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FACULTAD DE FILOSOFÍA Y LETRAS



ENHANCING COMMUNICATION AND MOTIVATION TO DEVELOP
SELF-CONFIDENCE WHEN SPEAKING ENGLISH IN LEARNERS AT
PREPARATORY 15 FLORIDA.

TESIS
QUE PARA OBTENER EL GRADO DE
MAESTRÍA EN LINGÜÍSTICA APLICADA A LA ENSEÑANZA DE
LENGUAS EXTRANJERAS

PRESENTA
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En virtud de que la alumna **JESSICA LISETH MACÍAS ANGUIANO** ha completado los requisitos señalados por la reglamentación vigente para presentar el examen de grado de la **Maestría en Lingüística Aplicada a la Enseñanza de Lenguas Extranjeras**, tengo agrado de designar a usted como sinodal de dicho examen en la posición antes descrita.

El examen tendrá lugar a las **doce horas del día 5 de julio del año en curso**, en la Sala de Grados del Área de Estudios de Posgrado de la Facultad de **Filosofía y Letras**.

En la seguridad de sentirnos honrados con su participación, me es muy grato saludarla.

Atentamente,

“Alere Flammam Veritatis”

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ABSTRACT

The present Didactic Proposal (DP) arises with the concern some facilitators face in a real classroom when it comes to teaching a second language. It lies in the learners' will to participate or not when it comes to speaking or showing their oral skill in the classroom. The emphasis of this study was to design a DP to help students who need to enhance or develop communication and motivation to get self-confidence when speaking English.

This study is based on the theoretical framework Krashen (1982) proposes for the Affective Filter (AF), which is the protective shield learners created to feel secure when facing new situations in the classroom. The problem is that learners with low confidence levels and high anxiety levels do not show and use speaking skills to communicate in English. Learners who are studying the second language and the best way to lower and keep the AF anxiety down is to enhance communication and motivation among facilitators and learners. This is the most important part of the project, which includes everything done in class: objectives, activities, strategies, techniques, and practices.

There are some important factors to take into account in order to teach English successfully, for example: anxiety levels high and lack of confidence. Different Instruments (questionnaires, observations, field notes) were used in order to demonstrate the existence of these factors. Based on this insecurity, affective techniques and strategies were presented as a tool for those English Language Facilitators who have these situations in the classroom.

Key words: Affective Filter, protective shield, anxiety, teaching techniques.

RESUMEN

Esta Propuesta Didáctica (PD) surge a partir de la preocupación que algunos maestros enfrentan en un salón de clases cuando se implementan acciones de enseñanza de un segundo idioma. Esta PD se enfoca en la voluntad de los estudiantes de participar o no participar cuando se trata de hablar o demostrar sus habilidades verbales en el salón.

La intención de este estudio fue el diseño de una PD para ayudar a los aprendientes que necesitan mejorar o desarrollar la comunicación y motivación para adquirir auto confianza cuando hablan inglés.

Este estudio está basado en el Marco Teórico de Krashen (1982) quien propone la Teoría de Filtro Afectivo (FA) el cual consiste en escudo protector que los aprendientes crean para sentirse seguros cuando se enfrentan a nuevas situaciones en el salón de clases. El problema es que los aprendientes con bajos niveles de confianza y altos niveles de ansiedad, no muestran ni usan sus habilidades verbales para comunicarse en inglés. La mejor forma de disminuir y mantener la ansiedad del Filtro Afectivo baja es mejorar la comunicación y motivación entre los facilitadores y los aprendientes.

Esta es la parte más importante del proyecto, la cual incluye todo lo realizado en clase: objetivos, artículos, estrategias, técnicas y prácticas. Para una enseñanza exitosa de idioma inglés, deben considerarse algunos factores importantes: niveles de ansiedad altos y falta de confianza. Se utilizaron diferentes instrumentos (cuestionarios, observaciones y notas) para contrarrestar esta inseguridad, se incluyen técnicas y estrategias afectivas como herramientas para los facilitadores del idioma Inglés que enfrentan estas situaciones en el salón.

Palabras clave: Filtro Afectivo, escudo protector, ansiedad, técnicas de enseñanza.

INTRODUCTION

This didactic proposal is related to one of the most common behavioral patterns that happen in the classroom; one question that is always in the facilitators' minds is: why does everything work the way everything works when it comes to *teaching*. During the last four years as a facilitator of the English Language, my focus was on trying to understand what the Affective Aspect while learning is and, how it develops in learners of a foreign language like in this case. My way of teaching has been sensitive to learners and learner concerns to try to help them the most by caring about their need.

The affective side in every human being is one of the major factors that could stop knowledge; According to my personal point of view, one of our main objectives as facilitators should be to find different affective techniques to help learners use strategies to build self-confidence when they face something they do not know much about, something bad, or just confusing. Any learner including facilitators when they were learning a language may have experienced this.

This Didactic Proposal (DP) deals with this aspect of teaching from a new perspective as I decided to identify like *Feeling for Learning*. Facilitators should fight and control common factors, which are not letting knowledge flow. *Feeling for Learning* what is intended in this DP because even though learners are building this shield in their minds to protect themselves from what they do not know much about, they have to understand that this is not helping them. They have to be capable enough to feel everything around them, to learn that in some cases, the feelings and emotions they are experiencing can be useful tools to acquire and learn new information and most importantly, these can help them to create significant knowledge and build the confidence they need to continue with their learning process.

Nowadays facilitators seem to be forgetting this affective aspect of their teaching experience. There are different affective strategies and techniques that could help learners deal with this problem, these two that all facilitators know well are: *Communication and Motivation*. If facilitators are working with these strategies and following different techniques that are going to be mentioned in the following chapters, they might develop confidence in their learners.

The contents that are going to be discussed in this DP are Chapter 1 problem definition. It will describe how this problem was found in the classroom and discuss some reasons of the importance in this study. Definitions and elements of the Affective Filter (AF) will be mentioned as well as background related to the same topic. There will be mentioned different case studies and opinions from different authors like Krashen, Roberton, Gibbson and Jordan, there will be included different perspectives and points of view, but what really counts is the way of interpreting, understanding and dealing with them. Further on, there will be described the DP recommended for students who need to enhance communication and motivation to get self-confidence when speaking English. The last subtitle deals with the justification and relevance of the DP, its importance for other facilitators to review and take into consideration for their classes.

Chapter 2 will include and discuss the theoretical framework and sources consulted, Affective Filter (AF) definitions and its elements, anxiety, motivation, self-confidence and attitude will be listed. Later, the process of how the AF works with different hypothesis related to the second language learning process is included. Suggested strategies and the role of Affective Filter as well as the advantages and disadvantages are mentioned.

Chapter 3 Action-Research Methodology will be defined. This methodology and different reasons about why this method is more used among researchers is presented. To continue with this study some instruments to collect data are mentioned

Chapter 4 is about the proposal found to solve a particular didactic situation: the best way to lower and keep the anxiety down. This part of the project includes everything done in class: objectives, activities, strategies, techniques, and practices.

Chapter 5 shows the way data was collected and interpreted, this part of the proposal comments about the whole experience with learners. According to my personal point of view, this interesting and common aspect is one factor that can make the language acquisition process more digestible.

CHAPTER 1: PROBLEM DEFINITION

In the teaching and learning process, it is a well-known fact that facilitators have to pay attention to while facilitating learning. They should consider the learners' needs and everything that can affect them during their learning process. One of these things is the Affective Filter (AF), the protective shield that in most cases learners create to be safe and to feel protected.

The problem that learners have with confidence is important, facilitators should perceive what is going on inside their minds when they are in the classroom and how they are feeling in that new course; that include new things, and even people they meet for the first time.

When I started working in the Preparatory 15 Florida, I noticed that learners of all the semesters, no matter what semester or school program, came to their classes with some lack of self-confidence. Some of them felt anxious because it was the first day of classes and did not know anyone, others did not feel comfortable to take the diagnostic tests because they were not in the mood of taking an exam the first day of classes, and similar situations. Later on, some learners started feeling to have an opportunity to speak in English. The first thing that came to mind was "Group Processes in the Classroom", a subject part of the major in Bilingual Education at the Facultad de Filosofía y Letras, UANL, we learned here that facilitators should be able to deal with both, cognitive and affective aspects and that was the first lesson in the course. These factors would affect the way learners interact with their instruction, but most importantly, with what they would retain and acquire to use further.

There was a need to find a way to lower the negative filters that they activated and to keep the positive affective filters high according to theory developed by Krashen 1982.

