has a deadline.
- ☐ D. There is a conference.

35. What is the woman trying to do?

1 point

- ☐ A. earn some money in the summer
- ☐ B. get help for a disabled child
- ☐ C. offer her assistance
- ☐ D. meet Ana

36. What does the woman need to do next?

1 point

- ☐ A. come back in a few hours
- ☐ B. come back any morning
- ☐ C. try to find another place to volunteer
- ☐ D. give the man her CV

37. How could the man be best described?

1 point

- ☐ A. helpful
- ☐ B. unhelpful
- ☐ C. afraid
- ☐ D. annoyed

38. How does the woman feel?

1 point

- ☐ A. exhausted
- ☐ B. impatient
- ☐ C. grateful
- ☐ D. annoyed

39. Why did the man make a mistake?

1 point

- ☐ A. He was careless.
- ☐ B. He did not have information.
- ☐ C. He wanted to provoke the woman.
- ☐ D. The job was complex.

40. Why can't the woman go on Thursday evening?

1 point

- ☐ A. Elsie told her that she must not.
- ☐ B. She will miss the meeting.
- ☐ C. She has to work.
- ☐ D. She just doesn't want to.

41. What would the woman like to be doing on the weekend?

1 point

- ☐ A. visiting Todd
- ☐ B. swimming
- ☐ C. working on a computer
- ☐ D. taking a sick day

42. What is the tone of the man's words?

1 point

- ☐ A. angry
- ☐ B. serious
- ☐ C. joking
- ☐ D. regretful

43. What is the relationship between the three speakers?

1 point

- ☐ A. family members
- ☐ B. co-workers
- ☐ C. employees and boss
- ☐ D. friends

44. Why does the woman say, "Yes, most of us are struggling."?

1 point

- ☐ A. She can't accept the man's decision.
- ☐ B. She tries to make the man work harder.
- ☐ C. She feels guilty about what they have to do.
- ☐ D. She wants to show understanding.

45. What was the purpose of the man's conversation with Ms. Johnson?

1 point

- ☐ A. to give information
- ☐ B. to ask for help
- ☐ C. to get sympathy
- ☐ D. to challenge her

46. What is the relationship between the man and Ms. Johnson?

1 point

- ☐ A. relatives
- ☐ B. co-workers
- ☐ C. friends
- ☐ D. employee and boss

47. What does the woman imply when she says, "Her eyes were sparkling, and she had a huge smile!"?

1 point

- ☐ A. Laura was really beautiful that day.
- ☐ B. Laura was excited about the job offered to her.
- ☐ C. Laura was really happy to see the woman.
- ☐ D. Laura was very happy in her current job.

48. What does the woman think Laura will do?

1 point

- ☐ A. She will definitely take the job.
- ☐ B. She will definitely not take the job.
- ☐ C. She will probably take the job.
- ☐ D. She will not be able to decide.

49. Why does the man think it would be hard for Laura to decide to take the job?

1 point

- ☐ A. It is not a good position
- ☐ B. It is far from her family.
- ☐ C. She is not adventurous.
- ☐ D. She must decide quickly

50. How did the man feel when he heard about the woman's decision?

1 point

- ☐ A. worried
- ☐ B. frustrated
- ☐ C. surprised
- ☐ D. annoyed

51. How often does the woman think she would use the car?

1 point

- ☐ A. every day
- ☐ B. occasionally
- ☐ C. constantly
- ☐ D. very rarely

52. What does the man think is the problem with renting a car?

1 point

- ☐ A. It would be too expensive.
- ☐ B. It would interfere with work.
- ☐ C. It would discourage trips.
- ☐ D. It would be unnecessary.

53. How is the woman feeling?

1 point

- ☐ A. disappointed
- ☐ B. rightened
- ☐ C. worried
- ☐ D. relaxed

54. Why is the woman unhappy with her office mate?

1 point

- ☐ A. She is obnoxious.
- ☐ B. she doesn't answer her questions.
- ☐ C. She doesn't start conversations.
- ☐ D. She bothers her all the time.

55. How does the man think the woman should be?

1 point

- ☐ A. straightforward
- ☐ B. Independent
- ☐ C. cautious
- ☐ D. confrontational

56. What food does the man not like?

1 point

- ☐ A. steak
- ☐ B. chips
- ☐ C. salad
- ☐ D. tomato

57. If the man doesn't eat his salad, what will happen?

1 point

- ☐ A. He will go hungry.
- ☐ B. He will still eat well.
- ☐ C. He will let someone down.
- ☐ D. It will be the end of the world.

