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**THEME:**

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THE AFFECTIVE FILTER AND THE SPEAKING SKILL

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## TUTOR APPROVAL

I, PhD. Veronica Chicaiza, holder of the ID 171510632-2 in my capacity as tutor of the Research Dissertation on the topic: “THE AFFECTIVE FILTER AND THE SPEAKING SKILL” investigated by García Uquillas Ana Milena with ID No. 1600538233, confirm that this research meets the technical, scientific, and regulatory requirements, so the presentation of it is authorized to the corresponding organism in order to be submitted for evaluation by the Qualifying Commission appointed by the Board of Directors.



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## DECLARATION PAGE

I declare this undergraduate dissertation entitled “THE AFFECTIVE FILTER AND THE SPEAKING SKILL” is the result of the author’s investigation and has reached the conclusions and recommendations described in the present study.  
Comments expressed in this report are the author’s responsibility.

A handwritten signature in black ink, appearing to read "Ana Milena García Uquillas", is written over a horizontal dotted line. The signature is enclosed within a hand-drawn circle.

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## BOARD OF EXAMINERS APPROVAL PAGE

The Board of Directors which has received the defense of the research dissertation to obtain the academic degree with the topic **“The Affective Filter and the Speaking Skill”** which is held by Ana Milena García Uquillas, an undergraduate student from Carrera de Idiomas, academic period Septiembre 2020 – Enero 2021, and once the research has been reviewed, it is approved because it complies with the basic, technical, scientific, and regulatory principles.

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## DEDICATION

*To my mother Imelda who has always gave me the strength and motivation to continue working hard to make her proud. To my all my aunts who were always supporting me in each step of my life, especially my aunt Lidia. To my partner, who made me realize I can achieve whatever I want because I am capable of it. To my friend Carolina, who has always been my vitamin. To my friend Laura, who was my support and help in my worst moments. To my canine child Toby because he makes my heart warm. Lastly, to myself because I deserve it.*

*Anita.*

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*I want to thank God for letting me achieve this goal in my life. My parents Imelda and Genaro who have supported me with everything they could do. All my family who supported me. My friends Carolina and Laura who were always by my side giving me the strength I needed. Cristian, who did everything to make sure I could achieve my goal. Thanks to all my teachers for imparting their knowledge and values. Special thanks to some extraordinary teachers as Ruth and Verónica, who were not just excellent professionals but caring human beings. Finally, thanks to myself for being strong and not giving up.*

*Anita*

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## ABSTRACT

Speaking skill is one of the most desired ones to achieve among language learners. The factors that may boost a competent or inadequate enhancement of it are several. Within them, it can be found the Affective Filter which has been gaining more attention due to the importance of attitudes for language learning. The goal of this research was to identify the relationship between the affective filter and the speaking skill. The research conducted at the Technical University of Ambato has a qualitative-quantitative nature and a descriptive, bibliographic, field, and correlational modality. The data were obtained from 34 students from the third semester at “Pedagogía de los Idiomas Nacionales y Extranjeros” using a survey and a PET speaking test. The results were statistically analyzed using Pearson’s correlation coefficient formula. In the end, the results demonstrated that there was a relationship between the Affective filter and the Speaking skill showing a strong negative correlation. The Pearson coefficient resulted in  $r_{xy} = -0,70$ . This means that if EFL students show low levels of Affective filter, their speaking skill competences will tend to be better than those from students with high filter levels.

**Keywords:** Affective Filter, Speaking Skill, PET speaking

## I. CHAPTER I. THEORETICAL FRAMEWORK

### 1.1. Investigative Background

Within the language learning process, a lot of different theories, techniques, methods, and more, have emerged to cope with students' needs. In that sense, it is important to mention a recently finding exposed to a journal article about the importance of affective factors. It was found that the better feelings towards the language, the more acquisition, and mastery of the foreign language will be. Therefore, to increase students' desire to communicate and use the language, affective factors should be carefully considered (SABUNCUOGLU, 2018). In that light, the current research embraces this and makes use of some previous dissertations as support to prove the effect of the affective filter in the speaking skills development when referring to an EFL context. Thus, the following text aims to give a short, but detailed explanation, about some of the bibliographical background that has been contemplated to develop this research.

One research that has been taken into account is the one made by Alvear, P. (2019) with the title *“El filtro afectivo en la producción oral del Idioma Inglés en los estudiantes de décimo año de educación general básica de la Unidad Educativa “Amazonas”, año lectivo 2018-2019”*. The author's main objective was *“Analizar el rol que ejerce el filtro afectivo en el desarrollo de la producción oral del idioma inglés en los estudiantes de décimo año de educación general básica de la Unidad Educativa “Amazonas”, año lectivo 2018-2019”*. Moreover, a qualitative approach was used to gather information about the affective filter implicating emotions and factors like self-image and nervousness. It also was a field investigation and documental. The type of investigation was descriptive as none of the variables was manipulated but measured using observation and a KET test, with a sample of 30 people.

This investigation has concluded that the affective filter has a role in which it intervenes in the language acquisition process. It could be beneficial or not. Besides that, a high affective filter relates with the teacher effort on motivation and feedback, and with students with factors on insecurity and self-image. Therefore, it can be mentioned that the affective filter is an important aspect within the language acquisition process which should always be considered to get and maintain in a low level, so students get a

meaningful input. In other words, teachers must be able to properly manage emotional aspects so learning can get its way.

Another dissertation work that has been perused for this research is made by Yousef (2017), which title is "*Second Language Acquisition and the Affective Filter*". This research work's main objective was to expose the "affective filter" term and clarify its influence on foreign language learning. In other words, it mentions that it seeks to measure how much anxiety, motivation, and self- efficacy could alter the language acquisition. It showed a mixed approach showing both qualitative and quantitative traits by measuring affective factors and applying questionnaires to obtain data. This research work was bibliographical and descriptive as it had literature review and it did not interfere manipulating any variable.

The researcher concluded that teachers should lower the affective filter because all of the factors involved on it, as anxiety, motivation, and self-efficacy, are aspects that interfere and may induce an appropriate (or the opposite) language acquisition and production. That is, the affective filter plays an important role in the foreign language learning process. All the aspects involved on it do affect the way in which learners acquire the language. Thus, teachers should have the capacity to maintain the filter on right levels. However, some of them may put this topic aside because it is something troublesome to manage or they just ignore the fact of it having an effect over the learning process.

The author Cumbajín Parra (2018) on her dissertation named "*Estrategias Didácticas Para Reducir El Filtro Afectivo En El Aprendizaje Del Idioma Inglés, En La Unidad Educativa José Mejía Lequerica*" investigated the different didactic strategies appliance to reduce the affective filter. The main objective was to elaborate didact strategies to get the affective filter low. This research made use of an experimental design as there were an experimental and a control group. She applied a pre and posttest to measure the affective filter to both groups. To get the needed data, a test to measure students' levels was applied beforehand and surveys. At the end of the research, the group in which didactic strategies were applied to learn the language, the affective filter got lowered.

The author concluded that the emotional aspects as motivation, anxiety play an important role in the students learning and acquiring process. To create an adequate learning environment, teachers should always be aware about students' motivation and

anxiety levels. To say this in another way, teachers are responsible to firstly transmit security and a sense of confidence so students can get comfortable with themselves, and consequently, with the language input. In this way, they will not develop negative feelings toward the activities nor the language itself. Teachers should strive to motivate and foster positive feelings to get their affective filter low.

Serrano (2017) aspired to determine how much audio-visuals could influence young adult EFL learners' affective filter to improve their speaking fluency with his research titled "The Impact of Audiovisual Aids on Adult EFL Learners' Affective Filters to Improve Speaking Fluency". This was a quasi-experimental research type with twenty-eight students at the Language Institute at the University of Cuenca. A pre and post-test was applied to measure their affective filters and also their speaking levels before and after the audio-visual's aids had been applied.

At the end of the intervention, it was concluded that the appliance of this type of material was capable of lowering students' affective filter and, therefore, their speaking fluency increase. These findings mean that there are different activities that encourage and promote students' motivation as movies, interviews, sitcoms, etc. All these activities are the catalysts for them to diminish negative feelings like anxiety and low self-esteem and increase positive factors for learning. As students are motivated, with low levels of anxiety and with confidence, they can make use of more vocabulary, grammar, etc., to finally become more fluent when they speak.

Jiménez (2017) worked on her dissertation "*Análisis de la implementación del filtro afectivo en el diseño de actividades con TIC para la adquisición de competencias comunicativas en el proceso de aprendizaje del inglés*" which is important to mention because of its intentions. The author tried to implement strategies to reduce the affective filter's main components, which are motivation, self-confidence, and anxiety, by designing activities to develop communicative competence. The type of investigation was of action research using a qualitative and quantitative design. Instruments as observations sheets, questionnaires, interviews, and research journals were used to collect data. The participants of this investigation were students from Technological Equinoctial University.

At the very end, the researchers concluded that the use of the affective filter components to diminish the filter levels had a positive effect on students' predisposition

indeed to learn and acquire the target language. In this sense, learning a second language is even more noticeably if the technology is used. The way in which this conclusion supports the current investigation is on the way the affective filter is considered as an element that influenced the development of communicative competence on students. Through the implementation of pedagogical TIC activities, the researcher could notice a broaden possibility for students to foster the targeted language.

Another investigation studied is the one titled “ La Incidencia del Filtro Afectivo y las Estrategias de Aprendizaje en la Producción Oral en el Nivel de Básico II de Francés” developed by Pedraza & Quintero (2019). Even when the targeted language is not English, it is treated as an EFL language. In that sense, it is relevant to the investigation because the authors sought to identify the affective filter impact on the oral production of French language. This investigation was mixed as it had qualitative and quantitative data. The level of research was descriptive using six participants as a sample. The instruments used to collect the required information were four in total: a questionnaire, a field diary, observation, and an audio-visual register.

All the information collected has led to the conclusion that some participants had a high filter which had negative consequences on their oral production of the target language. Meanwhile, other participants had a low filter that encourages the appropriate oral production of the language and used of the metacognitive strategies for their own sake. In a few words, the affective filter has incidence over how much students can make use of strategies to overcome difficulties when learning a language. When their filters are high, the mental block created makes it impossible for students to acquire or be comfortable with the input. Thus, that filter level will create a hostile environment in which the students feel insecure about themselves and their capacities to use the language to communicate.

A final dissertation on which this current research work has been based is the one titled “*El Filtro Afectivo en el Desarrollo de la Comprensión Auditiva del Inglés en las/los estudiantes de primero, segundo y tercero de bachillerato del Colegio San Martín de la ciudad de Quito, período lectivo 2017- 2018*” which was conducted by Auncancela, P. (2018). This dissertation is relevant because of the first variable. The author set as the research objective to determine the relationship between the Affective Filter and the development of auditory comprehension. Something important to mention is that the author analyzed the elements in the affective filter, which are motivation, anxiety, and

empathy between students and teachers. The methodology used in this research was qualitative-quantitative. Furthermore, descriptive, bibliographical, and field research were applied to collect information and gather data.

In the very end, the conclusions stated that the Affective filter is related to the listening comprehension development, which consequently shows and demonstrates that it is closely related to the teaching and learning process. Besides that, a low affective filter is the most suitable state for teachers to seek as, by getting it, students can make proper use of their abilities. Thus, they will get an advantage to overcome difficulties when learning English. Moreover, teachers are a pivotal aspect now of the filter activation. This is because they are going to create an environment in the class by providing different types of activities. Likewise, whatever the teacher does with the activity's outcomes will have an impact on students' behavior and attitudes to face language learning challenges.

As it can be noticed above, all of the previous dissertations endeavor to prove the affective filter's existence and its actual effect and impact on language learning. Hence, they help to develop and to set up the present research as each of them clearly state the degree of relationship between the affective filter and English language acquisition and learning. As speaking is one important, not to say the foremost one, skill to master when learning a foreign language, it has been seen the demand to identify the relation between these two variables.

### **1.1.1. Affective Filter**

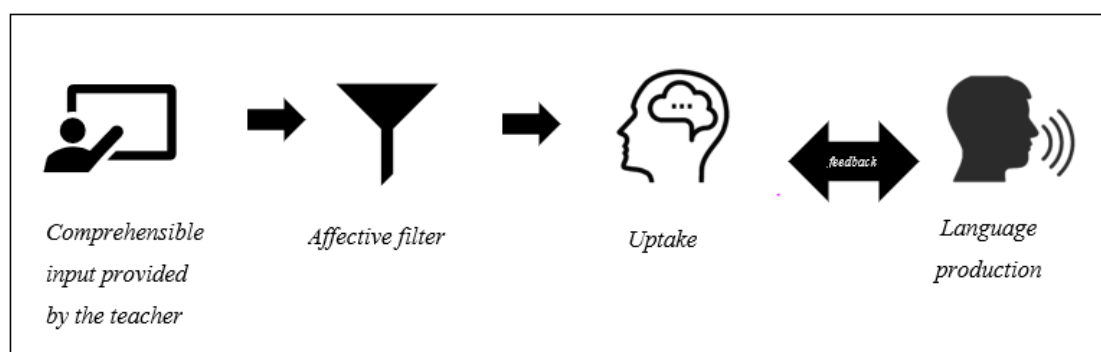
When learning a foreign language, there are a lot of factors that might affect the process of it. In fact, according to the authors Zayed & Al-Ghamdi (2019), the complex procedure of EFL learning is underlined by different factors as cognitive, metacognitive, social and lastly, affective ones. The latter being the one that has been gaining more attention lately because of its tremendous importance on an EFL context. For example, Brown (2005, as cited in Zayed & Al.Ghamdi, 2019) stated that drawing attention merely to cognitive aspects of learning will not show hints of succeed in learning if importance to affectivity is not assigned. In this sense, affective factors are interpreted as the learner's emotions and feelings that arose during their language learning process. These factors are anxiety, motivation, and self-image (also mentioned as self-esteem). (Moreno, 2017)

Many authors had tried to create models to prove the role of these affective factors within the language learning process. One of the most known models was developed by

Stephen Krashen who decided to take all this aspect and call it the Affective Filter. Following Dylan and Burt work in 1870, Krashen molded the Affective Filter being one of the five in his book “Principles and Practice in Second Language Acquisition” in 1982. He stipulates that this filter is a psychological block that makes language learners unable to fully absorb the input provided by the teacher. Krashen (2009), states that this hypothesis “captures the relationship between affective factors and the process of second language acquisition by positing that acquirers vary with respect to the strength or level of their Affective Filters”.