The following research questions are considered the focus of this study:

1. What factors help to develop a negative high affective filter?
2. Is there evidence for affective filters impeding language acquisition?
3. How can facilitators help learners to acquire language more easily?
4. What instructional techniques can be used to lower the negative affective filter?
5. Is there any evidence that lowering the negative affective filter might encourage effective language acquisition?
6. What pros and cons can be found in the Affective Filter Hypothesis?
7. What techniques would help facilitators to develop the confidence in learners?
8. Are communication and motivation good alternatives to develop strategies that help learners deal with their confidence?

The goal of answering these questions is to understand how the Affective Filter Hypothesis can provide meaningful instruction so that learners can acquire language better.

1.1. Problem

There are three different approaches to Preparatory or pre university school: 1) Bilingual Progressive English, 2) Bilingual and 3) Standard Program. Bilingual Progressive English Program is well known because of its learners; all of them have good grades and their profiles as learners are amazing. They are potentially good learners expected to be an important part of our society, although not all of them are good when it comes to English Language use. They were invited to enter to this Program because they got good grades in their admission exam.

Bilingual Program is known because of its learners, these kinds of learners were sent to private schools during their Elementary, Junior High School education or both. They are used to dealing

with the English Language and have good level of proficiency. Besides getting the points needed in the admission exam, they took also the TOEFL Test to be part of this Program.

Standard Program is the most common; learners who belong to this program do what they are expected to. They have the standard subjects and they do not need a specific profile to be accepted, just the points needed in the admission exam.

The major problem came to be that first day of classes. Some classes or groups were very good, because of the attitude they had. Some of the learners were in the mood of taking the diagnostic exams, or maybe their mood was not good enough. Group 002 P are learners from the second semester and they are coming from the program Progressive Bilingual School, there are only two groups in second semester, one is 001 P and the other one is 002 P. They seemed different because they showed different types of attitudes, some of them were willing to talk and demonstrate that they really know English, but some others did not want to speak, they seemed to be very shy.

What I noticed in the first classes was that not all of them was willing to participate orally. It could be something not common for facilitators that have taught in this program but it is a problem to face every single day and not just in the Progressive class but in Bilingual Systems and the Standard as well. The point is that learners have the knowledge and they know what to say but they do not have the confidence needed to speak or trust what they are doing. Learners are the new generation that will spread around our society with different jobs in the future, and we as facilitators can and should motivate them to help them create the confidence they need in order to simplify their learning process.

Group 002P receives a different individual name that comes from the particular behavioral characteristics a group has. Some colleagues saw they needed to work with their lack of confidence. Group 002 P was given the name of the *talkative* but *the shy* ones. From all this,

two questions came up: How could a group be talkative and shy at the same time? How could this be possible?

Different observations had to be made during the first weeks of classes. Group 002 P is divided into two different types of learners. The 'talkative' are the ones that have a great level of proficiency in their English language use, those learners had a great performance in the usage of Language. The 'shy' learners do not reach the same level as their classmates. Whenever they were asked to do something in English, they could not do it. Something was wrong and had to be solved. That became the focus of this study; first, to understand the problem; Second, to find different affective strategies and techniques that could help them to lower their anxiety and keep their shields down. The last point was to put all that into practice to see if it will work, and that was the main goal of this proposal.

1.2. Other Background Sources

Stephen Krashen (1982) who is best known for his contributions to this issue, shares different hypotheses related to the affective aspect in his book *Principles and Practice in Second Language Acquisition*. He also mentions that cognitive and affective aspects should happen simultaneously to acquire language in a better and easy way, and this can also be found in his article: *Reducing Affective Filter in Adult English Language Learning Classrooms*. Another source is that of Robertson who mentions some techniques that help to reduce the learners' affective filter. Another very interesting work is the article related to Stephen D. Krashen's point of view and his critics. In this article written by Colin Fry, he mentions that there are at least forty "theories" about Second Language Acquisition and mentions everything about them, how they are known among facilitators, how they work, and includes some pros and cons to the theories being discussed.

1.3. Proposal

The purpose here is to find out some affective strategies and techniques that are related to develop learners' communication and motivation. By enhancing these two factors, facilitators can promote the confidence learners need to lower and keep their affective shield down, something they built to protect themselves from their fears.

The main idea is to find out different strategies and techniques that facilitators can implement to start working with this affective aspect from the first day of classes and in this way, they can tackle this learning obstacle.

1.4. Objectives

Objectives describe results in terms of knowledge, skills, and behaviors. Objectives can be basic tools to create rules, to establish criteria to evaluate learners and to design ways of performance.

General objective:

- to lower the students' anxiety level through the application of affective strategies when teaching a second language.

Specific objectives:

By the end of the semester facilitators will try to be able to:

1. help to build up confidence in learners.
2. motivate learners to develop self confidence

By the end of the semester learners will be able to:

1. demonstrate they have developed self-confidence to speak.
2. use language spontaneously

1.5. Justification/Relevance

Human beings are emotional creatures and are influenced by emotions. The affective aspect includes some of the following factors: empathy, self-esteem, extroversion, inhibition, imitation, anxiety but the affective domain has to be juxtaposed with the cognitive domain (Douglas, 1993).

Self-esteem takes an important part in the learning process for any human behavior. He also mentioned "It could be easily claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and belief in your own capabilities for that activity" (Douglas, 1993, 136).

Facilitators can work with the Affective Filter with their learners, they could face different factors to create significant knowledge in learners, and facilitators should acquire, modify, invent, and relate the content with their learners likes or needs what they are teaching. Learners may not let the information flow weather they are not feeling sure or because they are anxious. This will be explained in the next section and it would be the challenging part for facilitators, who deal with human beings and their feelings. The problem was identified and based on the needs analysis the Didactic Proposal was designed, it could be demonstrated in Chapter 5 that 75% of learners could develop their confidence. Facilitators set the environment to be comfortable enough but it also takes part of learners will to achieve it.

CHAPTER 2: THEORETICAL FRAMEWORK

In order to understand better the Affective Filter (AF), facilitators should know what it is, how it works and what factors are involved in the whole process. Different authors, such as: Krashen, Roberton, Myles have worked with the AF but the most common information found is The Affective Filter Hypothesis by Stephen Krashen (1982) in his book *Principles and Practice in Second Language Acquisition*. He is considered the pioneer of this Affective Aspect. To start with the Theoretical Framework a definition of the AF is given.

2.1. Affective Filter definition

According to Stephen Krashen (1981), the AF is 'an imaginary shield' that is placed between the acquirer and the foreign language. The main purpose of this shield seems to be blocking *knowledge*. If the AF is high, the learner is stopping input to get in, but if the AF is low, then input may flow directly. To avoid anxiety facilitators should deal with some factors such as lack of self-esteem and motivation, which can hinder language acquisition. If facilitators create a relaxed environment in their classrooms, the AF can be lowered in learners and they have a better language acquisition process.

Stephen Krashen states that "Affective variables act to block input from the LAD" (Language Acquisition Device); that filter strength "can vary according to personality, the relationship between the acquirer and the source of input, and the acquisition situation", "Filter strength increases markedly at about puberty" (1981: 101-102).

2.2. Affective Filter Factors

When facilitators are working with the AF and they are trying to understand what is causing anxiety, it is very important to mention that there is a wide variety of factors involved in the

process. Stephen Krashen (1982, 31) has mentioned there are four main factors that can influence this psychological wall:

- 1) Anxiety: It is the feeling that people experience when they are worried about something.
- 2) Motivation: It is related to the feeling that someone is experiencing when they are happy or they know what they are supposed to do.
- 3) Self- Confidence: It is when someone has confidence in their abilities and performance.
- 4) Attitude: It is a way of thinking that is reflected in someone's behavior.

2.2.1. Anxiety

Gardner & MacIntyre (1993), see language anxiety as "the apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient", this apprehension is characterized by "derogatory self-related cognitions ..., feelings of apprehension, and physiological responses such as increased heart rate" (1993: 163).

It is well known that when learners are feeling anxious they cannot continue sharing or responding even in their first language, as we can see in the definition by Gardner and MacIntyre the main sensation that learners face is that of distress or uneasiness of mind that cannot be managed or controlled easily.

According to Gardner and MacIntyre there are three types of anxiety:

- 1) Communication Apprehension
- 2) Test Anxiety
- 3) Fear of Negative Evaluation.

Communication Apprehension (CA) is also known among facilitators as mental health conditions in learners. It is presented when the acquirer is thinking in the real or unreal

interaction among different speakers. This CA can be modified and even provoked by the learners' personality.

Test Anxiety describes what happens when learners are experiencing anxiety because of different tasks they are asked to do. Their most common level of anxiety is related to exams, presented before, during or after the exam.

Fear of Negative Evaluation, this type of anxiety is related to the lack of confidence in what learners are going to present, they are always trying to avoid those situations where their classmates and the facilitators are going to give personal opinions (2009, 163).