58. How can the woman be described?

1 point

- ☐ A. bored
- ☐ B. indifferent
- ☐ C. delighted
- ☐ D. polite

59. How can the woman be described?

1 point

- ☐ A. to design things
- ☐ B. to make things
- ☐ C. to sell things
- ☐ D. to invent things

60. What was the man's attitude towards his work?

1 point

- ☐ A. He enjoyed it.
- ☐ B. He worked hard but didn't like it.
- ☐ C. It was not very important to him.
- ☐ D. He was serious and practical.

61. Why is the woman speaking to the man?

1 point

- ☐ A. to warn him about a job.
- ☐ B. to thank him for his work.
- ☐ C. to encourage him to work harder
- ☐ D. to ask for his assistance.

61. Why is the woman speaking to the man?

1 point

- ☐ A. to warn him about a job.
- ☐ B. to thank him for his work.
- ☐ C. to encourage him to work harder
- ☐ D. to ask for his assistance.

62. Look at the graphic. Who is currently interested in buying some property? 1 point

WEEK	TYPE OF PROPERTY	CLIENT
last week	condo	Mr and Mrs Jenkins
	beachfront bungalow	Mr and Mrs Jones
this week	townhouse	Mr and Ms Phillips
next week	1 bedroom city apartment	
	single family home	
	downtown loft	Mr and Mrs Lewis

- ☐ A. Mr and Mrs Phillips
- ☐ B. Mr and Mrs Jones
- ☐ C. Mr and Mrs Lewis
- ☐ D. Mr and Mrs Jenkins

63. How does the man feel?

1 point

- ☐ A. depressed
- ☐ B. reluctant
- ☐ C. disappointed
- ☐ D. scared

64. Where is the woman going now?

1 point

- ☐ A. back home
- ☐ B. the café
- ☐ C. the canteen
- ☐ D. the store

65. Which department do the speakers work in?

1 point

- ☐ A. management
- ☐ B. finance
- ☐ C. design
- ☐ D. administration

66. What is the woman's attitude towards the managers?

1 point

- ☐ A. considerate
- ☐ B. disrespectful
- ☐ C. sympathetic
- ☐ D. excited

67. How does the man feel?

1 point

- ☐ A. tired
- ☐ B. frustrated
- ☐ C. relaxed
- ☐ D. sad

68. How did the first man feel when he heard about the house?

1 point

- ☐ A. surprised
- ☐ B. angry
- ☐ C. disinterested
- ☐ D. unhappy

69. Look at the graphic. Which property are they discussing?

1 point

PROPERTY	LOCATION	PRICE
single family home	countryside	300,000
townhouse	suburbs	200,000
condo	downtown	250,000
townhouse	riverfront	180,000

- ☐ A. the house in the countryside
- ☐ B. the downtown condo
- ☐ C. the riverfront townhouse
- ☐ D. the suburban house

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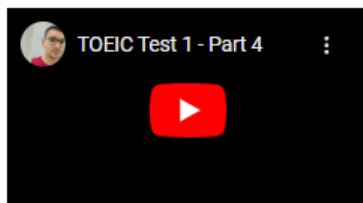
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Part 4: Conversations

Directions: You will hear some talks by a single speaker. You will be asked to answer three questions about what the speaker says in each talk. Select the best response to each question and choose the option A, B, C, or D. The conversations will be spoken only one time.

(12m:37s)



70. What does Bill think the woman should do?

1 point

- ☐ A. spend more money
- ☐ B. buy the house they've just seen
- ☐ C. forget about the location and concentrate on the House
- ☐ D. rethink their priorities

71. What is the building?

1 point

- ☐ A. a factory
- ☐ B. a shop
- ☐ C. a gallery
- ☐ D. a hospital

72. What were the Bradford family?

1 point

- ☐ A. artists
- ☐ B. politicians
- ☐ C. actors
- ☐ D. fashion designers

73. Who is Charles Bradford?

1 point

- ☐ A. Alan's great-grandfather
- ☐ B. an artist visiting the opening
- ☐ C. an artist
- ☐ D. a classical music player

74. What has affected the 10.50 train to Washington?

1 point

DEPARTURE	DESTINATION	TRAIN NUMBER
11.15	Washington	78596
10.50	Washington	78459
11.30	Atlanta	58963
11.40	Atlanta	58942

- ☐ A. There was no driver.
- ☐ B. It had broken down.
- ☐ C. There was a signal failure.
- ☐ D. There were passengers on the track.