In other words, according to the levels of their filters, students are more likely to obtain more language knowledge in a meaningful manner. However, referring to an EFL context, students are not surrounded by the target language. The input students are given in this environment is mainly provided by the teacher inside the classroom. Therefore, it is essential that teachers use the target language as input so that uptake can happen. Uptake is defined as the language students are capable to learn (Shamsudin & Karim, 2013), and also it has to do with feedback. When a student attempts to produce the language and makes an error, and it is corrected by their teacher, the process of uptake occurs. In other words, language learning can take its way (Zainil, 2019). For instance, the Affective filter is important in the EFL setting as it can greatly facilitate an optimal language learning process.

**Figure 1:** *The affective filter on EFL*



**Source:** (Shamsudin & Karim, 2013)

**Made by:** García, A. (2020)

### **Affective Filter Components.**

Teachers should avoid students reaching high affective filter levels. It is the emotional state with low motivation, low self-image, and high anxiety. Student’s



participation will lower, and consequently the possibilities of failure will increase. It is also mentioned as the activated state of the filter. The low filter is ideal for an EFL classroom. High motivation and self-image along with low levels of anxiety are present here. All of which will contribute to students to understand and get the input so they can make use of it. Likewise, this state is fairly described as the deactivation of the filter. To get the Affective Filter activated or not, the culprits for the total amount of language input that the learner can understand and, therefore, produce are motivation, anxiety and self-image (Lai & Wei, 2019).

**Motivation.** Motivation makes people do something, continue doing it and work hard to reach their goals. One of the various definitions is made by Nurhidayah (2020), who states that it is an essential variable that has an important effect on language learning, which are needed at the whole levels of the learning process (p.40). In short words, it encourages learners to maintain enthusiasm for the target language. Thus, studies have been increasing as experts consider this topic of great importance. The reason for this is that motivation seems to be one of the foremost important factors that affect language learning and teaching. What is more, it can be seen as an important requisite the learning process because even with good capabilities, relevant curricula and teaching techniques, learning will not appropriately occur if there are not competent levels of motivation (Nazir et al., 2017, pg. 284).

About the types of motivation two main categories can be mentioned within the educational system, which are also sustained by Krashen, being instrumental and integrative (Ismayilzadeh, 2018). The first has to do with achieving specific goals like getting a degree. Meanwhile, the latter is about the own individual eagerness to learn and acquire the language to get into the L2 culture and relate with their native speakers. Certainly, students can have whether one type or both, but it is said that in EFL the most important one is the integrative type.

Gardner (1985) also shared those types of orientation in the socio educational model. He previously stipulated that learning a second or foreign language differs from learning other subjects as it requires being receptive to target language group and acquires features from the language community which are different from their L1 (Gardner, 1983). Most studies done around motivation are based on his Attitude/Motivation Test Battery (Gardner, 2004). In this case, for the current investigation, a modification from this test

was done taking into consideration the most appropriate items to examine according to the context in which it was going to be applied.

**Anxiety.** This factor plays a crucial role in learning a foreign language. One of the many definitions for this term in a EFL context was made by Gardner & McIntyre (1983, as cited in Hammad Rafada & Ahmad Madini, 2017) who say that is referred to apprehensive feeling experienced by students of a second or foreign language when they have to use the target language in which they are not efficient enough. Horwitz & Young (1991, as cited in (Jiménez, 2017) set three types of anxiety-related to foreign language learning. Communication apprehension, negative evaluation fear, and test anxiety are the main types in the classroom environment.

Communication apprehension deals with students being afraid to talk with others in the target language. In the same sense, negative evaluation fear comes in the sense of making mistakes and getting bad feedback as a response or the vulnerability that students feel to be evaluated. Additionally, test anxiety is one of the most widely known. This is about the trepid feeling of failing or getting bad grades. The reasons for these anxieties to occur are closely related to the other aspects of the affective filter as motivation and self-image (Yousef, 2017).

Language anxiety in EFL is constantly aroused because of the different activities that can be implemented in class. According to Zayed & Al-Ghamdi (2019), the ways to notice anxiety are because of difficulty to concentrate, self-doubt, eye contact avoidance, apprehension and even negative feeling towards the targeted language. To measure the EFL anxiety Horwitz (1986) created a test to identify foreign language anxiety through a 33-item test called the Foreign Language Classroom Anxiety Scale (FLCAS). This present study adapted this tool into 6 statements to be suitable for the context.

**Self-image.** Self-image can also be defined as self-esteem and self-confidence. In the EFL environment, it shares an important role in the learning process. Rubio (2007, as cited in Serrano, 2017), conceptualizes this term as a psychological one in which students evaluate their own abilities and competences. This may result in various emotional states depending upon personal cases. If students have a low self-image, they will not be able to express themselves as they wanted. Their opinions will not be spoken, and their utterances will be done in a fearful and shy manner being unable to properly utter coherent sentences. The author discusses that self-image is directly related to the other affective

filter components, just as the others. This is because the lower the self-image, the lower the motivation level, which will consequently lead to a high level of anxiety and, therefore, a high filter.

The author Abdulhussain et al. (2017) manifested that in a lot of studies done about foreign language, it resulted that self-confidence was a prior factor interfering learning as no activity could take place successfully. In a few words, self-image can increase or decrease the language learning process. To measure the levels of self-image a test elaborated by this author was considered and modified to fit the context in which it was going to be applied. This is because the targeted population are EFL students studying to become English teachers, for instance, questions must be adapted.

### **1.1.2. Speaking Skill**

Speaking skill is by far one of the most important ones to master among the four key language skills (Rao, 2019). In the classroom context, it is the targeted skill to master for most students. As it is an interactive process to construct and convey meaning, it involves the communicative ability to employ the input language. Additionally, the mastering of this skill leads to obtain a lot of benefits. For example, effective speaking skills result in different achievements within different fields as education, occupation, and others. This is broadly supported by the authors N.G. & Muhammedov (2019), who mentions that even when speaking skills are not a limitation for professional development, it is certainly an important aspect to gain success (p. 60). Inside the speaking skill concept, the terms competence and performance can be differentiated. It is quite normal for EFL students to not know how to properly and use the language when they have to communicate (Mohammed Ali et al., 2019).

To calculate student's competence, there are different standardized tests in which levels will be assigned to them. The CEFR is the scale that is used to measure the English levels ranging from A1 and A2, up to B1 and B2, and finally to C1 and C2. One out of the many tests that can be found is the PET exam which is aimed at achieving a B1 level. According to Cambridge English Assessment (2020), this test evaluates the four skills of the language, being speaking one of them. In this section, the ability to communicate by asking and answering questions, talking about preferences, and others, are evaluated by using a rubric. In other words, speaking skills are considered to give a grade. The speaking skills used to measure levels according to the rubric provided by Cambridge are grammar and vocabulary, discourse management, pronunciation, and interactive communication.

## **Grammar and Vocabulary**

Vocabulary refers to all the words that a learner knows and is capable to use in each context. The author Hamad (2013, as cited in Khan et al., 2018) states that it is a fundamental issue in the development of the speaking performance. For instance, a shortfall of vocabulary knowledge delays appropriate speaking development in EFL learners. Young-Davy (2014, as cited in Katawazai et al., 2019) stipulates that an improvement in vocabulary knowledge leads students feeling of achievement and helps them to continue the learning process. A fortified vocabulary range helps learners in two main things. The first is to be able to comprehend meaning from context and the second is to use vocabulary words according to the environment they are speaking. As well as vocabulary, grammar is a sub-skill that learners must study to enhance their speaking levels as they need to have structures in language. If students use spoken grammar correctly, it is said they have accuracy. EFL students are required to master the main grammatical structures of the target language and then the vocabulary needed (Katawazai et al., 2019).

## **Discourse management**

Discourse management is one of the speaking skills that is present in monologues or dialogues. It refers to the capability to conduct written or spoken conversations. It can be also known as fluency. Thus, it has to do with the amount of cohesive and relevant language that a speaker can utter to express their ideas (Pollard, 2017). To mention the aspects involved, it is cohesion, which deals with the sequencing of ideas in a logical order. Besides this, discourse management attention is also drawn to the length of time a speaker uses to communicate something. In few words, this skill is developed and studied because it shows that learners are capable of producing valuable conversations according to the context without too much hesitation, repetition and making use of quite elaborated phrases.

## **Pronunciation**

To give a definition to this skill, it refers to the manner in which language is articulated in order to convey meaning. Pronunciation has two main levels being segmental and suprasegmental. Segmental level has to do with consonants and vowels, meanwhile suprasegmental deals with word stress, sentence stress, pitch levels, etc.

(Irawan & Tampubolon, 2020). Besides grammar and vocabulary, pronunciations encompass the main elements for developing the speaking skill. For instance, for a speaker to communicate in an effective way, it is necessary to pronounce accurately. Pronunciation is a difficult skill to master on an EFL context as it is known that this skill is often left aside on that type of learning environment. Nevertheless, attention to this skill has been gaining field as the recognition of the ultimate goal of leaning pronunciation is not to get a native-like pronunciation but being able to produce an understandable and intelligible speech (Pardede, 2018).

### **Interactive communication**

Interactive communication refers to the ability speakers have to effectively communicate with others through the application of different skills as suggesting, developing topics, collaborating, questioning, listening to link information, negotiating, etc. The key to master this speaking skill is steady practice with others in a real-life situation using the targeted language. According to Sweetnam (2020), interactive communication aspects involve three main aspects to consider. The first one is to actively listen and respond. Thus, the conversation needs to be widened by giving your ideas, suggesting, and providing your points of view. The other aspect is to initiate ideas. Whenever is appropriate, a speaker can start a new topic of discussion by applying turn-taking. The final aspect to be considered in this skill is to work together towards an outcome. Therefore, speakers must be able to move the discussion forward.

## **1.2. Objectives**

### **1.2.1. General Objectives**

To identify the relationship between the affective filter and the speaking skill.

### **1.2.2. Specific Objectives**

- To analyze the degree of relationship between the affective filter and the speaking skill.
- To describe the consequences of a low or high affective filter presence in students.
- To explain the importance of the affective filter over the speaking skill.

The current research with the title of the Affective Filter and the Speaking Skill aims to identify the relationship between the affective filter and the speaking skill. To do this, several activities were committed to analyze the degree of relationship between the affective filter and the speaking skill; to describe the consequences of a low or high affective filter presence in students, and to explain the importance of the affective filter over the speaking skill.

First, each variable was measured using a survey designed to get the levels of the affective filter. For the speaking skill measurements, a PET speaking test was applied. With these two results, a statistical analysis was made using Pearson's correlational coefficient to determine the relationship between the variables mentioned. The correlational degree was -0,7 which means a strong relationship between these two aspects.

Second, to fulfill this objective it was necessary to review different literature about the effects of the affective filter presence on a learning environment. To complement this, the results from the analysis were also considered. To explain the importance of the affective filter over the speaking skill, it was necessary to know documentary revision. Furthermore, the analysis of the results of the statistical calculations.

All in all, as a conclusion it was drawn that there is a negative strong correlation between the affective filter and the speaking skill which was seen in the results made through Pearson's correlational coefficient.

## **CHAPTER II. METHODOLOGY**

### **1.3. Resources**

#### **Humans**

The resources that were necessary to execute this research can be classified into three main categories. The first of them being human resources. In this case, besides the investigator, it was essential to count on a research tutor. Likewise, revisors were fundamental to scrutinize the process of the research. In the same line, it was necessary to count with the sample of this study who were students from the “Pedagogía de los Idiomas Nacionales y Extranjeros” program.

#### **Institutional**

The other category to mention is institutional resources. In this context, the Technical University of Ambato was the scenario where this research took place. Within the different faculties, this university has, the one in which the population of this investigation could be found was in “Ciencias Humanas y de la Educación” Faculty. To be more specific, the objects of this research were 34 students from the “Pedagogía de los Idiomas Nacionales y Extranjeros” program who were at the third level.

#### **Materials**

To mention some other materials that were used in the investigation process, there are office supplies. Within the different materials, the objects used were sheets of paper, pen, eraser, and others. Besides, a PET test was used, specifically the speaking part of it. To obtain a score from this test, a rubric and a scale were taken from the official website of Cambridge. Another material necessary to accomplish this research was a survey, which was taken online. For instance, a laptop with an internet connection was essential to carry all these processes.

### **1.4. Methods**

#### **Research approach**

The development of the current research gathers up all the values of a mixed investigation. Therefore, a quantitative and qualitative approach was applied. For Labaree (2020) a quantitative research focuses on gathering numerical data and doing statistical analysis while qualitative analyzes it to understand concepts. This research shows

statistical analysis through Pearson coefficient between the results of the survey (Likert scale) for the Affective Filter and the PET Speaking results (scale). All the information collected and analyzed was arranged in charts and interpreted.

### **Mode of Research**

Bibliographic research is defined by Allen (2017) as “any research requiring information to be gathered from published materials”. Under that statement, this investigation is bibliographic because the data collected for develop the theoretical background of the Affective Filter and the Speaking Skill was from different sources such as internet and previous thesis about related topics of the current investigation. Besides that, some books about the problem and even scientific publications were considered to develop the research.

Likewise, the modality of the study the Affective Filter and the Speaking skill is field based. The reason for this is that the data collected was obtained from the place in which the problem takes place. In this case, the data came from the students at Technical University of Ambato from “Pedagogia de los Idiomas Nacionales y extranjeros”. The data gathering regarding speaking was done using a PET test for the speaking section. The data for the affective filter was collected using a survey with the subjects of the research.

### **Type of research**

This investigation is correlational. This type of research involves the observation of two variables to stablish a statical relationship within them (Formplus, 2020a). In this sense, this investigation seeks to find a relationship between the Affective Filter and the Speaking Skill by measuring each of them and then analyzing them statistically. One main characteristics of a correlation type of investigation is that the variables are not manipulated, as in this case. Each variable will be measured using different instruments. The resulting data is going to be tested using the Pearson coefficient to prove this relation.