2.2.2. Motivation

Motivation is very important and necessary in teaching; most facilitators agree that motivation is one of the most important elements to handle conscientiously in the classroom. The author, Du (2009) defines motivation as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (2009, 162). As Du mentions motivation is that psychological desire you experience to do or accomplish something.

Figure 1 shows there are different types of motivation:

- 1) Intrinsic Motivation and
- 2) Extrinsic Motivation

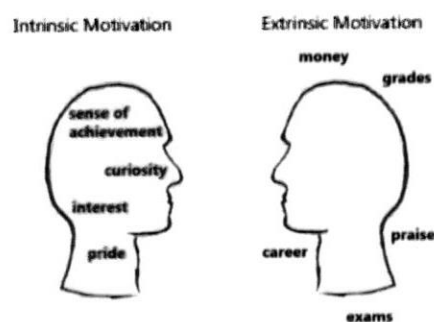


Figure 1 Difference between Intrinsic and Extrinsic Motivation, (Aldenise Rodrigues, 2015).

Intrinsic motivation is related to the inner part of a person, learners in our case, whenever facilitators are talking about intrinsic motivation, they are referring to desires, the particular feeling driven by any interest, for example: autonomy, power, mastery, meaning, learning, self-knowledge, fun, happiness, and similar interests (Schmuck, 2001).

Extrinsic motivation is part of those material things we receive when we have done something good, for example: gold stars, progress bars, prizes, leader boards, money, points and stickers. Facilitators have claimed that in order to facilitate the learning process, they need to manage and create a balance between intrinsic and extrinsic motivation.

2.2.3. Self-confidence

Learners' personalities are key concepts in Affective Filter (AF). Learners feel anxiety when they experience fear. What it is intended in this DP is to build confidence in learners to use English whether they are right or not, they need to learn by mistakes. If they want to reach a good level in their English language proficiency to use the language, and if learners do not commit mistakes they are not going to learn at all. It is a step that cannot be left behind; making mistakes is part of the learning process. Something that facilitators could do to build up confidence in learners is to work with motivation; this is another part of this proposal to be explained in Chapter 4 (Du, 2009).

2.2.4. Attitude

Attitude, as Du (2009) stated, is the way you perceive things, the way you interpret situations and how you react to them. Attitude is one of the elements that can help facilitators to have an active class. If the learners have a good attitude of learning a language, they are going to be willing to participate and most likely, they are going to have good progress and performance.

2.3. How the Affective Filter works

Affective is a concept that refers to feelings. The AF is the caring side of human behavior, and it may be joined to the cognitive side according to my personal point of view. Stephen Krashen's (1982) discusses this hypothesis. He has offered one of the most controversial theoretical perspectives in Second Language Acquisition (SLA). It consists of five parts: The Acquisition-Learning Hypothesis, The Natural Order Hypothesis, The Monitor Hypothesis, The Input Hypothesis, and The Affective Filter Hypothesis.

2.3.1. The Acquisition-Learning Hypothesis

Krashen (1982) mentioned that learners have two different ways of internalizing the input (receptive skills: listening and reading) they are receiving. The first one is "acquisition"; this refers to the subconscious process of picking up the language. It is used in their everyday life and learners get used to it without formal instruction. Learners develop a "feel" for correctness in a "subconscious" way "very similar" to child first language acquisition. The second is "learning", this is when learners are aware of the process, and they attend to forms and rules of the language system through formal instruction. It is known as a "conscious" and "explicit" process of getting to know the language system. According to Douglas (2001): "fluency in second language performance is due to what we have acquired, not what we have learned" (2001: 277, 278). According to Krashen (1982), learning cannot become acquisition because they are two completely different processes.

In order to develop a great level of fluency, learners have to acquire as much confidence as possible to develop the affective side of their language proficiency development. Krashen (1981) mentions that some adults do not have the acquisition ability that is a reason why they are not reaching a native level in any foreign language. Children are the only capable of acquiring and

learning a language in a natural and easy way. According to my personal point of view, acquisition does not disappear at puberty; a normal adult can reach the acquisition process as well, we all are human beings and we are born with the capacity of acquiring at least one language that is part of our cognitive side.

2.3.2. The Natural Order Hypothesis

Krashen has mentioned that learners acquire English morpheme order in a predictable and natural way. This is very common and it is used in most of the situations, which is going from simple to complex grammar topics (Douglas, 2001).

Some grammatical structures are acquired early and others are acquired later. This happens because the simplest structures have to be learned at the beginning of the course, being the basis for the most complex structures. Facilitators cannot explain, for example, the past perfect without having explained the simple past first. Facilitators should build in learners their background first so that the whole process can be more accessible for them.

2.3.3. The Monitor Hypothesis

When learning or acquiring a language, learners should monitor their output (productive skills: writing and speaking). The monitor is intended to happen only in the learning process, the constant monitoring of the output the learners are producing and to check and revise information they shared (Douglas, 2001).

Krashen states that the acquired system is responsible for speech initiation and the learned system only for its monitoring. In order to activate learned/monitor system three factors have to be met time, focus on form, and knowledge of rule. Krashen (1988) states, the Monitor could be applied in case of "simple" rules, (third-person singular number, for example).

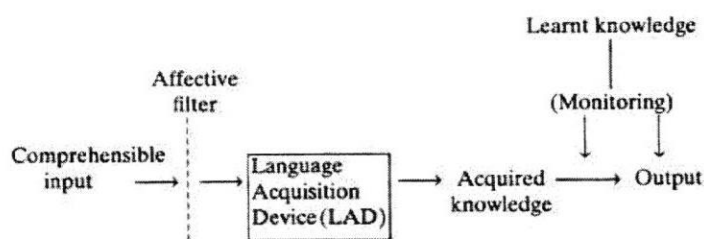
2.3.4. The Input Hypothesis

Linguistic Input refers to all the information that is going to be presented to the learners through two senses, eyes by reading and ears by listening to it. In order to acquire the input, it has to be comprehensible, clear and it has to be contextualized according to their age and needs (Douglas, 2001).

If learners do not understand the content they are exposed to, they are automatically going to build the shield to avoid the new structures to get in their knowledge. If content is familiar, they are going to feel comfortable with it and will let input go in internalizing and applying it later in real contexts. $i+1$ in this hypothesis means that input should be given to learners at a little higher level, as a challenge for them to deal with comfortably and interested enough to keep on going. For this Didactic Proposal and following Douglas 2001, $i+1$ should be just one level based on what learners do not know.

2.3.5. The Affective Filter Hypothesis

Krashen has claimed that the best language acquisition will take place in an environment where anxiety levels are very low or where negative affective filter is low (Douglas, 2001). There are some factors involved when it comes to the affective side of learners. Facilitators cannot ignore the affective side when teaching because it is the main channel in which the knowledge is going to be transmitted. If there is good communication among facilitators and learners, input will flow and continue the pathway without interruptions. In figure 2, The Affective Filter Hypothesis by Stephen Krashen, we can see how the five hypotheses are joined together for second language acquisition process to go.



The Input Hypothesis Model of L2 learning and production (adapted from Krashen, 1982, pp. 16 and 32; and Gregg, 1984)

Figure 2 The Affective Filter Hypothesis by Stephen Krashen

In figure 2, we can see the representation of the inner process of language acquisition. All the theories Krashen proposed are closely related to each other and they happen in a continuous way. It does not matter if you are learning or acquiring the language system, input has to be comprehensible enough to internalize in language acquisition device LAD. In order to pass and flow to the next step, anxiety has to be low, if input was learned consciously then the monitor is used, if not, this passes to the following step that is input without monitoring (Krashen, 1981). According to my personal point of view, the affective filter works depending on the learners' attitude. Factors like, motivation, interest, timing, patience, etc. play an important role in the learning process. If anxiety is low, input will flow directly to be internalized, but if anxiety levels are high, learners start to build the shields to protect themselves from unknown things like grammar structures or new people they do not know. Facilitators then should consider implementing in their classes affective techniques to develop affective strategies in learners so that learning could be more digestible for them.

2.4. Affective Strategies

In general terms, affective refers to emotions, feelings, attitudes, motivations, and values.

Learners can control these factors through affective strategies (AS). As shown in figure 3

Rebecca L. Oxford, 1990, three main aspects of AS are goals: Lowering Your Anxiety,

Encouraging Yourself, and Taking Your Emotional Temperature. The acronym LET comes

from the first letter of each strategy.