75. Look at the graphic. Which one of these trains is an express one?

1 point

- ☐ A. 58963
- ☐ B. 78459
- ☐ C. 78596
- ☐ D. 58942

76. Which platform will the Washington train leave from?

1 point

- ☐ A. six
- ☐ B. seven
- ☐ C. eleven
- ☐ D. four

77. Who is talking?

1 point

- ☐ A. a receptionist
- ☐ B. a shop assistant
- ☐ C. a waiter
- ☐ D. a butcher

78. How many specials are there to choose from?

1 point

- ☐ A. 4
- ☐ B. 5
- ☐ C. 3
- ☐ D. 2

79. What does he not tell them about immediately?

1 point

- ☐ A. the fish
- ☐ B. the steak
- ☐ C. the desserts
- ☐ D. the salads

80. Who is the talk directed at?

1 point

- ☐ A. campaigners
- ☐ B. radio listeners
- ☐ C. politicians
- ☐ D. astronomers

81. By what percentage has light pollution increased over the last 10 years?

1 point

- ☐ A. 25%
- ☐ B. 10%
- ☐ C. 11%
- ☐ D. 5%

82. What is the next thing the listeners will hear?

1 point

- ☐ A. an astronomer
- ☐ B. Merving
- ☐ C. music
- ☐ D. horoscopes

83. How many films will be shown this week?

1 point

- ☐ A. three
- ☐ B. seven
- ☐ C. twelve
- ☐ D. two

84. Why does the speaker say, "the film will break even the hardest heart."?

1 point

- ☐ A. to prevent children from watching
- ☐ B. to criticize the film's main idea
- ☐ C. to warn people with heart problems
- ☐ D. to show how emotional the film is

85. What will happen after the film?

1 point

- ☐ A. There will be refreshments.
- ☐ B. The director will make a speech.
- ☐ C. The actors will perform.
- ☐ D. The cast will go to a wine bar.

86. Why does the speaker say, "attention shoppers!"?

1 point

- ☐ A. Shoppers must beware of their personal belongings.
- ☐ B. There has been a change in opening times.
- ☐ C. Customers should be aware of available discounts.
- ☐ D. A child has gone missing.

87. Where can you get something free to eat?

1 point

- ☐ A. Kidsworld
- ☐ B. the Coffee Place
- ☐ C. the bakery
- ☐ D. the supermarket

88. What time is it now?

1 point

- ☐ A. 5 pm
- ☐ B. 3 pm
- ☐ C. 4 pm
- ☐ D. 8 pm

89. Where are they?

1 point

- ☐ A. on the plane on the runway
- ☐ B. in the airport building
- ☐ C. on the bus
- ☐ D. in a plane in the air

90. Who is speaking?

1 point

- ☐ A. a member of the ground crew
- ☐ B. a member of the cabin crew
- ☐ C. the captain a luggage handler
- ☐ D. a luggage handler

91. Look at the graphic. What time are they departing from London?

1 point

	Departure (GMT)	Arrival local time: (GMT + 1 hour)
London - Paris		09.10
Paris - Cairo		
Cairo - Cape Town		

- ☐ A. 8.10
- ☐ B. 7.30
- ☐ C. 7.00
- ☐ D. 7.50

92. What is the problem?

1 point

- ☐ A. A computer is not working.
- ☐ B. A computer did not arrive.
- ☐ C. Someone needs to find a service center.
- ☐ D. A telephone is not working.

93. The man speaking is

1 point

- ☐ A. on the radio.
- ☐ B. at the computer.
- ☐ C. at home.
- ☐ D. on the telephone.

93. The man speaking is

1 point

- ☐ A. on the radio.
- ☐ B. at the computer.
- ☐ C. at home.
- ☐ D. on the telephone.