Additionally, the type of research is descriptive. It is so because it provides factual descriptions of the problem. Also, it endeavors to specify the characteristics and important features of the problem of the investigation. In other words, in the research the Affective Filter and the Speaking skill information was collected to be analyzed. This is unlike experimental research that relies entirely on scientific methodology and hypothesis. The



main type of descriptive research used is descriptive-survey as it was used to gather data through the application of a survey to know the extent to which different conditions can be obtained (Formplus, 2020b).

### **Sample and Population**

The population used for this study are 34 students from third semester at “Pedagogía de los Idiomas Nacionales y Extranjeros” from Technical University of Ambato. There was not a necessity to use a sample, so all the universe was involved in the data collection process.

### **Hypothesis**

H<sub>0</sub>: There is not a relationship between the Affective Filter and the Speaking Skill among students at “Pedagogía de los Idiomas Nacionales y Extranjeros”.

H<sub>A</sub>: There is a relationship between the Affective Filter and the Speaking Skill among students at “Pedagogía de los Idiomas Nacionales y Extranjeros”.

### **Techniques and Instruments**

#### **Survey**

The survey was one of the techniques used to collect information. This technique is aimed at the qualitative or qualitative method of research. The instrument used was a questionnaire with a five-point Likert-type scale and a PET test obtained from the official Cambridge website. The validation of this instrument was made by professionals from the Languages career, whose approval permitted to use this survey with reliability (See annex 4). This instrument has 3 main aspects which are about the components of the affective filter. Motivation aspects were selected and modified from the widely known battery test elaborated by Gardner (1985). Anxiety aspects were considered from the FLCAS elaborated by Horwitz (1986). Self-image aspects were adapted from a test elaborated by Abdulhussain et al. (2017) used in his investigation. All these factors were contemplated for the appropriate elaboration of the questionnaire that was applied to accurately measure the affective filter levels.

#### **Cambridge PET exam**

The Cambridge Preliminary English Test, also known as PET exam, is guided for students under a transitional English concept. This test evaluates the four main skills of

the language. The part of the test used as an instrument in this research is the speaking part. The reason behind this, is due to the section's division, speaking sub-skills evaluated, and the aimed CERF level. Regarding the sections in the speaking part, there are four. This allows to get a better outlook of the speaking sub-skills when they are applied. In the same sense, the grading process is easier. In other words, it is more practical and reliable to grade different speaking aspects by performing different tasks than just with one conversation.. Additionally, the CERF level aimed with this test is B1, which is an intermediate level that students in “Pedagogía de los Idiomas Nacionales y Extranjeros” must be capable to reach. This is since they are required to have a B2 level. Thus, students speaking levels can be correctly measured by using this instrument to collect information.

### Scoring

The scores for the speaking part of the PET exam are done using a rubric provided by Cambridge (see annex 3) in which 5 aspects are evaluated having a total score of 30 points. The first four aspects are awarded over 5 points each being grammar and vocabulary, discourse management, pronunciation, and interactive communication (Cambridge English Assessment, 2020b). The 10 points left are awarded using the global achievement scale which is over 5 but the mark is doubled. Even though PET exam has a scale to locate results over different levels after taking all the parts of the test, it has also published a scale just for the speaking part that can be seen on figure2.

**Figure 2:** *Speaking Pet converting scale*

Practice test score	Cambridge English Scale score	CEFR level
27	160	Level B2
18	140	Level B1
12	120	Level A2
7	102*	-

**Source:** Cambridge English Assessment (2019)

### Information Collection Plan

- Before the data collection, it was mandatory to send a letter so an approval for the research was obtained. Therefore, the group and the intervention hours were settled.
- Once the group assignment was done, they were informed of their participation and a consent for being recorded was signed by them.
- The affective filter survey was applied to this group to know each student affective filter.
- After having this survey done, the evaluation for the speaking skill part was applied. This test was taken in pairs within a time limit of 12 minutes. Even when it was applied in pairs, grades are given individually. The speaking test was recorded by zoom.
- The data was tabulated using Excel. This program allowed to analyze results individually and generally from each variable measured.
- Then the Pearson coefficient formula was applied to get the degree of correlation between each the variables.

### **Information Processing Plan**

After the information was taken from the population, it was processed using Excel. There were 18 questions in total. Each item on the questionnaire was rated on a 5-point Likert scale going from 1 (strongly disagree) to 5 (strongly agree). It measured students Affective filter levels by adding up the ratings on the 18 items. Hence, the theoretical range is from 18 to 90. All the questions were stipulated and recoded systematically, so whenever a student chose a high option, it represented high levels of the affective filter. It was required to make use of an inherent scale ranging 18 to 45 as a low or acceptable affective filter and 46 to 90 as a high affective filter. About the results from the PET exam, these were graded over 30 points using a rubric created by Cambridge to get to know the level students got. With the final grade over 30 points, it was necessary to use the scale that Cambridge provides to see in which level students were according to the CEFR. After this, the Pearson coefficient formulas was applied to know the level or correlation between the affective filter and the speaking skill data obtained through the appliance of the instruments. A dispersion graphic was used to illustrate the linear correlation results.

## **CHAPTER III. RESULTS AND DISCUSSION**

### **3.1 Analysis and discussion of the results**

This chapter illustrates and presents the results of the gathered data from the survey about the affective filter and the PET speaking test. These were applied at Technical University of Ambato in the “Pedagogia de los Idiomas Nacionales y Extranjeros” program. The 34 students from third level took the survey (see annex 1) and the PET test (see annex 3). The survey was created adopting parts from other validated and proved tests as the ones by Gardner (1985) and other important authors. It consisted of 18 questions in total being divided in three main sections as motivation, anxiety and self-image. The first 6 questions measure students’ motivation levels through questions taken and modified to fit from the battery test. The following 6 questions were adapted from the author Horwitz’s Foreign Language Classroom Anxiety test. The final questions were to evaluate the self-image aspects, and these were modified from a test elaborated by Abdulhussain. The PET speaking test was taken from Cambridge official website.

### 3.1.1. Survey results

#### 1. I do not mind if I am not competent in the English language.

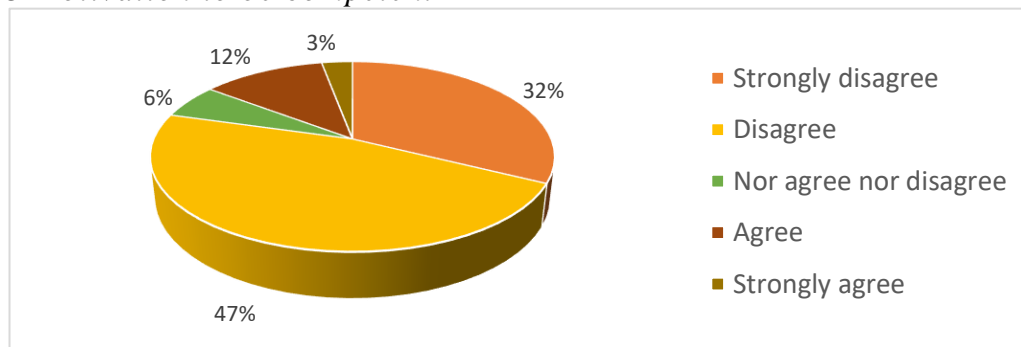
**Table 1:** *Motivation to be competent*

Option	Frequency	Percentage
Strongly disagree	11	32,35%
Disagree	16	47,06%
Nor agree nor disagree	2	5,88%
Agree	4	11,76%
Strongly agree	1	2,94%
<b>TOTAL</b>	<b>34</b>	<b>100,00%</b>

Source: Survey

Made by: García, A. (2020)

**Figure 3** *Motivation to be competent*



Source: Survey

Made by: García, A. (2020)

### Analysis and interpretation

About whether students do not mind being competent in the English language, a 47% of them disagree with this. A 32% answered they strongly disagree with the statement. Moreover, a 11,7% of students say they agree while a 5,8% are not sure of it as they chose nor agree nor disagree. Finally, just a 2,9% of the population said they agree with this.

Therefore, the results showed that most students do mind whether they are competent or not in the English language. This recalls an intrinsic motivation type in which the desire to become competent comes from an inner catalyst. This type of motivation must be present along with an extrinsic motivation to have better outcomes.

## 2. I think it is enough to know just the basics of the language.

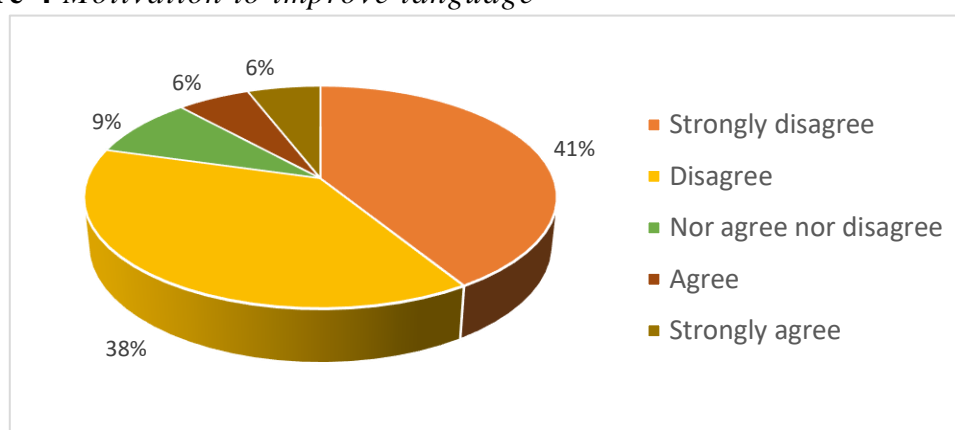
**Table 2** *Motivation to improve language*

Option	Frequency	Percentage
Strongly disagree	14	41,18%
Disagree	13	38,24%
Nor agree nor disagree	3	8,82%
Agree	2	5,88%
Strongly agree	2	5,88%
<b>TOTAL</b>	<b>34</b>	<b>100,00%</b>

Source: Survey

Made by: García, A. (2020)

**Figure 4** *Motivation to improve language*



Source: Survey

Made by: García, A. (2020)

### Analysis and interpretation

A 41,18% of students strongly disagree about knowing just the basics of the language. Following this number, a 38,24% said they disagreed. An 8,82% had a neutral answer as they did not agree nor disagree. Moreover, an equal 5,88% of students agreed and strongly agreed that they were okay with that.

Even though a belief that just knowing the basics of the language is enough, results showed that most students think that it is not enough. This means that they want to improve their language skills to become competent. In other words, they are motivated to learn and to use the target language on even more sophisticated environments than just for communication, which is appropriate as they are going to be English teachers.

### 3. I do not like to talk to my professor to clarify my doubts.

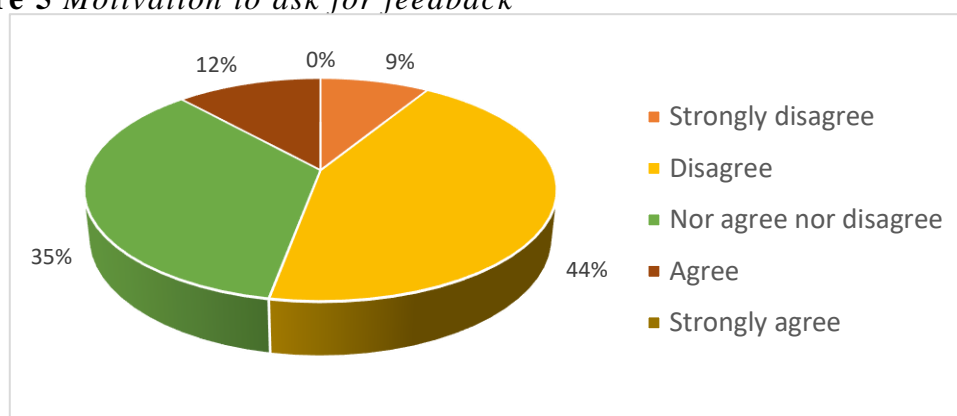
**Table 3** Motivation to ask for feedback

Option	Frequency	Percentage
Strongly disagree	3	8,82%
Disagree	15	44,12%
Nor agree nor disagree	12	35,29%
Agree	4	11,76%
Strongly agree	0	0,00%
<b>TOTAL</b>	<b>34</b>	<b>100,00%</b>

Source: Survey

Made by: García, A. (2020)

**Figure 5** Motivation to ask for feedback



Source: Survey

Made by: García, A. (2020)

### Analysis and interpretation

The highest percentage for this question was for students who disagreed with it having a 44,1%. Following this, a high 35,2% were neutral. Then, 11,7% of the population agreed. On the other hand, 8,8% strongly disagreed with the statement. And a 0% was for strongly agree.

The positive outlook is that students are likely to ask teacher to clarify doubts or to get feedback. Even though a high number of students did not agree nor disagree with the statement, this could be changed by encouraging students to communicate and ask their inquiries so they can resolve and improve their speaking skills.

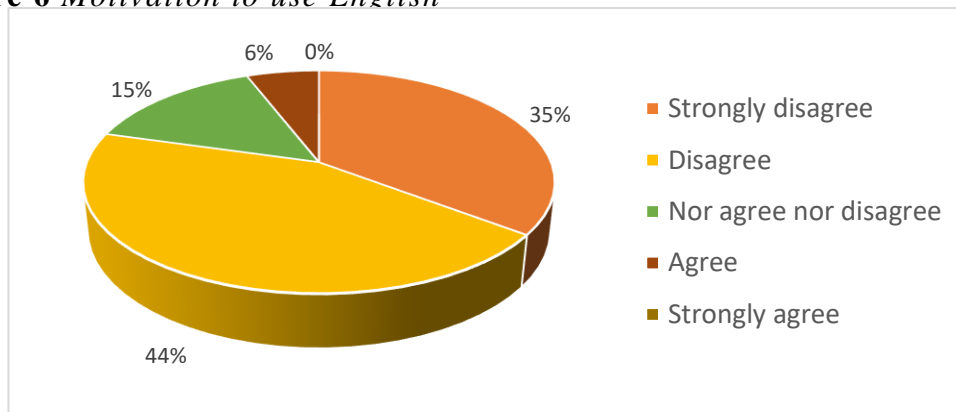
#### 4. I would like to have fewer classes in English.