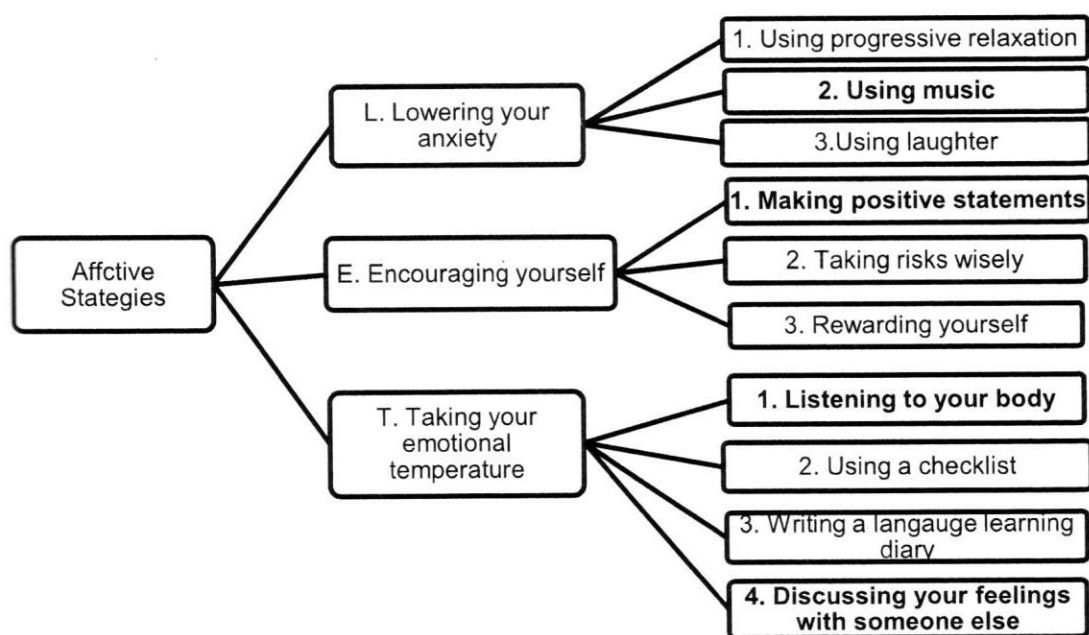


Figure 3 Diagram of the Affective Strategies according to Rebecca L. Oxford (1990).

The Affective Filter is difficult to measure and cannot be detected and proved with numbers.

Facilitators can identify if learners are establishing the confidence level needed to lower anxiety

by focusing on observable features when learners usually face challenging experiences when

speaking English as in Figure 3. The learner's affective side is probably one of the most

important aspects that influence language learning success or failure. Oxford says that good

learners can control their attitudes and emotions and demonstrate a great progress in their

learning process. Affective strategies in bold are the most effective ones and they should flow consciously to be effective (Oxford, 1990, 140).

2.5. The Role of communication in the Affective Filter

Communication happens in many forms in the classroom. It can be when learners are reading something silently or when they are developing a conversation face-to-face. They can also express and share emotions with their body language. One of the most important aspects facilitators have to take into account is the way they communicate with their learners including body language. Empathy is the concept we should remember every day in our classrooms.

According to Schmuck and Schmuck empathy is “the ability to put oneself psychologically within another’s thoughts and feelings – it is essential to skillful communication” (2001, 92).

As the authors are describing, communication is an important factor in the classroom. Constant comparison and caring for others, confidence will increase. They should feel comfortable in the classroom environment and under these conditions they should work better. An objective included earlier reads that our learners can reach both communicative and linguistic competence in the language.

2.6. Affective Filter Pros and Cons

Krashen (1982) has been criticized both in the way he structured the hypothesis and in the evidence and reasons he gives to support each of the hypotheses discussed. Another reason for the critics is that he is not using scientific information or evidence to prove their hypotheses, he just mentions affective data that cannot be measured with numbers as a scientific study, and therefore it has been classified as non-scientific study.

Another author that has contributed to this affective aspect is Tracy Terrell; he has identified the Natural Approach known as "traditional" approach to language teaching. He defined it as **the**

one "based on the use of language in communicative situations without recourse to the native language" (1983, 9).

One can easily state that the Affective Filter is and will be part of any learning process. Nowadays the new models in education and lesson plans are covering learner's affective side by implementing affective techniques so that learners develop strategies that can help them acquire the language much more effectively.

When learners are capable of building the confidence they need to face difficult experiences in the classroom, they will be willing to deal with any language experience. If the atmosphere where they are working is not friendly for them and anxiety levels are high, the internalization of language process will not necessarily take place.

CHAPTER 3: ACTION-RESEARCH METHODOLOGY

Action-Research (A-R) Methodology is one of the most known among facilitators who are in charge of different studies and research related to different situation that can happen in the classroom according to my point of view. A-R can measure the qualitative data collected through the use of different instruments like observations, surveys, interviews, and questionnaires.

3.1. Definitions

In education, A-R refers to different ways to gather information we can see in the classroom, it is guided by facilitators, principals, supervisors and administrators. The collected data is classified into qualitative data that is related to the whole learning process, from the very beginning, which is how facilitators teach their lessons and how learners approach their instruction; everything is related to educational issues (Mills, 2001, 4).

According to Thun, (2009), A-R is used among facilitators who really want to improve, change, and modify their teaching techniques. There is always going to be a process in which schools need to improve their programs and the best way to do it is to supervise if facilitators are doing what it is expected from them since the beginning of the school year. In some schools, the Dean uses this methodology to see if the topics and standards are accomplished or not; according to Schmuck when educators want to go back to see what they were and are doing with their teaching techniques, they used this method. And following the author: "When educators strive to reflect on their past, present, and future actions and engage in solitary dialogue, their perspectives of work mature" (1997, 8).

Lingard (2008) provides another definition: “it is a common study guided by educators that want to improve their conditions and practices used in class in a variety of ways, taking care of healthy environment for the learners” (Lingard, 5).

It can be said that Action Research is a common method used among facilitators who want to improve their way of teaching and based on this methodology, if the modified technique did not succeed, it can be changed again.

3.2. Action-Research Methodology Characteristics

The characteristics that are normally associated with this kind of methodology are the following three: First, facilitators should identify the data they want to collect, in most cases, in a particular study; researchers need to be working with qualitative data, not based on numbers, but qualities.

A means to gather this qualitative data is through the use of Action-Research Cycle.

Second, this study is based on social environments, this means that researchers are always working and sharing their knowledge with learners so they are going to be asked to deal with a variety of feelings and emotions.

Third, researchers should know how to manage different problems they could face by developing and being good at decision making and being reflective and objective with all the situations they deal with, they also have to be good at applying this information in real school programs (Gall, Gall, Borg, 2003).

3.3. Purposes

In order to work with A-R Methodology, the main purposes have to be clear; there are three different kinds of purposes: Personal, Professional and Political Purposes:

- *Personal Purpose*: The main concern among facilitators is to know how they are enduring the practice in the classroom, but this is not only related to the use of language

or a specific grammatical point, it has to do with the development of greater, deeper and better self-understanding among learners, as well as fulfillment and professional awareness among researchers.

- *Professional Purpose:* The professional purpose researchers are looking for is to accomplish what they are being stated at the beginning of the school year. They should go beyond the classroom analysis, this is to say, that they are part of the staff-development and they should take advantage of what they can do and apply not only in that particular classroom, but further on to other classes as well.
- *Political Purpose:* Some of the main political purposes will be what researchers want to achieve, they are willing to promote an agenda based on social changes for the society; this has to include some factors that can lead to better educational opportunities for our citizens. All the efforts researchers are using in this method will be useful tools for other school programs and social changes, such as: gender, social status, cultural equality, and voice in education (Gall, Gall and Borg, 2003, 580 and 581).

These purposes are the most relevant ones and have to be taken into consideration. This didactic proposal is based on these as principles for the general and particular objectives we discussed earlier.

3.4. Procedure: Action-Research Cycle

According to Kemmis and McTaggart (1988:2), the most common cycle applied for action-research is the one we illustrate in the following Figure 4.

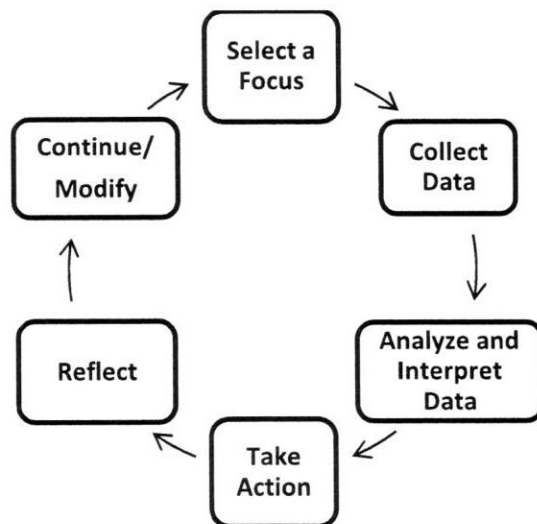


Figure 4 Action-Research: An educational leader's guide to school improvement, Gall and Borg, 2003

Based on Meredith D. G *et al* (2003) some stages need to be considered according to Figure 4 as well. Selecting a focus as a first stage, educators should identify a situation that they want to improve, later on when the focus is selected, they collect data that are going to be analyzed and in this stage they are going to gather the situations and main causes of the practice of this feature. Then, in Analyzing and Interpreting Data, educators work with the information they collected through the usage of some instruments that are suitable for their learners and their needs. Take Action will be the most important part of the action-research cycle because this is when educators are going to apply, change and modify their teaching style they want to improve. The reflection about those aspects in their teaching they want to modify keeps on going. If the situation and problems were fixed, educators are going to apply their new techniques and strategies, other than that they will modify their way of teaching style again until they are satisfied with what they are doing, if they are not completely happy with their results the cycle might start again (Gall, Gall and Borg, 2003, 586).