94. What should be done first?

1 point

- ☐ A. click 'my computer' icon
- ☐ B. click 'programs' icon
- ☐ C. connect to the internet
- ☐ D. close all programs

95. Who is most likely speaking?

1 point

- ☐ A. a store owner
- ☐ B. a radio announcer
- ☐ C. a professor
- ☐ D. someone who reads a newspaper

96. What is predicted to happen in two years' time?

1 point

- ☐ A. a recession
- ☐ B. the dollar will rise against the yen
- ☐ C. a housing slump
- ☐ D. interest rates will be cut

97. What accounts for two thirds of the US economy?

1 point

- ☐ A. consumer spending
- ☐ B. housing
- ☐ C. banking
- ☐ D. investment

98. Who is being spoken to?

1 point

- ☐ A. staff at registration
- ☐ B. delegates
- ☐ C. a presenter
- ☐ D. a conference organizer

99. How many times has this conference taken place before?

1 point

- ☐ A. 4
- ☐ B. 1
- ☐ C. 0
- ☐ D. 2

100. What happens at 9:00 am tomorrow?

1 point

- ☐ A. registration begins
- ☐ B. delegates arrive
- ☐ C. presentations begin
- ☐ D. breakfast

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[Clear form](#)

Appendix D

Time-Extended Test

Summative Listening Test 1

- **Read all the instructions carefully.**
- **37 minutes** is the time frame allotted for the exam. (**2 minute for reading instructions and writing your name**)
- There are **4 sections** in this quiz, so go over them and **CHECK** your answers carefully before finishing the quiz.
- **Total points: 35**
- Make sure to have a good speaker or headset to complete this test efficiently.
- Make sure to have good internet connection.

1

Full name

Escriba su respuesta

2

Select your group

Selecciona la respuesta



Siguiente

Página 1 de 5

Section 1

Instruction: You will listen to an interview with Aidan Murphy, a jewelry designer who recently opened his first store. Listen carefully to the conversation and select the option (A, B, or C) that corresponds to the best answer. (5pts)

Summative Test 1 - Section 1

Watch later
 Share

Watch on YouTube

3

Aidan used to work _____. (1 Punto)

- ☐ as a sales assistant
- ☐ for a chain of department stores
- ☐ as a fashion designer

4

Aidan said he wanted _____ than he had at Kelly's. (1 Punto)

- ☐ a more responsible job
- ☐ a bigger salary
- ☐ a more creative job

5

Aidan's wife _____ about his decision to resign. (1 Punto)

- ☐ was positive
- ☐ didn't know
- ☐ was worried

6

Aidan spent his investor's money _____. (1 Punto)

- ☐ on a website
- ☐ on his products
- ☐ on the shop

7

The person who inspires Aidan _____. (1 Punto)

- ☐ is older than he is
- ☐ also changed careers
- ☐ is a fashion journalist

[Atrás](#)[Siguiente](#)

Section 2

Instruction: You will hear a track with five different conversations. Listen carefully to each conversation, and decide whether the statements provided are True or False. There are 10 statements: 2 per conversation. (10 pts)



Summative Test 1 - Section 2

[Watch later](#)[Share](#)

Watch on  YouTube

8

Conversation 1. Patrick is calling the reception because he needs an adaptor for his laptop. (1 Punto)

☐ True

☐ False

9

Conversation 1. The receptionist suggests a solution for Patrick's problem. (1 Punto)

☐ True

☐ False

10

Conversation 2. Dave asks Nisha for help because he can't find his photo on the desktop. (1 Punto)

☐ True

☐ False

11

Conversation 2. Nisha changes the desktop background to a drawing made by Dave's son. (1 Punto)

☐ True

☐ False

12

Conversation 3. Carla reduced the number of games on her phone due to complaints from her friend. (1 Punto)

- ☐ True
- ☐ False

13

Conversation 3. Said is happy that Carla has decided to stop playing games for the rest of the train trip. (1 Punto)

- ☐ True
- ☐ False

14

Conversation 4. Sim prefers using a simple password for all his accounts to avoid complications. (1 Punto)

- ☐ True
- ☐ False

15

Conversation 4. Yuki is surprised that Sim has written down all his passwords in a notebook. (1 Punto)

- ☐ True
- ☐ False

16

Conversation 5. Kate had to rely on an outdated version of her presentation due to a technical issue. (1 Punto)

- ☐ True
- ☐ False

17

Conversation 5. Kate would have been unable to present without the flash drive. (1 Punto)

- ☐ True
- ☐ False

[Atrás](#)[Siguiente](#)

Página 3 de 5

Section 3

You will hear five conversations about interview experiences. After listening to each conversation, select TWO statements that are true for each speaker. Only choose the statements that best reflect the information you hear. (10 pts)



Summative Test 1 - Section 3



Watch later



Share



Watch on  YouTube

18

Speaker 1 (2 puntos)

Seleccione 2 opciones.