**Table 4** *Motivation to use English*

Option	Frequency	Percentage
Strongly disagree	12	35,29%
Disagree	15	44,12%
Nor agree nor disagree	5	14,71%
Agree	2	5,88%
Strongly agree	0	0,00%
<b>TOTAL</b>	<b>34</b>	<b>100,00%</b>

Source: Survey  
Made by: García, A. (2020)

**Figure 6** *Motivation to use English*



Source: Survey  
Made by: García, A. (2020)

#### **Analysis and interpretation**

Most students disagreed about desiring to have fewer classes in English with a 44,1% opting for this answer. Besides, a 35,2% strongly disagreed. On the other hand, a 14,71% kept neutral. Moreover, just a 5,88% said they agreed with the statement whereas a 0% was for being strongly agreed.

As can be seen, students would not like to have fewer classes in English. Therefore, they are motivated to use the language by having more classes in English. This can be interpreted as if students would like to be more surrounded by the language so they can properly make use of the language they need.



## 5. I have felt bored during classes.

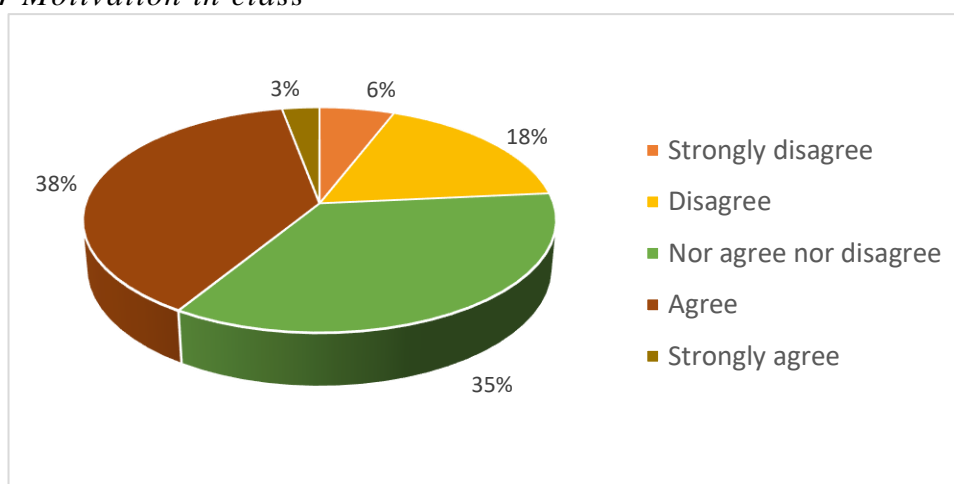
**Table 5** *Motivation in class*

Option	Frequency	Percentage
Strongly disagree	2	5,88%
Disagree	6	17,65%
Nor agree nor disagree	12	35,29%
Agree	13	38,24%
Strongly agree	1	2,94%
<b>TOTAL</b>	<b>34</b>	<b>100,00%</b>

Source: Survey

Made by: García, A. (2020)

**Figure 7** *Motivation in class*



Source: Survey

Made by: García, A. (2020)

### Analysis and interpretation

The most chosen option was for agree with a 38,2% following the neutral nor agree nor disagree with a 35,2%. Then, a 17,6% of the population opted for the disagree option while a 5,8 said they strongly disagreed. On the other hand, just a 2,94% strongly agreed about had being bored in class.

The majority of students said they have felt bored in class. When students are motivated in learning, they tend not to feel bored. However, students might get bored for two main reasons, repetitive activities, or odd teaching methodologies. A change of activities and implementation of new techniques could easily resolve this problem as getting students attention depends on their interests.

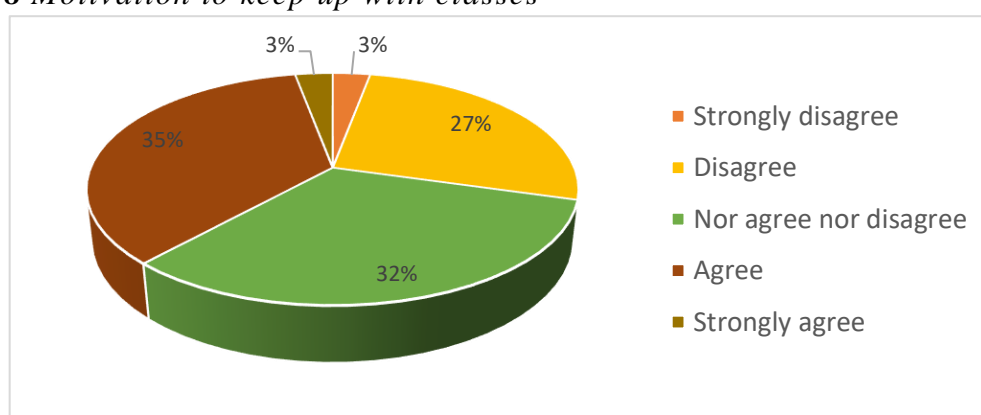
## 6. I feel out of enthusiasm for each class.

**Table 6** *Motivation to keep up with classes*

Option	Frequency	Percentage
Strongly disagree	1	2,94%
Disagree	9	26,47%
Nor agree nor disagree	11	32,35%
Agree	12	35,29%
Strongly agree	1	2,94%
<b>TOTAL</b>	<b>34</b>	<b>100,00%</b>

Source: Survey  
Made by: García, A. (2020)

**Figure 8** *Motivation to keep up with classes*



Source: Survey  
Made by: García, A. (2020)

### Analysis and interpretation

A high population of 35,2% agreed about feeling out of enthusiasm for classes. A 32,3% kept neutral with the option nor agree nor disagree. On the other hand, 26,4% of students disagreed. Finally, the same amount of 2,94% was or the options strongly agree and strongly disagree, respectively.

The results reflect that most students feel out of enthusiasm about classes. This has to do with extrinsic motivation type. It is necessary that teachers try to foster student's eagerness to start working in classes by making use of different strategies such as implementation of warm-ups or activities that are related to the topics they like. If students do not feel enthusiastic about their upcoming classes, that will lead to a unwilling state of learning.

## 7. I worry about making mistakes when I have to speak.

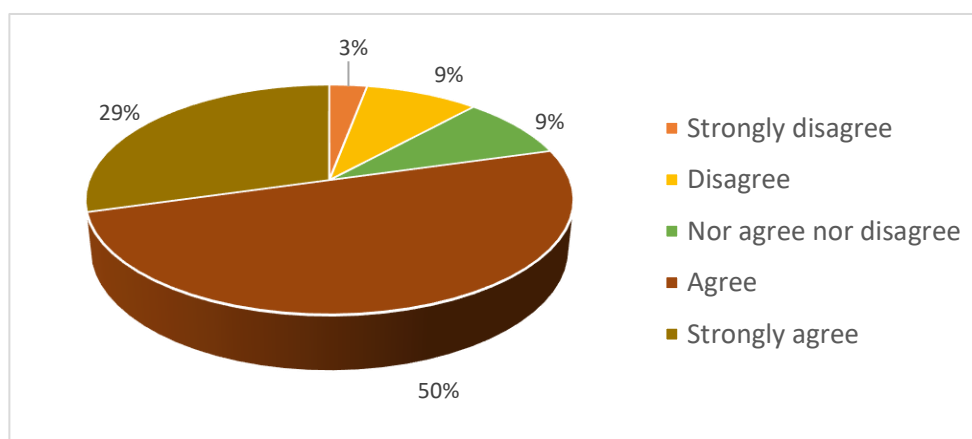
**Table 7** *Anxiety to make mistakes*

Option	Frequency	Percentage
Strongly disagree	1	2,94%
Disagree	3	8,82%
Nor agree nor disagree	3	8,82%
Agree	17	50,00%
Strongly agree	10	29,41%
<b>TOTAL</b>	<b>34</b>	<b>100,00%</b>

Source: Survey

Made by: García, A. (2020)

**Figure 9** *Anxiety to make mistakes*



Source: Survey

Made by: García, A. (2020)

### Analysis and interpretation

The results showed that a high 50% of the students feel worried to make mistakes when talking by selecting the agree option. It follows the strongly agree option with a 29,4%. On the other hand, there was an 8,82 for the nor agree nor disagree choice as well as for disagree. On the very end, strongly agree got a 2,9%.

The results have shown that most students feel worried to make mistakes when they speak. This is part of performance anxiety inside of the language learning environment. To low the anxiety levels, it is necessary to create and foster a proper and secure setting to let speaking flow.

## 8. I panic when I have to speak in English without a previous preparation.

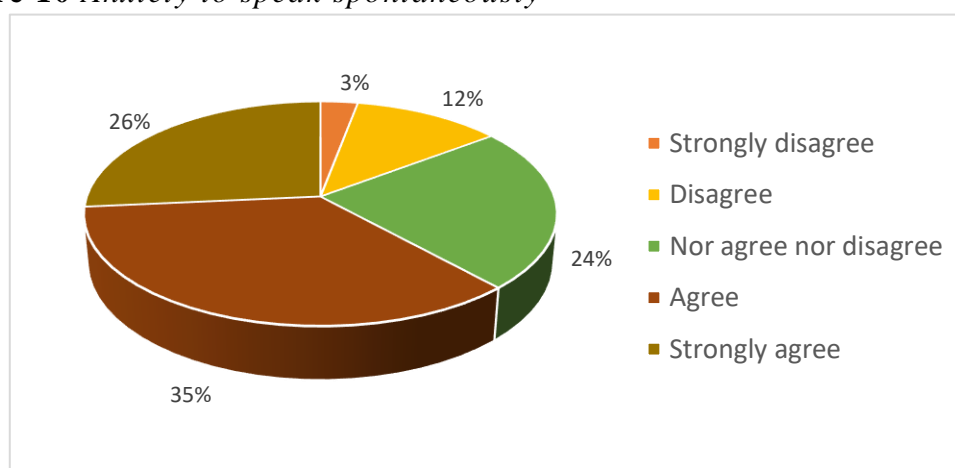
**Table 8** *Anxiety to speak spontaneously*

Option	Frequency	Percentage
Strongly disagree	1	2,94%
Disagree	4	11,76%
Nor agree nor disagree	8	23,53%
Agree	12	35,29%
Strongly agree	9	26,47%
<b>TOTAL</b>	<b>34</b>	<b>100,00%</b>

Source: Survey

Made by: García, A. (2020)

**Figure 10** *Anxiety to speak spontaneously*



Source: Survey

Made by: García, A. (2020)

### **Analysis and interpretation**

Out of 100%, the highest result is for agree with a 35,2%. Then, there is the option strongly agree with a 26,4%. Following this, nor agree nor disagree has a 23,5%. The disagree option presents an 11,7%. The lowest result was for strongly disagree with a 2,9%.

For most cases, alumni said they panic when they must speak in English spontaneously. This is because of communication apprehension and negative evaluation fear. Students feel they would get negative comments or something that might embarrass them. It is essential to diminish these feelings by creating a supporting learning environment in which students feel secure and are aware of the learning process.

## 9. I am afraid that my partners will laugh when I speak.

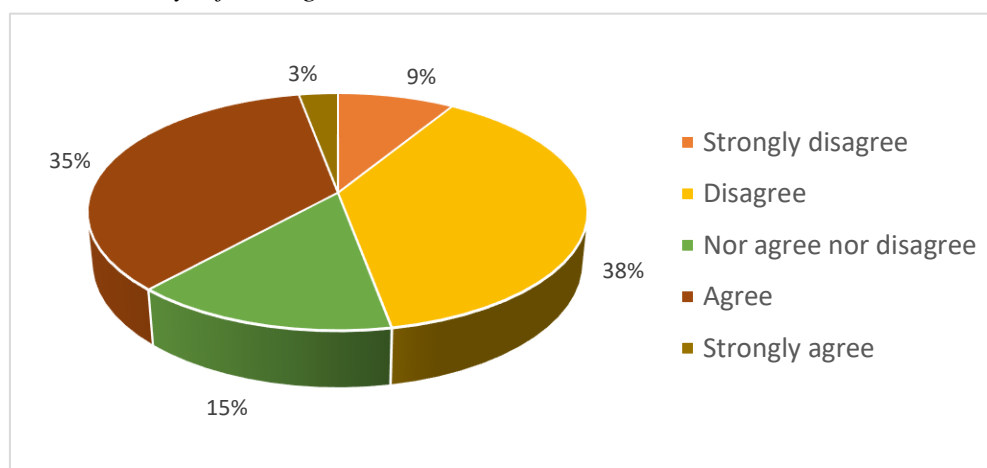
**Table 9** *Anxiety of being mocked*

Option	Frequency	Percentage
Strongly disagree	3	8,82%
Disagree	13	38,24%
Nor agree nor disagree	5	14,71%
Agree	12	35,29%
Strongly agree	1	2,94%
<b>TOTAL</b>	<b>34</b>	<b>100,00%</b>

Source: Survey

Made by: García, A. (2020)

**Figure 11** *Anxiety of being mocked*



Source: Survey

Made by: García, A. (2020)

### Analysis and interpretation

These results showed that a majority of 38,2% of students disagreed about being afraid of their partners laughing at them when speaking. It follows a 35,2% with agree. A 14,7% with nor agree nor disagree. There is an 8,8% for strongly agree and a low 2,94% for strongly agree.

There is a thin line between students who are afraid of being mocked and those who are not. This type of communication apprehension anxiety has to do with the levels of self-image students have as well as their motivation levels which work as a whole. Even though some experts might consider this as something individual, teachers can diminish students' fear of being mocked through the application of rapport.