3.5. Didactic Proposal: My Action-Research Cycle

In this section, the A-R Cycle discussed in section 3.4 is going to be filled with the information about this Didactic Proposal, every step is going to be classified based on the same format.

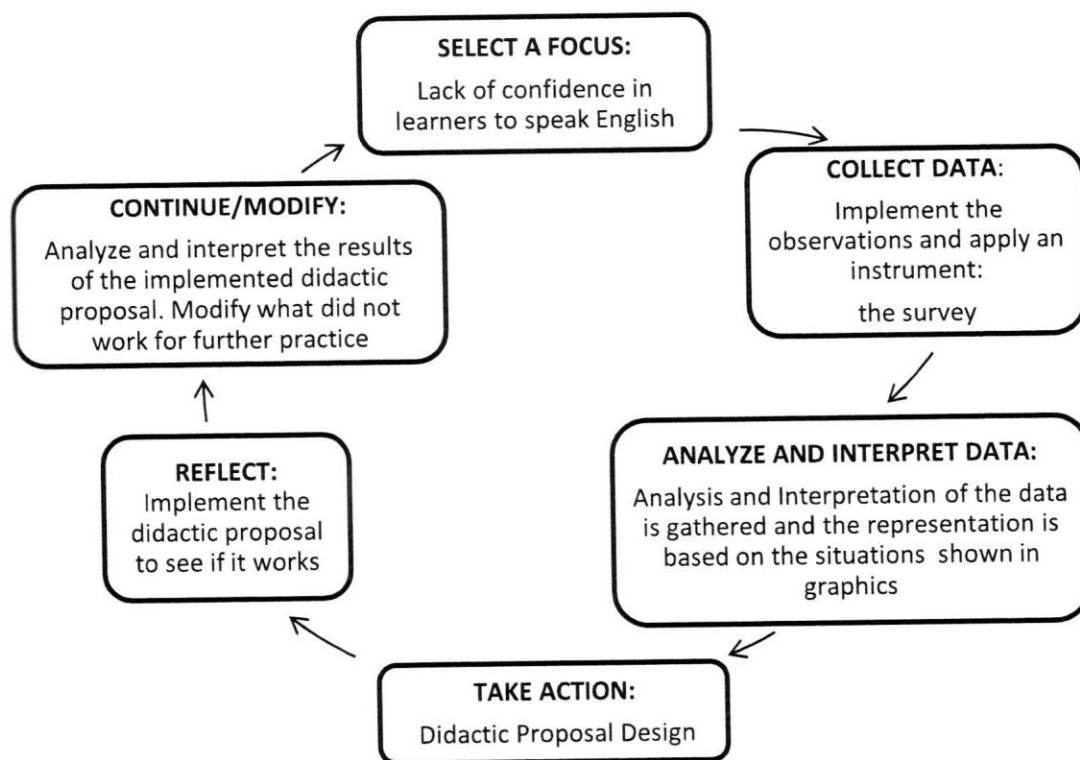


Figure 5 Didactic Proposal: My Action-Research Cycle based on Gall and Borg, 2003

Figure 5 shows the application of My Action-Research Cycle. It is the same A-R Cycle with the information about this study case from the beginning. The focus selected in this proposal is the Lack of confidence in learners to speak in English. A survey was implemented to Collect Data. The third step: Analyze and Interpret Data was gathered and represented with some graphics based on the situations observed in the classroom as well as the information presented in the surveys. Once the information was analyzed and interpreted, the following step is to Take Action which is The Design of this Didactic Proposal. Reflect as the fifth step is when a facilitator implements the didactic proposal to the sample group of learners. S/he should double check if

it really worked. For the last step: Continue and Modify, the facilitator needs to observe what really worked and modify if what he changed did not work so that s/he continues for further studies.

3.6. Advantages and Limitations

People that have used it in their studies mention that, on the one hand, some of the advantages of using Action-Research are:

- In this type of method, facilitators work collaboratively with the learners.
- It is a process that improves education.
- It is cyclical, this means that if the plan educators had at the beginning did not work well, this can be changed and modify so that the cycle will start again.
- It is very practical and relevant.
- Using this methodology, educators can see how they can do things better.
- Facilitators can, explore, look for, innovate, seek for creative and useful solutions to real life problems.

On the other hand, facilitators also mention some limitations this method could have:

- It has a lack of generalizability, this means that what was collected and analyzed in a specific classroom, it cannot be applied to other classes because the intended plan is designed according to the learners' needs and we are facing different learners in each classroom, they are unique each time.
- If it is used in other classrooms that were not analyzed from the very beginning, it may provide different results and their performance or the identified problem may not be solved.

- It demands space and time and in some cases, educators do not want or do not have the needed time to work with this methodology (Gall, Gall and Borg, 2003, 589).

3.7. Participants

Learners at Preparatory 15 Florida and the class that is going to be identified as The Sample is a class that is in the program known as Progressive Bilingual School, they are learners between 15 to 16 years old, it is a mixed class with 42 learners, and in those specific classrooms and programs learners are not classified into beginners, intermediate and advanced, some are good at speaking English, some of them are not, this is because they were invited to this program based on their good grades in their admission exam, they are good learners, very responsible and hard-working but they do not have to apply for any placement test in order to be part of this program.

It is important to clarify that the sample is Group 002 P with the subject Progressive English I where the purpose of this didactic proposal was identified. Learners showed some weaknesses at the time of speaking and dealing with English as well as some uncommon behaviors. Group 002 P was in second semester, with the same facilitator although alternating with other fellow teachers when they go on to other semesters. At present, I continued working with the original sample and with the new learners that are in the first semester, they share the similar characteristics mentioned before.

At the beginning of this study, some situations noticed as not common seemed to be fixed or changed in order to give learners the opportunity to have another perspective when it comes to learning a foreign language. The purpose focus of this proposal is to attempt to lower the learners' anxiety levels in order to make their learning process better and more accessible for them.

The instruments that work for the achievement thought of since the beginning of the studies are:

- a) Observations
- b) Checking Notes
- c) Questionnaires

In my opinion, these instruments are very useful, this proposal and the information collected relates to the affective side of learners, the only way to measure and notice differences will be through observations, note taking, and questionnaires applied during the whole study case. Some observations at the very beginning of the semester were made and helped to identify the problem. Since there is no assigned level in their usage of English, some of them are anxious or afraid of participating. An instrument was applied to collect more information from that group. We continued with the analysis and interpretation of the information and that helped to start the design of this didactic proposal.

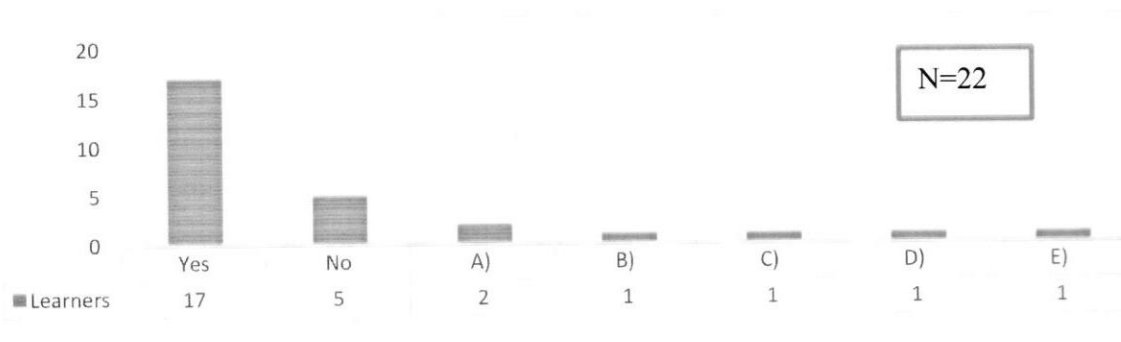
The purpose, mentioned in Chapter 4, is to try to demonstrate that the content of this didactic proposal is a good way to start developing confidence in the learners so that they can feel comfortable with new and unknown experiences in order for them to participate and use their English confidently.