- ☐ The interview was in the morning.
- ☐ Trains were canceled because of a fallen tree.
- ☐ They managed to arrive at the interview on time.
- ☐ A replacement bus service was available.

19

Speaker 2 (2 puntos)

Seleccione 2 opciones.

- ☐ The interview took place in a casual setting.
- ☐ Speaker 2 felt embarrassed by their outfit choice.
- ☐ Everyone else was wearing casual clothes.
- ☐ Speaker 2 wasn't sure what to wear for the interview.

20

Speaker 3 (2 puntos)

Seleccione 2 opciones.

- ☐ a. There were fewer interviewers than expected.
- ☐ b. Speaker 3 had trouble answering the first question.
- ☐ c. Speaker 3 felt prepared but was still nervous.
- ☐ d. Speaker 3 had a glass of water during the interview.

21

Speaker 4 (2 puntos)

Seleccione 2 opciones.

- ☐ The interviewer asked mostly academic questions.
- ☐ The interview became more of a casual conversation.
- ☐ The interviewer asked about Speaker 4's hobbies.
- ☐ Speaker 4 didn't get into the college.

22

Speaker 5 (2 puntos)

Seleccione 2 opciones.

- ☐ The interview involved multiple rounds.
- ☐ Speaker 5 was happy to participate in the group interview.
- ☐ The group interview required explaining why they deserved to be hired.
- ☐ Speaker 5 left the interview because they didn't like the process.

Atrás

Siguiente

Section 4

Instruction: You will hear a track with a speaker discussing the concept of "Best Friends Forever" and friendships in general. After listening to the track, answer the questions in complete sentences. Each answer should be one or two sentences long. Make sure your responses are clear and related to the information given in the passage. (2 pts/question)



Summative Test 1 - Section 4



Watch later



Share

Watch on  YouTube

23

Why does the speaker question the idea of having a "BFF" (Best Friend Forever)? (2 puntos)

Escriba su respuesta

24

According to the speaker, why might young people today feel lonely even if they have friends? (2 puntos)

Escriba su respuesta

25

What happened to the speaker's relationship with Charlotte after she moved away? (2 puntos)

Escriba su respuesta

26

How has the speaker's approach to friendship changed since high school? (2 puntos)

Escriba su respuesta

27

What advantages does the speaker find in having different types of friends instead of one best friend? (2 puntos)

Escriba su respuesta

Atrás

Enviar

Página 5 de 5

Appendix E

Time-Limited Test

Summative Listening Test 2

- Read all the instructions carefully.
- Please **DO NOT ACTIVATE THE SUBTITLES** in the videos.
- **29 minutes** is the time frame allotted for the exam. (**2 minute for reading instructions and writing your name**)
- There are **4 sections** in this quiz, so go over them and **CHECK** your answers carefully before finishing the quiz.
- **Total points: 35**
- Make sure to have good internet connection.

* Obligatorio

1

Full name *

Escriba su respuesta

2

Select your group *

Selecciona la respuesta

Siguiente

Página 1 de 5

Section 1

Instruction: You will listen to an interview with Aidan Murphy, a jewelry designer who recently opened his first store. Listen carefully to the conversation and select the option (A, B, or C) that corresponds to the best answer. (5pts)


Summative Test 1 - Section 1


Watch later


Share



Watch on

YouTube

3

Aidan used to work _____. (1 Punto)

- ☐ as a sales assistant
- ☐ for a chain of department stores
- ☐ as a fashion designer

4

Aidan said he wanted _____ than he had at Kelly's. (1 Punto)

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- ☐ on the shop

7

The person who inspires Aidan _____. (1 Punto)

- ☐ is older than he is
- ☐ also changed careers
- ☐ is a fashion journalist

[Atrás](#)[Siguiete](#)

Section 2

Instruction: You will hear a track with five different conversations. Listen carefully to each conversation, and decide whether the statements provided are True or False. There are 10 statements: 2 per conversation. (10 pts)