**10. I feel overwhelmed by the number of rules I need to learn to speak English.**

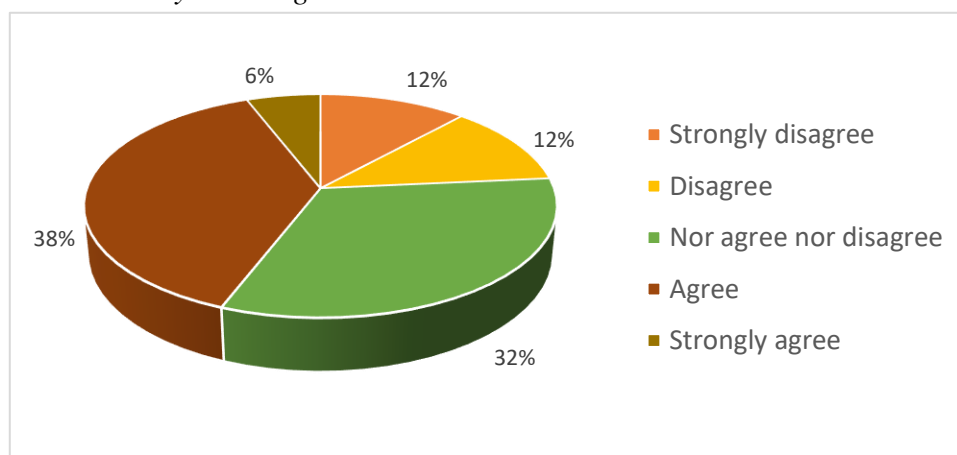
**Table 10** *Anxiety about grammatical rules*

Option	Frequency	Percentage
Strongly disagree	4	11,76%
Disagree	4	11,76%
Nor agree nor disagree	11	32,35%
Agree	13	38,24%
Strongly agree	2	5,88%
<b>TOTAL</b>	<b>34</b>	<b>100,00%</b>

Source: Survey

Made by: García, A. (2020)

**Figure 12** *Anxiety about grammatical rules*



Source: Survey

Made by: García, A. (2020)

**Analysis and interpretation**

The option with the highest score is agree with 38,2% about being overwhelmed by large number of grammatical rules. The option nor agree nor disagree had a 32,3%. Following this, the options disagree and strongly disagree share a 11,7% respectively. Strongly agree showed a 5,8%.

For most students, it is overwhelming the number of grammatical rules when learning how to speak English. This causes them to increase anxiety levels which results in frustration and unwillingness to continue improving. It would be better to learn grammar explicitly or inductively.

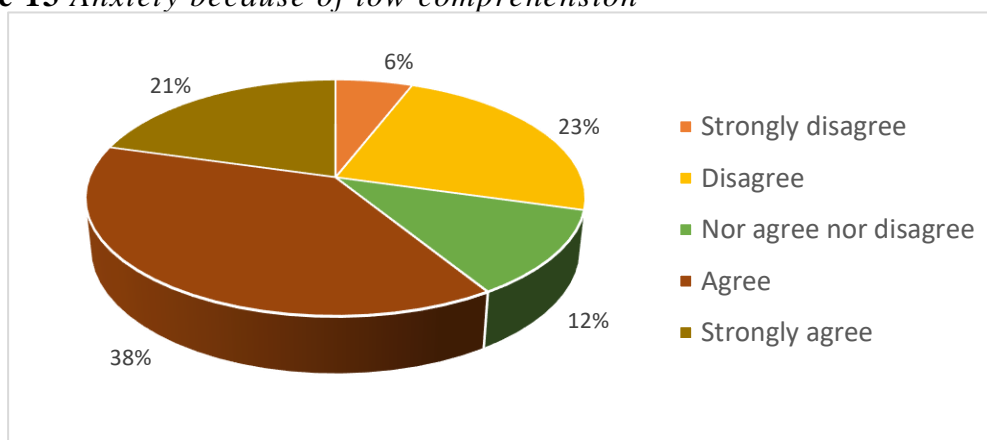
### 11. I get nervous when I do not understand what my teacher says.

**Table 11** *Anxiety because of low comprehension*

Option	Frequency	Percentage
Strongly disagree	2	5,88%
Disagree	8	23,53%
Nor agree nor disagree	4	11,76%
Agree	13	38,24%
Strongly agree	7	20,59%
<b>TOTAL</b>	<b>34</b>	<b>100,00%</b>

Source: Survey  
 Made by: García, A. (2020)

**Figure 13** *Anxiety because of low comprehension*



Source: Survey  
 Made by: García, A. (2020)

### Analysis and interpretation

The results for this question show a 38,2% of students choosing to agree. A 23,5% opted to choose to disagree. Likewise, a 20,5% went for strongly agree. The option nor agree nor disagree got an 11,7% and the strongly disagree category had a 5,8%.

Not being able to understand teacher instructions or commands makes almost all student to be anxious. This demonstrates that they might be on a constant anxiety state which draws students' speaking to be hesitant and consequently, extremely aware of making any mistake. Thus, students will think of speaking as an undesirable activity. If this happens, students will not use the input knowledge to communicate with others.

## 12. I am ashamed to answer a question voluntarily.

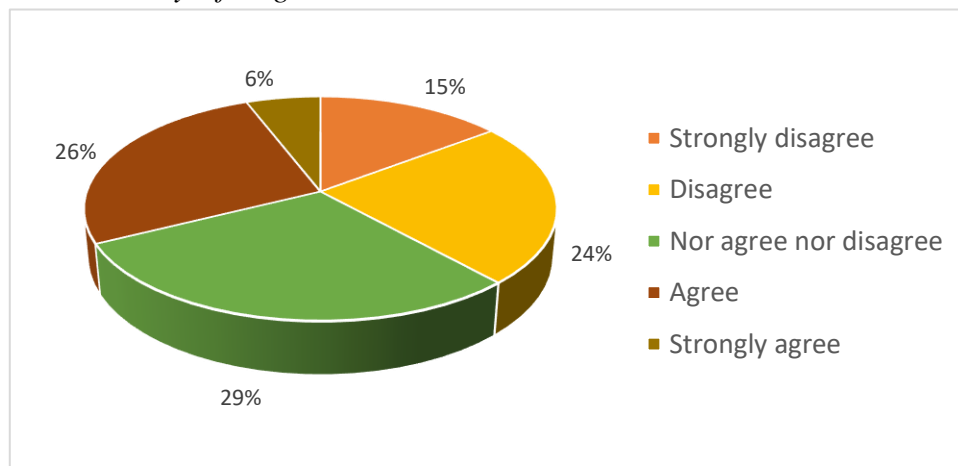
**Table 12** *Anxiety of negative evaluation*

Option	Frequency	Percentage
Strongly disagree	5	14,71%
Disagree	8	23,53%
Nor agree nor disagree	10	29,41%
Agree	9	26,47%
Strongly agree	2	5,88%
<b>TOTAL</b>	<b>34</b>	<b>100,00%</b>

Source: Survey

Made by: García, A. (2020)

**Figure 14** *Anxiety of negative evaluation*



Source: Survey

Made by: García, A. (2020)

### Analysis and interpretation

A high number of students chose the nor agree nor disagree option showing a 29,4%. The agree option had a reasonable 26,4% being followed by the disagree option with a 23,5%. The strongly disagree category got just a 14,7% and the final option of strongly agree got a 5,8%.

This type of anxiety that students feel when answering a question voluntarily has to do with negative evaluation fear. The possibility of being mocked or getting a deceiving feedback makes students apprehensive to speak, which needs undoubtedly to be changed.



**13. I feel bad when I speak in the target language and others don't understand me.**

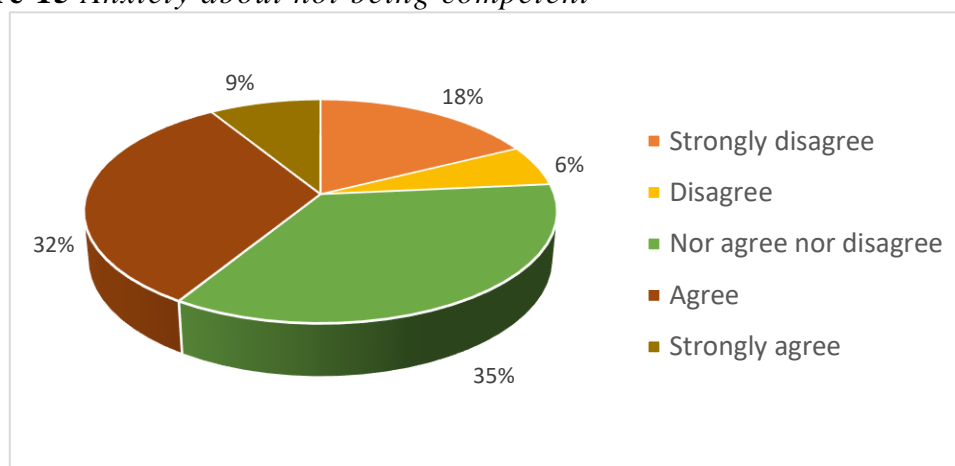
**Table 13** *Anxiety about not being competent*

Option	Frequency	Percentage
<b>Strongly disagree</b>	6	17,65%
<b>Disagree</b>	2	5,88%
<b>Nor agree nor disagree</b>	12	35,29%
<b>Agree</b>	11	32,35%
<b>Strongly agree</b>	3	8,82%
<b>TOTAL</b>	<b>34</b>	<b>100,00%</b>

Source: Survey

Made by: García, A. (2020)

**Figure 15** *Anxiety about not being competent*



Source: Survey

Made by: García, A. (2020)

**Analysis and interpretation**

The option nor agree nor disagree got the highest score with 35,2% being almost reached by the agree option with a 32,3%. For strongly agree, the total was of 17,6% being followed by strongly agree with 8.8%. The last one was for disagree with 5,8%.

Having positive levels of self-image allow students not to feel bad whenever they use the language they are learning, and others do not understand what they are saying. This concerns the acknowledgement that they are into a friendly learning environment and being confident of their learning process.

**14. I think I can't improve my speaking skills even if I work harder.**

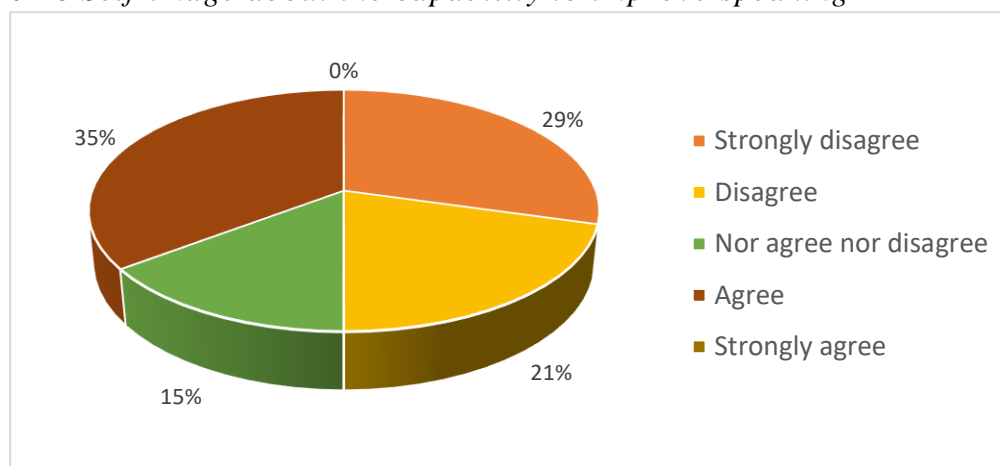
**Table 14** *Self-image about the capability to improve speaking*

Option	Frequency	Percentage
Strongly disagree	10	29,41%
Disagree	7	20,59%
Nor agree nor disagree	5	14,71%
Agree	12	35,29%
Strongly agree	0	0,00%
<b>TOTAL</b>	<b>34</b>	<b>100,00%</b>

Source: Survey

Made by: García, A. (2020)

**Figure 16** *Self-image about the capability to improve speaking*



Source: Survey

Made by: García, A. (2020)

**Analysis and interpretation**

The results for this item show a high score for agree with 35,2%. Following this number, strongly agree got 29,4% while disagree got 20,5%. Nor agree nor disagree got a 14,7%. The lowest percentage was for strongly agree with 0%.

There is almost the same number of students who believe in their capabilities to improve their skills and those who do not. To be confident on one's faculty to get better on a particular language skill is important as it is not just a case of aptitude but of attitude. It is important to foster self-confidence as learners who possess general self-image perform well and are most likely to see themselves as capable learners.

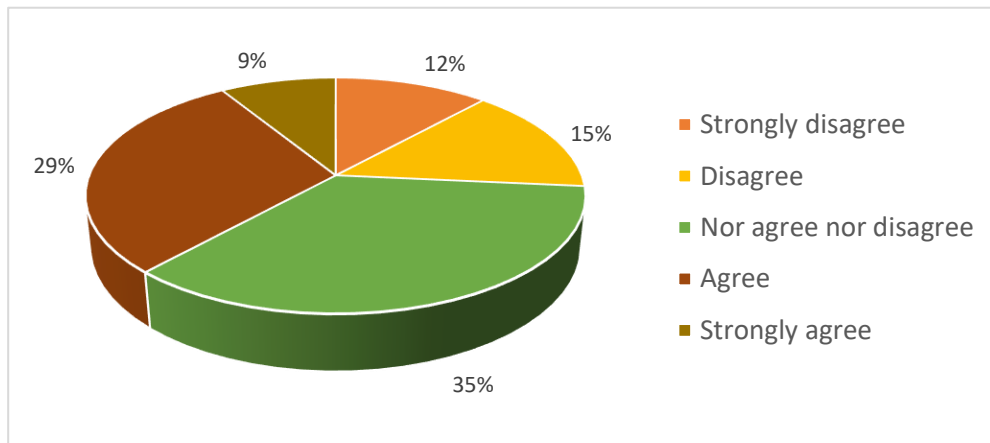
**15. I think my pronunciation is NOT good.**

**Table 15** *Self-image about pronunciation level*

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Strongly disagree</b>	4	11,76%
<b>Disagree</b>	5	14,71%
<b>Nor agree nor disagree</b>	12	35,29%
<b>Agree</b>	10	29,41%
<b>Strongly agree</b>	3	8,82%
<b>TOTAL</b>	<b>34</b>	<b>100,00%</b>

**Source:** Survey  
**Made by:** García, A. (2020)

**Figure 17** *Self-image about pronunciation level*



**Source:** Survey  
**Made by:** García, A. (2020)

**Analysis and interpretation**

Out of 100% 35,2% chose nor agree nor disagree option. The second highest score was for agree with 29,4% being followed by disagree with 14,7%. Strongly disagree obtained an 11,7% and strongly agree just an 8,8%.