3.8. Results of the Instrument prior to the Design

In this section, the data collected from the implementation of the instrument is going to be included, the instrument used for the needs analysis was a survey with 10 questions (Annex 1), and the collected data is organized in an Excel File (Annex 2) where the information to present it in graphics about each question can be analyzed. There are 10 graphics; one per each question asked the learners with a full discussion added.

3.8.1. Question 1

The first question was “*Are you happy today?*” They had “yes” or “no” options. If they answered no, they had more options; some of the learners marked more than one option. They also had an open section where they could freely write anything. See Graphic 1:



Graphic 1: *Are you happy today?*

In graphic 1, the processed information shows that 17 learners answered “yes” and 5 learners answered “no”. From the learners that answered “no”, 2 marked the option *A not happy because they had no breakfast*; one of them marked *B, not happy with the school environment*, one more marked *C, something bad happened to the learner*, another learner marked *D this person did not want to be in the school at the moment of the interview (during class)*, the last option to consider was *E*, open for them to write anything, one single person said that *it was because their group did not have free hours between classes*.

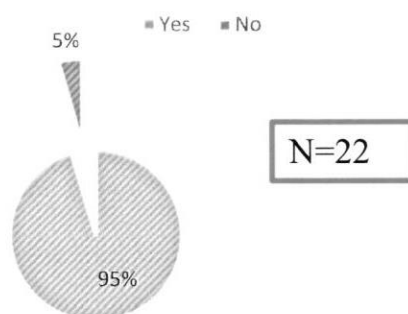
Douglas (1993) mentioned that motivation is an aspect in second language teaching which can easily explain the success or failure in any complex task. He also says that it is easy to figure the success in a task due simply to the fact that someone is ‘motivated’. It is easy in a second language learning to claim that a learner will be successful with the proper motivation.

According to this information, it can be said that there are several factors that play an important role in the whole learning process. Learners who marked “no” and gave reasons about their answers mentioned some of the factors involved in these situations, some of them are: lack of

motivation by saying that they do not have free hours between classes, the school environment or not willing to be in the school. Those reasons express their lack of positive attitude, if learners have a high level of motivation and positive attitude; the learning process could be a great and constructive experience for them.

3.8.2. Question 2

The second question was “*Do you like listening to music in English?*” They had “yes” or “no” options. The questions 2 and 3 were related to the receptive skills INPUT. See Graphic 2:

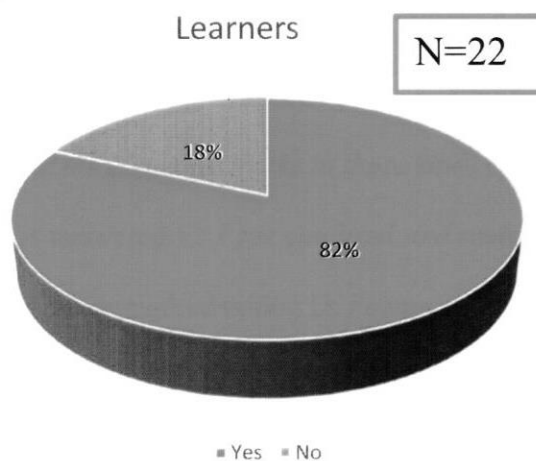


Graphic 2: *Do you like listening to music in English?*

This graphic 2 shows that 21 learners answered “yes” and just one marked “no”. According to my personal point of view, it can be said that since they are progressive learners, they have the attitude to learn, they know English but they need motivation and confidence to use the language.

3.8.3. Question 3

The third question was “*Do you enjoy watching TV series or movies in English?*” They had “yes” or “no” options. See graphic 3:



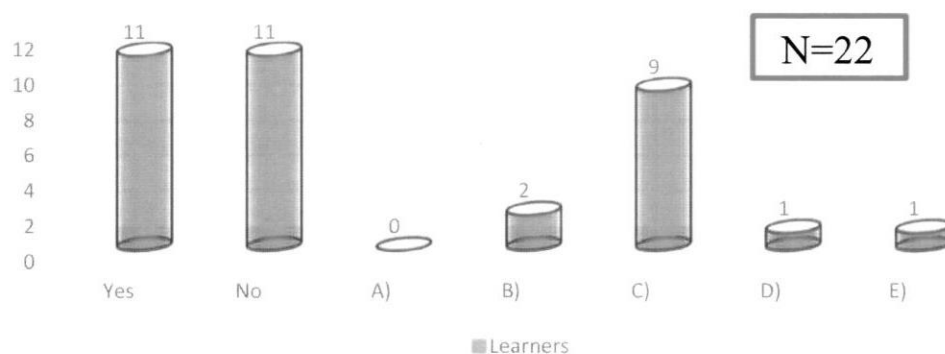
Graphic 3: Do you enjoy watching TV series or movies in English?

Graphic 3 shows that 18 learners answered “yes” and 4 answered “no”. These 4 learners chose “no” because they did not like receptive skills (output). The learning process is difficult and challenging for facilitators and they should figure out different techniques to teach a series of strategies for learners to improve and develop motivation and confidence.

3.8.4. Question 4

The fourth question was “*Do you like listening comprehension activities?*” they had “yes” or “no” options. If they answered “no”, they had more options: some of the learners marked more than one option. Also they had an open section where they could freely write anything. See

Graphic 4:

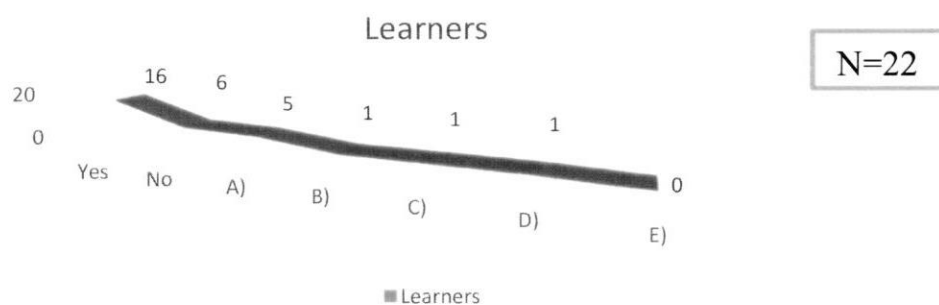


Graphic 4: Do you like listening to comprehension activities?

Graphic 4 shows that 11 learners answered “yes” and 11 marked “no”. The learners that answered “no” had more options. No one marked option A: *I do not understand what people say or they do not understand the Listening tracks in those kinds of activities*. 2 marked B: *I get distracted easily*. 9 learners answered C: *I get confused and understand completely different things in these activities*. 1 learner marked option D: *I cannot remember the information being discussed*. In the open section, 1 marked E: *I cannot understand the listening tracks (listening skills)*. Some of these learners do not like these activities because they get distracted easily or they just get confused. Facilitators should use a variety of techniques when applying these activities to make the activity easier and effective.

3.8.5. Question 5

The fifth question was “*Do you like speaking in English?*” they had “yes” or “no” options. If they answered “no”, they had more options. Some of the learners marked more than one option. Also they had an open section where they could freely write anything. See Graphic 5:



Graphic 5: *Do you like speaking in English?*

In graphic 5, 16 learners answered “yes” and 6 marked “no”. The learners who answered “no”, they had more options to support their answers. 5 learners mentioned A: *I do not like it because I do not know how to pronounce*. 1 marked option B: *My classmates make fun of me*. 1 learner marked option C: *I do not like to be corrected a lot of times in front of the class*. 1 learner chose

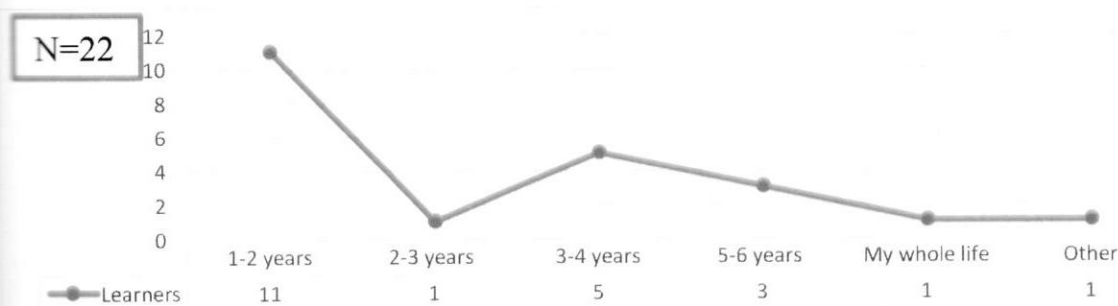
option D: *I do not like when the facilitator corrects my pronunciation in front of the class*. Option E which is the open section was not marked.