Summative Test 1 - Section 2



Watch later



Share



Watch on  YouTube

8

Conversation 1. Patrick is calling the reception because he needs an adaptor for his laptop. (1 Punto)

☐ True

☐ False

9

Conversation 1. The receptionist suggests a solution for Patrick's problem. (1 Punto)

☐ True

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Conversation 4. Sim prefers using a simple password for all his accounts to avoid complications. (1 Punto)

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- ☐ False

15

Conversation 4. Yuki is surprised that Sim has written down all his passwords in a notebook. (1 Punto)

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- ☐ False

16

Conversation 5. Kate had to rely on an outdated version of her presentation due to a technical issue. (1 Punto)

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- ☐ False

17

Conversation 5. Kate would have been unable to present without the flash drive. (1 Punto)

- ☐ True
- ☐ False

[Atrás](#)[Siguiente](#)

Página 3 de 5

Section 3

You will hear five conversations about interview experiences. After listening to each conversation, select TWO statements that are true for each speaker. Only choose the statements that best reflect the information you hear. (10 pts)



Summative Test 1 - Section 3



Watch later



Share

Watch on  YouTube

18

Speaker 1 (2 puntos)

Seleccione 2 opciones.

- ☐ The interview was in the morning.
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19

Speaker 2 (2 puntos)

Seleccione 2 opciones.

- ☐ The interview took place in a casual setting.
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20

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Seleccione 2 opciones.

- ☐ a. There were fewer interviewers than expected.
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- ☐ c. Speaker 3 felt prepared but was still nervous.
- ☐ d. Speaker 3 had a glass of water during the interview.

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Seleccione 2 opciones.

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Atrás

Siguiente

Section 4

Instruction: You will hear a track with a speaker discussing the concept of "Best Friends Forever" and friendships in general. After listening to the track, answer the questions in complete sentences. Each answer should be one or two sentences long. Make sure your responses are clear and related to the information given in the passage. (2 pts/question)



Summative Test 1 - Section 4



Watch later



Share

Watch on  YouTube

23

Why does the speaker question the idea of having a "BFF" (Best Friend Forever)? (2 puntos)

Escriba su respuesta

24

According to the speaker, why might young people today feel lonely even if they have friends? (2 puntos)

Escriba su respuesta

25

What happened to the speaker's relationship with Charlotte after she moved away? (2 puntos)

Escriba su respuesta

26

How has the speaker's approach to friendship changed since high school? (2 puntos)

Escriba su respuesta

27

What advantages does the speaker find in having different types of friends instead of one best friend? (2 puntos)

Escriba su respuesta

Atrás

Enviar

Página 5 de 5

Appendix F

Questionnaire



Questionario para estudiantes

Gracias por participar en el *Questionario a Estudiantes sobre sus Percepciones respecto a la Asignación Limitada y Extendida de Tiempo para Pruebas de Escucha*. El cuestionario consta de 3 partes: antecedentes personales, académico/lingüísticos, percepciones de ansiedad y auto eficiencia, y sus impresiones sobre la ejecución de las pruebas de escucha de tiempo limitado y extendido. Recuerde que todas sus respuestas serán confidenciales. Completar este cuestionario le tomará 15 minutos aproximadamente. Por favor, responda a todas las preguntas de la encuesta. ¡Gracias de nuevo por su tiempo y cooperación!

* Obligatorio

Antecedentes

1. Nombre completo *

Escriba su respuesta

2. Correo electrónico *

Escriba su respuesta

3. Edad *

Escriba su respuesta

4. Sexo (opcional)

Escriba su respuesta

5. ¿Cómo valora su nivel de inglés? *

☐ Principiante

☐ Intermedio bajo

☐ Intermedio

☐ Intermedio alto

☐ Avanzado

6. ¿En qué área considera usted que se desenvuelve mejor en inglés? *

☐ Habla

☐ Escucha

☐ Escritura

☐ Lectura

7. ¿Cómo valora usted su desempeño en la comprensión auditiva con respecto al nivel que cursa? *

- ☐ Deficiente
- ☐ Moderado
- ☐ Intermedio
- ☐ Bueno
- ☐ Muy bueno

8. ¿Por cuánto tiempo ha estudiado usted inglés? *

- ☐ 4 meses o menos
- ☐ 1 año o menos
- ☐ 1 año –2 años
- ☐ 2 años o más

9. ¿Cómo describiría su aprendizaje del inglés antes de haber matriculado en FUNDATEC? *

- ☐ Esta es mi primera experiencia aprendiendo inglés
- ☐ Aprendizaje independiente / autodidacta
- ☐ Aprendizaje mediante cursos de inglés previos a este
- ☐ Exposición familiar: comunicación constante con un familiar mediante el uso de inglés
- ☐ Exposición laboral: mis tareas laborales requieren algún uso de inglés

Siguiente

Percepciones Generales sobre Ansiedad y Auto Eficiencia durante Pruebas de Escucha

Asigne un número cada criterio que mejor describa su percepción.