Being able to evaluate oneself is part of the learning process. However, when you think you are not good enough at something there are two possible ways to take. One is to put more effort and get better or to believe you cannot and stop trying to improve. It depends on the students and the teacher to guide which path to take.

**16. My vocabulary is NOT good enough to express my ideas.**

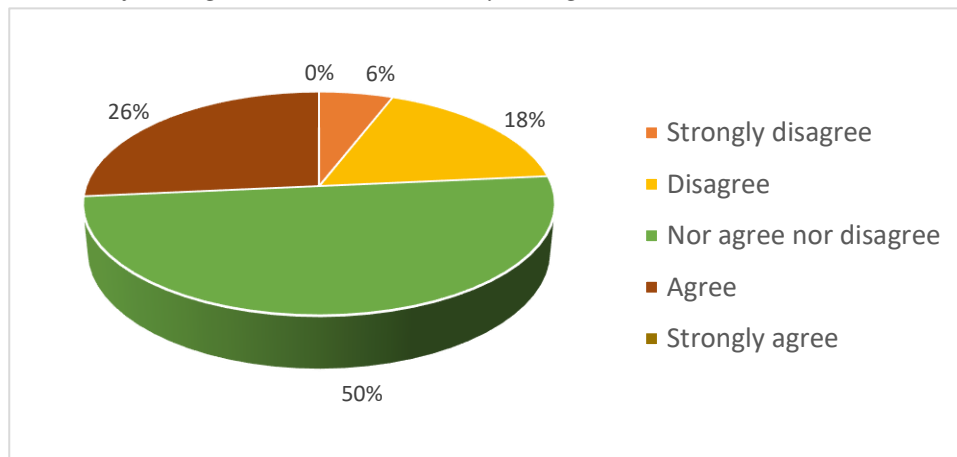
**Table 16** *Self-image about vocabulary range*

<b>Option</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Strongly disagree</b>	2	5,88%
<b>Disagree</b>	6	17,65%
<b>Nor agree nor disagree</b>	17	50,00%
<b>Agree</b>	9	26,47%
<b>Strongly agree</b>	0	0,00%
<b>TOTAL</b>	<b>34</b>	<b>100,00%</b>

**Source:** Survey

**Made by:** García, A. (2020)

**Figure 18** *Self-image about vocabulary range*



**Source:** Survey

**Made by:** García, A. (2020)

**Analysis and interpretation**

In this item the majority of students chose nor agree nor disagree as their answer having a 50%. A 26,4% choose the agree option. Disagree got a 17,6% while strongly disagree obtained 5.8%. The lowest score was for strongly agree with 0%.

Having a decent vocabulary range is one of the most desired goal in language learning. In this case, the grat majority didn't agree not disagree with the statement of not having enough vocabualry. This could have happened because they might not consider themselves to have a wide nor a short lexic.

**17. I feel incapable of becoming competent in the English language.**

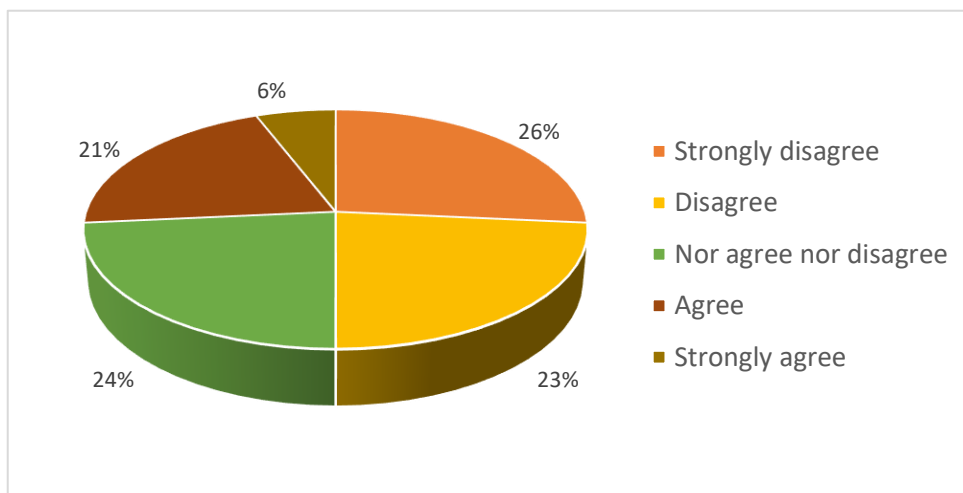
**Table 17** *Self-image about the ability to master a language*

Option	Frequency	Percentage
Strongly disagree	9	26,47%
Disagree	8	23,53%
Nor agree nor disagree	8	23,53%
Agree	7	20,59%
Strongly agree	2	5,88%
<b>TOTAL</b>	<b>34</b>	<b>100,00%</b>

Source: Survey

Made by: García, A. (2020)

**Figure 19** *Self-image about the ability to master a language*



Source: Survey

Made by: García, A. (2020)

**Analysis and interpretation**

The alternative strongly disagree was the highest score with a 26,4%. Disagree and nor agree nor disagree got the same percentage with 23,5%. The agree option got 20,5% and lastly strongly agree had a 5,8%.

Surprisingly, for most alumni the idea of becoming competent in the language is not unrealistic. However, it is important to be aware of those students who do not trust themselves and their abilities to improve their language level. As their confidence is lacking, there is a spare possibility that they will not achieve speaking competency.

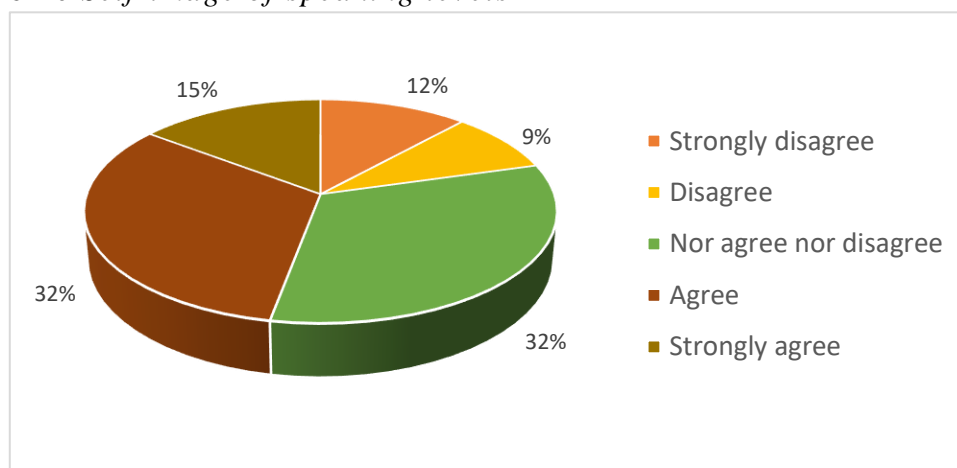
**18. I always feel that my partners speak better English than I do.**

**Table 18** *Self-image of speaking levels*

Option	Frequency	Percentage
Strongly disagree	4	11,76%
Disagree	3	8,82%
Nor agree nor disagree	11	32,35%
Agree	11	32,35%
Strongly agree	5	14,71%
<b>TOTAL</b>	<b>34</b>	<b>100,00%</b>

Source: Survey  
 Made by: García, A. (2020)

**Figure 20** *Self-image of speaking levels*



Source: Survey  
 Made by: García, A. (2020)

**Analysis and interpretation**

In the last item, nor agree nor disagree and agree option both have 32,3%. Strongly agree option got a 14,7% being followed by strongly disagree with 11,7%. Finally, the disagree option obtained an 8,8%.

More than half of students think their partners speak better English than them. What this means is that they put their partners' skills over theirs. Within the learning process, this can be interpreted as not being confident enough on your own abilities. This tends to result on uncertainty, fear, and unfavorable language skills production.

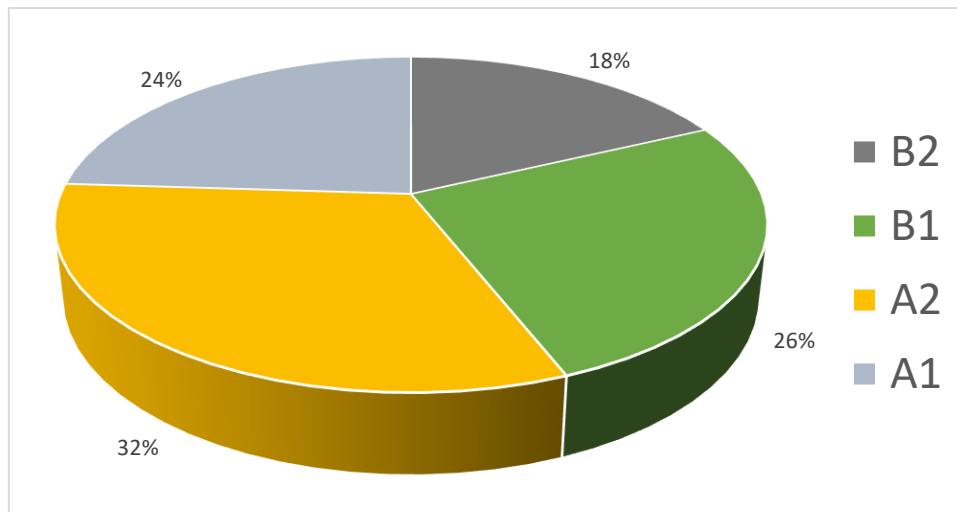
### 3.1.2. PET test results

**Table 19** *PET speaking results*

Level	Frequency	Percentage
<b>B2</b>	6	18%
<b>B1</b>	9	26%
<b>A2</b>	11	32%
<b>A1</b>	8	24%
<b>TOTAL</b>	<b>34</b>	<b>100%</b>

**Source:** Survey  
**Made by:** García, A. (2020)

**Figure 21** *PET speaking results*



**Source:** Survey  
**Made by:** García, A. (2020)

#### **Analysis and interpretation**

Over the total population, the results were the following. Level A1 got a total of 24%. The next CEFR level is A2 which obtained a high 32%. Following this, B1 level got 26%. Finally, level B2 reached just 18%.

The expected result was to have the highest percentage on B1 or B2 level. However, A2 level got the highest score and B2 got the lowest. This could mean different things as students' speaking skills are not being well developed. Also, could mean that students are not properly enhancing their skills because of their affective filter levels.

### 3.2 Verification of hypothesis

The hypothesis of the current investigation work is proved by using Pearson's correlation coefficient formula.

#### Alternative hypothesis

H<sub>A</sub>: There is a relationship between the Affective Filter and the Speaking Skill among students at "Pedagogía de los Idiomas Nacionales y Extranjeros".

#### Null Hypothesis

H<sub>0</sub>: There is not a relationship between the Affective Filter and the Speaking Skill among students at "Pedagogía de los Idiomas Nacionales y Extranjeros".

To obtain the calculation of the correlation degree between the two variables studied, Pearson's correlation coefficient (1) was used. This allowed to quantitatively describe the strength, direction of the correlation as well as the tendency of the variables.

$$r_{xy} = \frac{\sigma_{xy}}{\sigma_x \sigma_y} \quad (1)$$

Where,

$r_s$  = Pearson's correlation coefficient

$\sigma_{xy}$  = Covariance

$\sigma_x$  = Marginal standard deviation of  $x$

$\sigma_y$  = Marginal standard deviation of  $y$

To apply this formula (1) it is mandatory to go through the following calculation.

#### 1. Calculation of the covariance between the affective filter and speaking skill

Covariance is a value that projects the magnitude of two measurable variables that jointly vary, with respect to their marginal means. This is calculated with the following formula:

$$\sigma_{xy} = \frac{\sum_{i=1}^n x_i y_i}{n} - \bar{x} \bar{y} \quad (2)$$

Where,

$\sigma_{xy}$  = Covariance



- $\bar{x}$  = Arithmetic mean of  $x$
- $\bar{y}$  = Arithmetic mean of  $y$
- $x_i$  = Marginal standard deviation of  $x$
- $y_i$  = Marginal standard deviation of  $y$
- $n$  = Number of samples

Through Excel, the results respect to the sum of the products of the individual variables and their product are shown at table 20.

**Table 20** *Statistical components*

Statistical components	Value
Sample number ( $n$ )	34
Sum of variables $x$ ( $\sum_{i=1}^{34} x_i$ )	1774.00
Sum of variables $y$ ( $\sum_{i=1}^{34} y_i$ )	624.00
Sum of the product of variables ( $\sum_{i=1}^{34} x_i y_i$ )	30563.00
Sum of the square of the variable $x$ ( $\sum_{i=1}^{34} x_i^2$ )	97012.00
Sum of the square of the variable $y$ ( $\sum_{i=1}^{34} y_i^2$ )	13274.00

The calculation of the marginal standard deviation for each variable are necessary to get. That is why it was calculated.

### **Marginal mean of X ( $\bar{x}$ )**

The marginal mean indicates the mean center of the data distribution, i.e., the arithmetic means of the numerical values; in the case of “x”, the evaluations of the questionnaires are considered in the affective filter which scores are over 95.

$$\bar{x} = \frac{\sum_{i=1}^n x_i}{n} \quad (3)$$

### **Marginal mean of Y ( $\bar{y}$ )**

It is the same concept as the one previously described. However, for this variable  $y$ , it is considered the scores for the speaking PET exam which are over 30 points.

$$\bar{y} = \frac{\sum_{i=1}^n y_i}{n} \quad (4)$$

## 2. Calculation of the marginal standard deviations of the variables

To perform the calculation of the marginal standard deviations, certain values are needed to obtain information about the mean variation that is present in a variable. Then:

**Marginal standard deviation of “x” ( $\sigma_x$ )**

$$\sigma_x = \sqrt{\frac{\sum_{i=1}^n x_i^2}{n} - \bar{x}^2} \quad (5)$$

**Marginal standard deviation of “y” ( $\sigma_y$ )**

$$\sigma_y = \sqrt{\frac{\sum_{i=1}^n y_i^2}{n} - \bar{y}^2} \quad (6)$$

### Correlation results

Making use of Excel, the following results were obtained.