As it is mentioned in this analysis, there are different factors that can block the learning process, this is related to the confidence factor, it seems that learners do not trust themselves to use the language for sharing ideas or express different point of views. Situations like being corrected in front of the classroom or being corrected by their own classmates or maybe can cause anxiety. Once facilitators design activities to avoid these situations and create a good environment to participate without the fear that the classmates are going to make fun of them, the learning process happens effectively.

3.8.6. Question 6

The sixth question was "*How long have you been studying English?*", in this question learners had six options, "1-2 years", "2-3 years", "3-4 years", "5-6 years", "my whole life" or "other".

See Graphic 6:

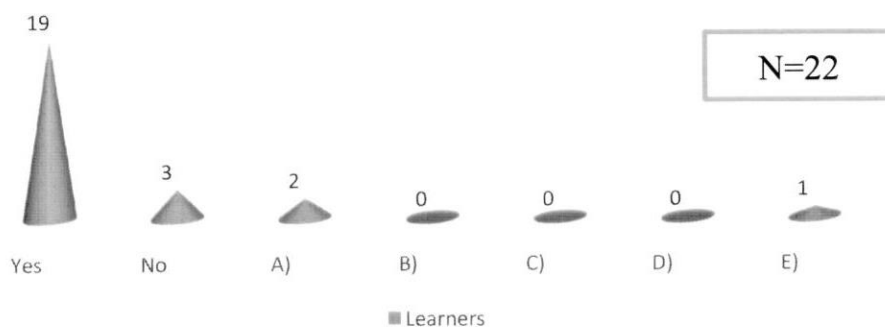


Graphic 6: *How long have you been studying English?*

In graphic 6, 11 learners answered that they have been studying English from 1 to 2 years. 1 learner marked 2 to 3 years. 5 said that they have been studying English from 3 to 4 years. 1 3 learners answered 5 to 6 years. 1 marked *my whole life*. 1 marked "other". Based on this, it can be said that most of the learners have been studying English from 1 to 2 years and there are just a few of them who have more experience with English.

3.8.7. Question 7

The seventh question was “Do you like the school environment?” they had “yes” or “no” options. If they answered no, they had more options; some marked more than one option. Also they had an open section where they could freely write anything. See Graphic 7:



Graphic 7: Do you like the school environment?

Graphic 7 shows that 19 learners answered “yes”. 3 marked “no”, from those learners, 2 of them marked option A: *I do not like my classmates* and no one marked option B: *My classmates treat me bad*. Nor anyone one marked option C: *the classrooms are dirty*. Nor D: *I do not have the material I need (books, speakers, smart boards)*, the last option which is the open one just one learner marked E: *I do not deserve to be here*.

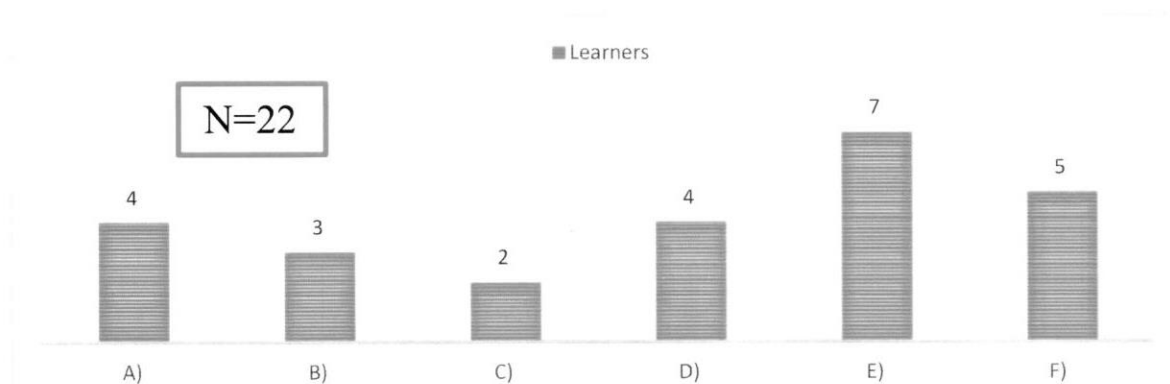
In this question the majority, feel comfortable and really like the school environment, just 3 of them do not like it. Some learners did not feel comfortable with their classmates because teachers and classmates were not polite and patient with them, which can be inferred that classmates play an important role in their learning process. Others may feel bored because they already know the topic, but some others can help by explaining and being like tutors for those who do not know or understand the topic.

It seems that learner who marked the open option is blocked from the very beginning saying s/he does not deserve to be in a place because s/he wanted to be somewhere else. In this kind of situations, the best thing will be working to increase his/her motivation. If a learner is not

motivated enough and his/her attitude is not the most positive one of all, instead of living a nice experience at school by participating, and sharing their ideas with their classmates, this person will be living a life that s/he does not want to because this person rather be somewhere else and the knowledge will be blocked.

3.8.8. Question 8

The eighth question was “*Why did you choose this high school?*” in this question learners had options; some of the learners marked more than one option. Also they had an open section where they could freely write anything. See Graphic 8:



Graphic 8: *Why did you choose this school?*

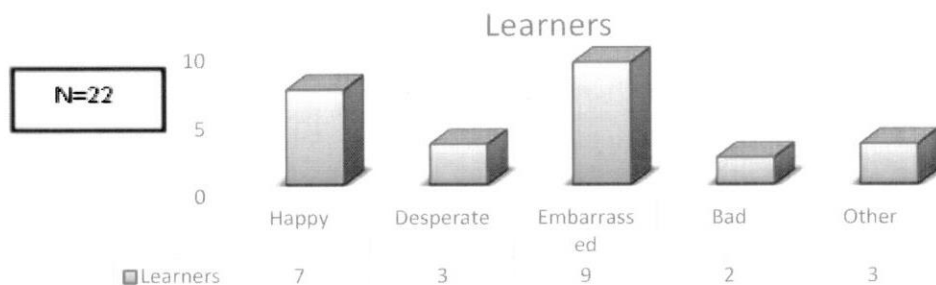
Graphic 8 shows that 4 learners answered A: *they choose that high school because it is near*. 3 answered B: *because their relatives study of studied there*. 2 marked C: *they did not have other option*. Answer D was marked 4 times, learners said that *they choose that high school because they did not get good grades to enter to another high school (CIDEB)*. 7 answered E: *because the system is different from other high schools (they give more value to exams than homework assignments)*. 5 learners for the last option F: open reasons, one was *because this person did not pass to the CIDEB*, the second reason was: *because this person needs the scholarship of the progressive program they offer*, the third reason for *the handsome boys*, the fourth, *s/he had*

learned about progressive programs and s/he wanted to try, the fifth and last reason was: because his/her friends are there.

As we can see, there are some reasons why they decided to enter to Preparatory 15 Florida. It can be said that some learners are positive and others are negative. Learners feel comfortable if they live this experience with their friends or relatives, some others are blocked because it was their last option or because it is the nearest of all. Analyzing this data, facilitators should work on the motivation factor to make the process easier for them.

3.8.9. Question 9

The ninth question was “*When your teacher asks you to participate orally, how you feel?*”, for this question learners had options, some of the learners marked more than one option. Also they had an open section where they could freely write anything. See Graphic 9:



Graphic 9: *How do you feel when your teacher asks you to participate orally?*

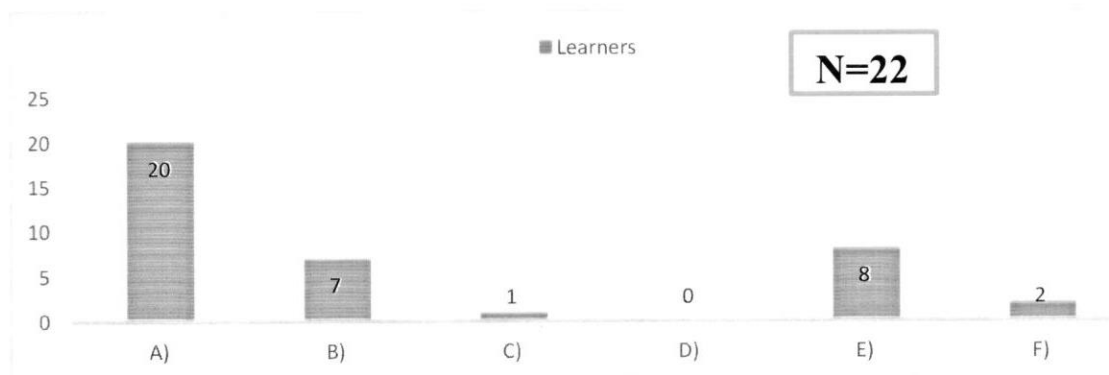
In graphic 9, the processed information shows that 8 learners answered *happy*. 2 marked *desperate*. 8 answered *ashamed*. 2 marked *bad*. 3 selected *other*. The first open answered was *insecure*, the second one was *relaxed* and the last one was *nervous*.