10. 1=Totalmente en desacuerdo

2= En desacuerdo

3=Neutral

4=De acuerdo

5=Totalmente de acuerdo *

	1	2	3	4	5
Me siento ansioso cuando pienso en el tiempo limitado para completar la evaluación de comprensión auditiva.	☐	☐	☐	☐	☐
La idea de quedarme sin tiempo durante la prueba de comprensión auditiva me pone nervioso	☐	☐	☐	☐	☐
Me preocupa no poder entender el contenido del audio lo suficientemente rápido	☐	☐	☐	☐	☐
Me siento estresado por tener que responder preguntas dentro del tiempo asignado.	☐	☐	☐	☐	☐
A menudo me siento abrumado por las limitaciones de tiempo durante las evaluaciones de comprensión auditiva.	☐	☐	☐	☐	☐
La presión de las pruebas cronometradas de comprensión auditiva dificulta mi concentración.	☐	☐	☐	☐	☐
Me siento tenso cuando pienso en el límite de tiempo para las tareas de comprensión auditiva.	☐	☐	☐	☐	☐
El límite de tiempo me hace sentir ansioso por perder información importante en el audio.	☐	☐	☐	☐	☐

11. 1= Para nada cierto
2= Apenas cierto
3= Moderadamente cierto
4=Exactamente cierto
*

	1	2	3	4
Estoy seguro de que puedo gestionar el tiempo asignado para las evaluaciones de comprensión auditiva de manera efectiva.	☐	☐	☐	☐
Creo que puedo entender el contenido del audio dentro del tiempo dado.	☐	☐	☐	☐
Soy capaz de responder las preguntas con precisión dentro del tiempo asignado.	☐	☐	☐	☐
Me siento seguro de que puedo completar las tareas de comprensión auditiva con éxito, incluso si el tiempo es limitado.	☐	☐	☐	☐
Estoy seguro de que puedo mejorar mi comprensión auditiva en condiciones cronometradas.	☐	☐	☐	☐
Puedo mantenerme calmado y enfocado durante las evaluaciones de comprensión auditiva cronometradas.	☐	☐	☐	☐
Soy capaz de dividir mi tiempo eficientemente entre escuchar y responder preguntas.	☐	☐	☐	☐
Creo que mi rendimiento en las evaluaciones de comprensión auditiva puede mejorar con la práctica, incluso bajo limitaciones de tiempo.	☐	☐	☐	☐
Confío en mi capacidad para manejar la presión de las evaluaciones de comprensión auditiva cronometradas.	☐	☐	☐	☐
Me siento capaz de obtener altas puntuaciones en las evaluaciones de comprensión auditiva a pesar de las limitaciones de tiempo.	☐	☐	☐	☐

Impresiones sobre el Examen de Tiempo Limitado / Examen de Tiempo Extendido

Responda segun su criterio personal.

12. 1=Totalmente en desacuerdo
2= En desacuerdo
3=Neutral
4=De acuerdo
5=Totalmente de acuerdo *

	1	2	3	4
Me sentí ansioso durante la prueba.	☐	☐	☐	☐
El tiempo dado fue suficiente para completar todos los ejercicios adecuadamente.	☐	☐	☐	☐
Fui capaz de entender el contenido de los audios dentro del tiempo asignado.	☐	☐	☐	☐
Me sentí confiado respondiendo las preguntas.	☐	☐	☐	☐
Durante el examen me sentí más estresado que relajado.	☐	☐	☐	☐
Durante el examen sentí que tenía prisa en lugar de calma.	☐	☐	☐	☐
El examen fue retador o difícil.	☐	☐	☐	☐
Manejé la distribución del tiempo asignado adecuadamente para completar el examen.	☐	☐	☐	☐