**Table 21** *Correlational results*

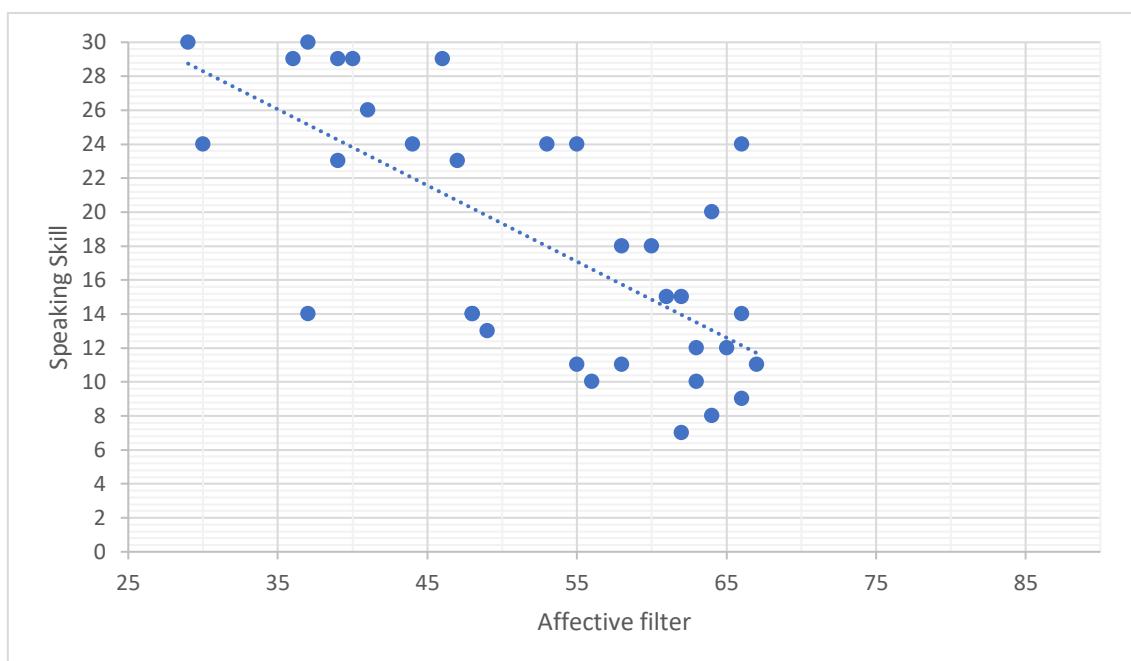
Statistical components	
Marginal mean of x ( $\bar{x}$ )	52.18
Marginal mean of y ( $\bar{y}$ )	18.35
Marginal standard deviation of x ( $\sigma_x$ )	11.44
Marginal standard deviation of y ( $\sigma_y$ )	7.32
Covariance ( $\sigma_{xy}$ )	-58.68

From these results, we proceed to calculate Pearson's correlation coefficient using formula (1)

$$r_{xy} = \frac{-58.68}{(11.44)(18.35)}$$

$$r_{xy} = -0.70$$

**Figure 22** *Correlation representation*



**Source:** Correlation results

**Made by:** García, A. (2020)

### **Decision**

After the statistical calculations were done, it was drawn that the correlation value is  $r_{xy} = -0.70$ , which demonstrate that the degree of relationship is strong. It also proves that the correlation is negative what means that if one variable decreases, the other tends to increase, and vice versa. Thus, the null hypothesis is rejected and, consequently, the alternative hypothesis is accepted. Then:

There is a relationship between the Affective Filter and the Speaking Skill among students at “Pedagogía de los Idiomas Nacionales y Extranjeros”.

## CHAPTER IV. CONCLUSIONS AND RECOMMENDATIONS

### 5.1 Conclusions

After having done the results analysis and having applied the Pearson coefficient formula to the data obtained from the two variables, it was possible to formulate the following conclusions:

- The relationship that could be found between the affective filter and the speaking skill was one of negative correlational nature as they tend to influence over each other. That is to say that their relation describes a trend on which the English-speaking levels from an EFL student is tentatively regulated by his own affective filter levels.
- The Affective Filter and the speaking skill have a strong degree of relationship according to the statistical analysis elaborated with the Pearson's correlation coefficient. This relationship between the variables has a negative correlation as if one of them increases the other will tend to decrease and vice versa.
- It has been studied through bibliographical revision that the presence of a high affective filter creates a type of mental block on students. Therefore, this block does not allow an appropriate learning. In this sense, even when students are given enough resources to work on, they are unlikely to improve their language skills as speaking. This is due to the high levels of anxiety and low self-image and motivation. On the other hand, a low affective filter means motivated, brave, and confident students. For instance, they are more likely to improve their language skills as they are willing to use the language and trust on their capability to learn and improve.
- After having done a field, correlational and bibliographical study, the importance of the affective filter over the speaking skill can be explained. It has been noticed that most of the time, students whose affective filter is high, they tend to have a lower speaking level than expected. That is contrary to students whose speaking level is better than expected and tend to have lower affective filter. This has to do with the aspects involved on it. For example, demotivated or anxious students will not want to participate on speaking activities which will lead to a lack of practice and therefore, it could result on bad pronunciation or fluency. If a student is eager to participate, shows confidence and manages to stay calm when making mistakes,

he is going to practice the target language and, consequently, will be able to learn and use the language more easily. Thus, the affective filter does have an important role over the proper competency of the speaking skill.

## **5.2. Recommendations**

- It is recommended to carry out another study in which the modality applied would be experimental. This since a correlational investigation does not determine causation but tendency. In this sense, applying activities, methodologies, or something pedagogical to examine the affective filter in action, would be something interesting and would contribute to the language learning investigation field.
- It is widely known that teachers are the key for students to get proper input and use it. Under the same line, teachers can help students to become competent on a language through fostering a low affective filter. This could be done by encouraging a friendly learning environment as well as a good rapport with students.
- It is necessary for teachers to be aware of the different ways in which students can feel insecure, anxious, or out of enthusiasm when practicing the speaking skill as it is the most difficult one to master. Teachers must implement activities for students to enjoy and attract them to participate so they can improve their speaking skills.

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## ANNEXES

### Annex1: Survey

**UNIVERSIDAD TÉCNICA DE AMBATO**  
**FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN**  
**CARRERA DE IDIOMAS**

**Objective:** To collect information about the affective filter levels from students at third semester at “Pedagogía de los Idiomas Nacionales y Extranjeros” program.

**Instruction:** Read the following questions and put a cross (x) in one of the alternatives according to what is true for you.

**1:** Strongly disagree    **2.** Disagree    **3.** Not agree nor disagree    **4.** Agree    **5.** Strongly agree

N° item	Question	ALTERNATIVES				
		1	2	3	4	5
	Motivation					
1	I do not mind if I am not competent in the English language.					
2	I think is enough to know just the basics of the language.					
3	I do not like to talk to my professor to clarify my doubts.					
4	I would like to have less classes in English.					
5	I have felt bored during classes.					
6	I feel out of enthusiasm for each class.					
	Anxiety					
7	I worry about making mistakes when I have to speak.					
8	I panic when I have to speak in English without a previous preparation.					
9	I am afraid that my partners will laugh when I speak.					
10	I feel overwhelmed by the number of rules I need to learn to speak English.					
11	I get nervous when I do not understand what my teacher says.					
12	I am ashamed to answer a question voluntarily.					
	Self-image					
13	I feel bad when I speak in the target language and others don't understand me.					
14	I think I can't improve my speaking skills even if I work harder.					
15	I think my pronunciation is NOT good.					
16	My vocabulary is NOT good enough to express my ideas.					
17	I feel incapable of becoming competent in the English language.					
18	I always feel that my partners speak better English than I do.					

**Annex 2: Validation Format**

**VALIDATION FOR THE SURVEY INSTRUMENT ABOUT THE AFFECTIVE FILTER**

Items	a. Correspondence of the instrument questions with the objectives.		Observation	b. Technical quality				Observation	c. Language		Observation
	Relevant	Irrelevant		Optimal	Good	Regular	Deficient		Adequate	Inadequate	
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											
11											
12											
13											
14											
15											

Validator's Information			
	First and last Names	ID Number	
	Profession	Date	Signature

## Annex 3: PET (Speaking part)

### Part 1 (2–3 minutes)

#### Phase 1 Interlocutor

*To both candidates* Good morning/afternoon/evening.  
Can I have your mark sheets, please?

*Hand over the mark sheets to the Assessor.*

I'm ..... and this is .....

*To Candidate A* What's your name? Where do you live/come from?  
Thank you.

*To Candidate B* And what's your name? Where do you live/come from?  
Thank you.

#### Back-up prompts

**B**, do you work or are you a student?

Do you have a job?  
Do you study?

What do you do/study?

What job do you do?  
What subject do you study?

Thank you.

And **A**, do you work or are you a student?

Do you have a job?  
Do you study?

What do you do/study?

What job do you do?  
What subject do you study?

Thank you.

#### Phase 2 Interlocutor

*Select one or more questions from the list to ask each candidate.  
Ask Candidate A first.*

#### Back-up prompts

How do you get to work/school/university every day?

Do you usually travel by car? (Why/Why not?)

What did you do yesterday evening/last weekend?

Did you do anything yesterday evening/last weekend? What?

Do you think that English will be useful for you in the future? (Why/Why not?)

Will you use English in the future? (Why?/Why not?)

Tell us about the people you live with.

Do you live with friends/your family?

Thank you.

Source: Cambridge University (2018)

1A Learning a language

Interlocutor Now I'd like each of you to talk on your own about something. I'm going to give each of you a photograph and I'd like you to talk about it.

A, here is your photograph. It shows people learning a language.

Place Part 2 booklet, open at Task 1A, in front of candidate.

B, you just listen.  
A, please tell us what you can see in the photograph.

Candidate A .....

⌚ approx. 1 minute

- |  |
|--|
| <b>Back-up prompts</b>                       |
| • Talk about the people/person.              |
| • Talk about the place.                      |
| • Talk about other things in the photograph. |

Interlocutor Thank you. (Can I have the booklet please?) Retrieve Part 2 booklet.

1B At a party

Interlocutor B, here is your photograph. It shows people at a party.

Place Part 2 booklet, open at Task 1B, in front of candidate.

A, you just listen.  
B, please tell us what you can see in the photograph.

Candidate B .....

⌚ approx. 1 minute

- |  |
|--|
| <b>Back-up prompts</b>                       |
| • Talk about the people/person.              |
| • Talk about the place.                      |
| • Talk about other things in the photograph. |

Interlocutor Thank you. (Can I have the booklet please?) Retrieve Part 2 booklet.

Source: Cambridge University (2018)

1A



1B



Source: Cambridge University (2018)

**Parts 3 and 4 (6 minutes)**

**Part 3**

**Interlocutor** Now, in this part of the test you're going to talk about something together for about two minutes. I'm going to describe a situation to you.

*Place Part 3 booklet, open at Task 1, in front of the candidates.*

**A young man works very hard, and has only one free day a week. He wants to find an activity to help him relax.**

**Here are some activities that could help him relax.**

**Talk together about the different activities he could do, and say which would be most relaxing.**

All right? Now, talk together.

**Candidates** .....  
⌚ *approx. 2-3 minutes*

**Interlocutor** Thank you. (Can I have the booklet please?) *Retrieve Part 3 booklet.*

**Part 4**

**Interlocutor** *Use the following questions, as appropriate:*

- **What do you do when you want to relax? (Why?)**
- **Do you prefer to relax with friends or alone? (Why?)**
- **Is it important to do exercise in your free time? (Why?/Why not?)**
- **Is it useful to learn new skills in your free time? (Why?/Why not?)**
- **Do you think people spend too much time working/studying these days? (Why?/Why not?)**

*Select any of the following prompts, as appropriate:*

- **How/what about you?**
- **Do you agree?**
- **What do you think?**

Thank you. That is the end of the test.

**Activities to help the man relax**



**Source:** Cambridge University (2018)



### Annex 3: Rubric for PET Speaking part

B1	Grammar and Vocabulary	Discourse Management	Pronunciation	Interactive Communication
5	Shows a good degree of control of simple grammatical forms, and attempts some complex grammatical forms. Uses a range of appropriate vocabulary to give and exchange views on familiar topics.	Produces extended stretches of language despite some hesitation. Contributions are relevant despite some repetition. Uses a range of cohesive devices.	Is intelligible. Intonation is generally appropriate. Sentence and word stress is generally accurately placed. Individual sounds are generally articulated clearly.	Initiates and responds appropriately. Maintains and develops the interaction and negotiates towards an outcome with very little support.
4	<i>Performance shares features of Bands 3 and 5.</i>			
3	Shows a good degree of control of simple grammatical forms. Uses a range of appropriate vocabulary when talking about familiar topics.	Produces responses which are extended beyond short phrases, despite hesitation. Contributions are mostly relevant, but there may be some repetition. Uses basic cohesive devices.	Is mostly intelligible, and has some control of phonological features at both utterance and word levels.	Initiates and responds appropriately. Keeps the interaction going with very little prompting and support.
2	<i>Performance shares features of Bands 1 and 3.</i>			
1	Shows sufficient control of simple grammatical forms. Uses a limited range of appropriate vocabulary to talk about familiar topics.	Produces responses which are characterised by short phrases and frequent hesitation. Repeats information or digresses from the topic.	Is mostly intelligible, despite limited control of phonological features.	Maintains simple exchanges, despite some difficulty. Requires prompting and support.
0	<i>Performance below Band 1.</i>			

Source: (Cambridge English Assessment, 2020)

B1	Global achievement
5	Handles communication on familiar topics, despite some hesitation.  Organises extended discourse but occasionally produces utterances that lack coherence, and some inaccuracies and inappropriate usage occur.
4	Performance shares features of Bands 3 and 5.
3	Handles communication in everyday situations, despite hesitation.  Constructs longer utterances but is not able to use complex language except in well-rehearsed utterances.
2	Performance shares features of Bands 1 and 3.
1	Conveys basic meaning in very familiar everyday situations.  Produces utterances which tend to be very short - words or phrases - with frequent hesitation and pauses.
0	Performance below Band 1.


Source: (Cambridge English Assessment, 2020)



**Annex 4: Instruments validation**


**VALIDATION FOR THE SURVEY INSTRUMENT ABOUT THE AFFECTIVE FILTER**

Items	a. Correspondence of the instrument questions with the objectives.		Observation	b. Technical quality				Observation	c. Language		Observation
	Relevant	Irrelevant		Optimal	Good	Regular	Deficient		Adequate	Inadequate	
1	✓			✓					✓		
2	✓			✓					✓		
3	✓			✓					✓		
4	✓			✓					✓		
5	✓			✓					✓		
6	✓			✓					✓		
7	✓			✓					✓		
8	✓			✓					✓		
9	✓			✓					✓		
10	✓			✓					✓		
11	✓			✓					✓		
12	✓			✓					✓		
13	✓			✓					✓		
14	✓			✓					✓		
15	✓			✓					✓		
16	✓			✓					✓		
17	✓			✓					✓		
18	✓			✓					✓		

Validator's Information	Edgar Encalada Trujillo	0501824171	
	First and last Names	ID Number	
	PROFESSOR	01/12/2020	
	Profession	Date	

### VALIDATION FOR THE SURVEY INSTRUMENT ABOUT THE AFFECTIVE FILTER

Items	a. Correspondence of the instrument questions with the objectives.		Observation	b. Technical quality				Observation	c. Language		Observation
	Relevant	Irrelevant		Optimal	Good	Regular	Deficient		Adequate	Inadequate	
1	X				X				X		
2	X				X				X		
3	X				X				X		
4	X				X				X		
5	X				X				X		
6	X				X				X		
7	X				X				X		
8	X				X				X		
9	X				X				X		
10	X				X				X		
11	X				X				X		
12	X				X				X		
13	X				X						
14	X				X				X		
15	X				X				X		
16	X				X				X		
17	X				X				X		
18	X				X				X		

Validator's Information	Dorys Cumbe	1803694569	 Firmado digitalmente por DORYS MARIBEL CUMBE CORAIZACA Fecha: 2020.12.02 11:36:36 -05'00'
	First and last Names	ID Number	
	UTA Professor	December 2 <sup>nd</sup> , 2020	
	Profession	Date	
			Signature

## Annex 5: Permission to record students

### UNIVERSIDAD TECNICA DE AMBATO

### FACULTAD DE CIENCIAS HUMANAS Y DE LA EDUCACIÓN

### CARRERA DE IDIOMAS

Request for permission to be recorded.

I'm Ana García, an undergraduate student at ninth semester of Carrera de Idiomas from the academic period October 2020 – January 2021. I'm currently developing my dissertation with the title "The Affective Filter and the Speaking Skill" as a requirement for the attainment of an academic degree. Therefore, I need to record you all when I apply the PET examination for the speaking part as evidence for my research. For instance, I politely request you to sign the permission to record you taking the test. I appreciate your collaboration.

### SIGN CHART


1 ACOSTA ACOSTA ERIKA LUCIA	
2 ACOSTA CALDERON ADRIAN SEBASTIAN	Adrián Sebastián Acosta Calderón
3 ALVARADO SALINAS BRENDA DEL ROCIO	
4 CARRERA SANCHEZ RICARDO SEBASTIAN	
5 CARVAJAL ALVAREZ DAYANA ESTEFANIA	
6 CEVALLOS OÑATE LEONARDO DANIEL	Leonardo Daniel Cevallos Oñate

7 CHADAN TUZA LISSBETH CECILIA	
8 CHIMBA RONQUILLO CRISTIAN XAVIER	
9 COPO RAMOS EVELYN NICOLE	
10 ESPIN GUEVARA KEVIN ANDRES	
11 ESPINOSA HERRERA VERONICA ALEJANDRA	
12 GUADALUPE LOZANO HEBER JAAZIEL	
13 GUAMANQUISPE VALENCIA DOMENICA VALERIA	
14 GUANGA GUEVARA MICHELLE ESTEFANIA	
15 GUANOLUISA TOAPANTA CARINA MARISOL	
16 GUEVARA SOLIS JONATHAN FABRICIO	
17 HURTADO YANEZ CHRISTIAN DANIEL	

18 LANDAZURI OÑATE JOSE GABRIEL	
19 MACHAQUIZA TUBON GISSELA ABIGAIL	
20 MANOTOA PASOCHOA MARIA CRISTINA	
21 MASAQUIZA CAHUANA JOHNNY JOEL	Johnny Masaquiza
22 MASAQUIZA SERRANO VIVIANA JACQUELINE	
23 MENDEZ AREVALO JHOFFRE ALEXANDER	
24 MORA GARCES SOLANGE DE LOS ANGELES	
25 MORETA PACHACAMA EVELYN TATIANA	
26 MULLO AIMACAÑA DAYANA LISSETH	
27 NARANJO CHIMBORAZO JOSELYN BELEN	
28 ORTEGA VELA MARCOS ENRIQUE	
29 SOLIS LOPEZ BELEN ELIZABETH	

30 TOAPANTA BEDÓN VICTOR ISMAEL	
31 TORRES MUÑOZ CARLOS ALEJANDRO	
32 VILLACÍS PORTERO MERCY ARACELLY	
33 ZAMBRANO ANGULO MAYRA ALEJANDRA	
34 ZURITA TUSTON SHIRLEY BETSABE	

## Annex 6: Evidence of the speaking test




UNIVERSITY of CAMBRIDGE  
ESOL Examinations

# Cambridge English Preliminary

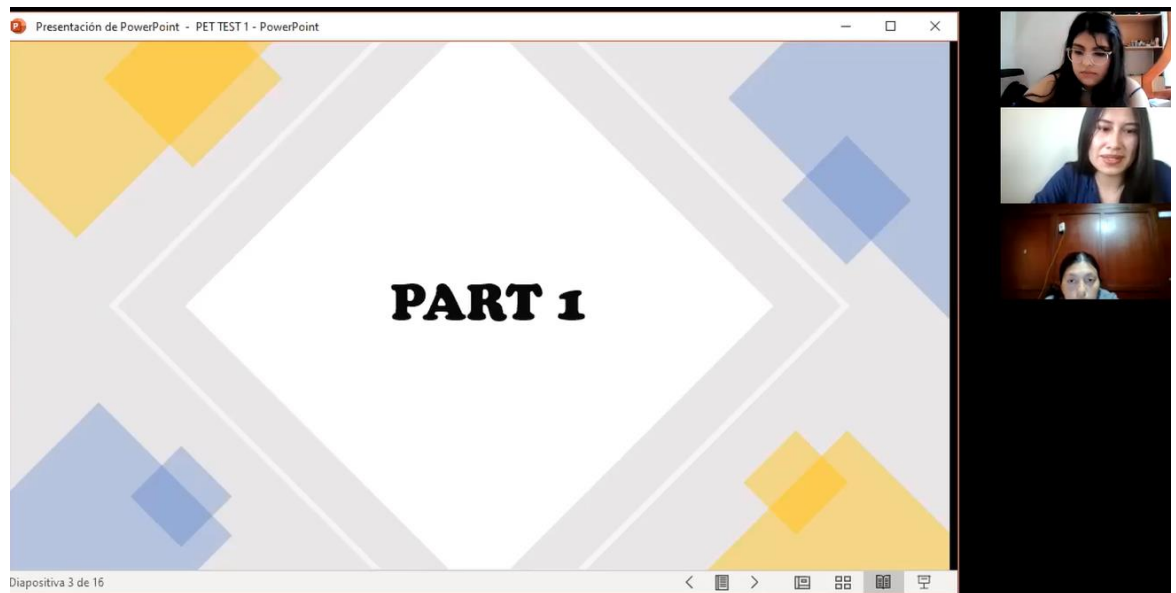
Preliminary English Test (PET)  
CEFR Level B1

## SPEAKING PART



Presentación de PowerPoint - PET TEST 1 - PowerPoint

This screenshot shows the title slide of a PowerPoint presentation. The slide features the University of Cambridge ESOL Examinations logo at the top left. The main title is 'Cambridge English Preliminary' in large, bold letters, with 'Cambridge English' in green and 'Preliminary' in red. Below it, the text 'Preliminary English Test (PET)' and 'CEFR Level B1' is displayed. To the right, the words 'SPEAKING PART' are written in bold black letters, accompanied by a simple line-art icon of a person wearing a headset. The background has a subtle pattern of concentric circles. The window title bar at the top reads 'Presentación de PowerPoint - PET TEST 1 - PowerPoint'. On the right side of the image, there is a vertical strip containing three small video thumbnails of participants in a meeting.



# PART 1

Presentación de PowerPoint - PET TEST 1 - PowerPoint

Diapositiva 3 de 16

This screenshot shows a slide titled 'PART 1'. The slide has a white background with a large, stylized geometric pattern in shades of yellow and blue. The text 'PART 1' is centered in a bold, black, sans-serif font. The window title bar at the top reads 'Presentación de PowerPoint - PET TEST 1 - PowerPoint'. At the bottom left, it says 'Diapositiva 3 de 16'. At the bottom right, there are navigation icons for a presentation. On the right side of the image, there is a vertical strip containing three small video thumbnails of participants in a meeting.



Presentación de PowerPoint - PET TEST 1 - PowerPoint

**It shows people at a party**

1B




10 de 16

Navigation icons: back, forward, search, refresh, etc.

Video call participants: three people in a vertical stack.

Presentación de PowerPoint - PET TEST 1 - PowerPoint

**Activities to help the man relax**



13 de 16

Navigation icons: back, forward, search, refresh, etc.

Video call participants: three people in a vertical stack.

Presentación de PowerPoint - PET TEST 1 - PowerPoint

**PART 4**

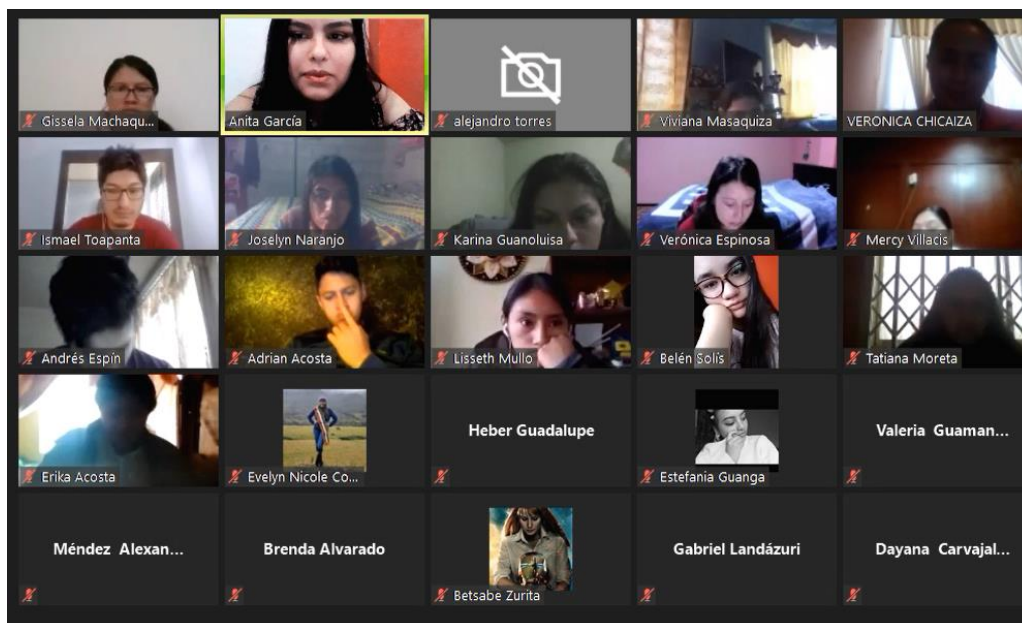
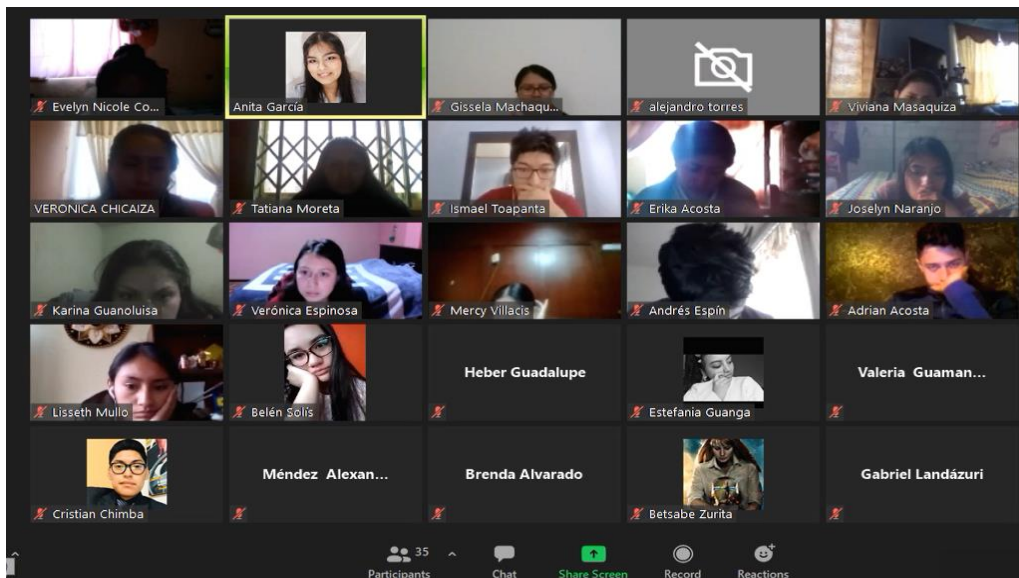
5 de 16

Navigation icons: back, forward, search, refresh, etc.

Video call participants: three people in a vertical stack.



## Annex 7: Evidence of Survey application



## Annex 8: Urkund report







### Document Information

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Submitted 1/7/2021 4:44:00 AM  
Submitted by  
Submitter email agarcia8233@uta.edu.ec  
Similarity 2%  
Analysis address ve.chicaiza.uta@analysis.urkund.com

### Sources included in the report

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<b>W</b>	URL: <a href="https://improvement.nhs.uk/documents/1190/2015_TDA_staff_survey.pdf">https://improvement.nhs.uk/documents/1190/2015_TDA_staff_survey.pdf</a> Fetched: 1/7/2021 4:44:00 AM	 5
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