The majority of the learners marked negative reasons when producing and speaking in English.

The reason that was marked the most was “embarrassed”, building the confidence and environment with the best attitude, learners will trust themselves.

3.8.10. Question 10

The tenth question was “*Why are you studying English?*” in this question learners had options; some of the learners marked more than one option. Also they had an open section where they could freely write anything. See Graphic 10:



Graphic 10: *Why are you studying English?*

Graphic 10 shows that 20 learners answered A: *I study English because it is necessary for my future*. 7 more marked B: *because you need it in almost all jobs*. 1 answered C: *because my parents told me to do it*. No one marked option D: *It is part of the curriculum (it is a subject I need to pass)*. 8 answered E: *because I like and enjoy using English*. The last option F is the open section, in here 2 learners marked E: *because s/he likes to speak with other people who speak English*, 1 learner mentioned that *when s/he was a child, s/he could not understand a word they said*.

According to the progressive learners' profiles described before, they have the positive attitude to do it but maybe some of them need to build up motivation and confidence. In the case of learners saying *because my parents told me to do it*, they need to think the reason why they are in the classroom and why they are studying English.

According to Douglas: “Learners have to be able to ‘gamble’ a bit, to be willing to try out hunches about the language and take the risk of being wrong” (Douglas, 1993, 140). Risk-taking seems to be a factor in the process of second language acquisition and pedagogy. The silent

learner (Learner not motivated and not willing to participate orally) is one who is unwilling to make a fool of him/herself when making mistakes. Self-esteem seems to be connected to a risk-taking factor; when making those mistakes, a person with a high level of self-esteem is not daunted by the possible consequences of being laughed at.

Next section will be Chapter 4 where the didactic proposal will be presented, it is also based on a review course where learners can cover the topics that are in the program but at the same time, they pay attention to the learners' feelings by practicing and using affective strategies. By applying these strategies, facilitators can identify if learners feel anxious or if they are relaxed with those activities. Now we based on the needs analysis to design a didactic proposal as the best suitable for learners who present this kind of characteristics.

CHAPTER 4: DIDACTIC PROPOSAL

The first part is based on the description and definition of the course design, a general review of what the Didactic Proposal (DP) is all about. The second part is about the proposal identified as the main title of this study: *Developing self-confidence in EFL learners to lower the affective filter by the use of affective learning strategies*. This title entails the course content itself and a series of affective learning strategies designed to promote the confidence needed to participate orally in class.

4.1. Description: A general view

This proposal is designed according to the needs analysis studied in Chapter 3; its purpose is to develop confidence in EFL learners to carry out any difficult task when it comes to speaking. It is a *Follow-up Course* for learners who seem to be shy and do not participate in any task that requires oral productions, learners who might have low motivation and confidence levels. The information they already covered will be presented again but with the support of affective strategies.

A Course Design is the part of the whole study where facilitators should follow a series of steps. First, a common problem that happens in the classroom, is identified. Second, the instrument to collect data is designed based on the learners' characteristics according to the problem to be studied. Third, the instrument is implemented to collect and analyze the data to continue with the needs analysis, Fourth, the needs analysis brought up information about the problem and areas of opportunity where to design and implement new ideas in order to facilitate the learning process and accomplish the goal pursued: learners with high motivation, self-esteem and confidence to produce oral practice in class.

The model for this design is Tyler's Model (1960) but adapting the lesson plan format Presentation, Practice and Production (PPP). He suggests that it is suitable for learners who need a change in behavior and it was found to be the best option for the DP. Its benefits are very close to the objectives described on page 41 which focus on the change in learners' behavior. There is a careful observation for the designer to take care of different learners' aspects because for them they are the objectives in process.

One of the most important aspects of this Model according to Tyler is that it includes The Learning Psychology of the whole learning process by following these seven steps:

1. to study the learners as they are the objective in this process.
2. to study the school environment with the purpose to teach updated information in the best way.
3. to take into account the specialists' points of view from every Learning Unit because the specialists are the ones responsible of teaching.
4. to build up the Philosophy's role based on the needs analysis in the writing process of the objective.
5. to organize the objectives to select the learning activities.
6. to organize the activities to create a significant learning.
7. to evaluate the effectiveness of the activities (Jason, 2016, 01).

Once the Model is selected and the whole study of the needs analysis is obtained, the design can start. The following section includes all the information related to the Didactic Proposal.

4.2. Didactic Proposal

The Didactic Proposal covers all the general information required to be implemented. These are: lesson plans, objectives, activities, affective strategies, rubric to evaluate speaking practices. The direct representation of the purpose of this project and its design will follow as well as the guidelines and the way a regular class is carried out with the description of each step and what it was done.

The objectives described in this DP are one mentioned in Chapter 1 except that in the section of Lesson Plans (on page 46) each activity has its own objectives and they both complement each other to accomplish the general objective.

4.2.1. Identification Data

1. Didactic Proposal: *Developing Self-confidence in EFL learners to lower the affective filter by the use of affective learning strategies.*
2. Learning Unit: Progressive Bilingual English II
3. Frequency: 3 Days → 1 hour per day
4. Academic Period: Follow-up Course Stage 2 → January-June 2016
6. Location: 2nd Semester
7. Disciplinary Field: Language and Communication
8. Program designer: Jessica Liseth Macias Anguiano
9. General objectives to be accomplished:

General objective:

- to lower the anxiety level through the application of affective strategies when teaching a second language.

Specific objectives:

By the end of the semester facilitators will try to be able to:

1. help to build up confidence in learners.
2. motivate learners to develop self confidence

By the end of the semester learners will be able to:

1. demonstrate they have developed self-confidence to speak.
2. use language spontaneously

4.2.2. Presentation

This Learning Unit for Progressive Bilingual English II is found as part of the Disciplinary Field of Communication and Language. It is here where communication skills: Reading, Listening, Speaking and Writing in a second language are developed. The skill that is going to be mostly focused on this follow-up course is SPEAKING. It also covers one of the disciplinary competencies established by its field: Communication in a Foreign Language. The course is addressed for learners with low levels of confidence and motivation in tasks and activities that call for oral production.

4.2.3. Purpose

The purpose is to provide speaking purposes to communicate effectively through spoken English in basic situations and everyday environments.

4.2.4. Generic Competencies

This section includes the generic competencies and the general competencies according to RIEMS and UANL. The competencies that match the Didactic Proposal objectives and goals, which are enhancing self-confidence in learners of a Foreign Language, are addressed.

Generic Competences RIEMS (Reforma Integral de la Educación Media Superior)	Traits	General Competencies UANL
<p>4. The student listens, interprets and creates appropriate messages in different circumstances through the use of different means, codes, and tools.</p> <p><i>Attributes:</i></p> <p>4.1 Expresses ideas and concepts through the use of linguistic, mathematical, and graphical representations.</p> <p>4.2 Applies different communicative strategies based on listeners, context, and objectives.</p> <p>4.3 Identifies key ideas in a text or speech, and draws conclusions from them.</p> <p>4.4 Can communicate everyday situations in a second language.</p>	<ul style="list-style-type: none"> • Communication Makes use of and understands information and communication technologies in order to apply them in a critical and objective way in the different areas of knowledge. Uses language codes in different logical and mathematical contexts that allow expressing ideas with ethical sense. 	<p>Makes use of information and communication technologies as a tool to access information and transform it into knowledge, as well as for learning and working collaboratively with new techniques that allow for constructive participation in society.</p> <p>Communicates in his/her native language in oral and written form correctly, opportunely, ethically and with relevance, adapting his/her message to the situation or context for the transmission of ideas and scientific findings in daily academic contexts.</p> <p>Uses a second language, preferably English, with clarity and correctness to communicate in daily academic, professional and scientific contexts.</p> <p>Attributes</p> <ul style="list-style-type: none"> • Expresses concepts and ideas correctly in both oral and written form in his/her native language. • Makes use of information and communication technologies critically in different areas of knowledge. • Communicates clearly in different contexts in a second language.
<p>8. Participates and collaborates effectively in different teams.</p> <p><i>Attributes:</i></p> <p>8.1 Proposes solutions to problems and project ideas while in a team, defines a course of action with specific steps.</p> <p>8.2 Contributes ideas openly and considers other people's ideas in a reflective way.</p>	<ul style="list-style-type: none"> • Cooperation Participates in assigned tasks, both individually and in groups with respect to the diversity of ideas. 	<p>Makes academic and professional proposals that are inter multi and trans disciplinary, in accordance with the best global practices for promoting and consolidating collaborative work.</p> <p>Attributes</p> <ul style="list-style-type: none"> • Identifies paths in the development of any problem through collaborative work. • Proposes own points of view while respecting those of his/her peers.

4.2.5. Disciplinary Competences (Language and Communication):

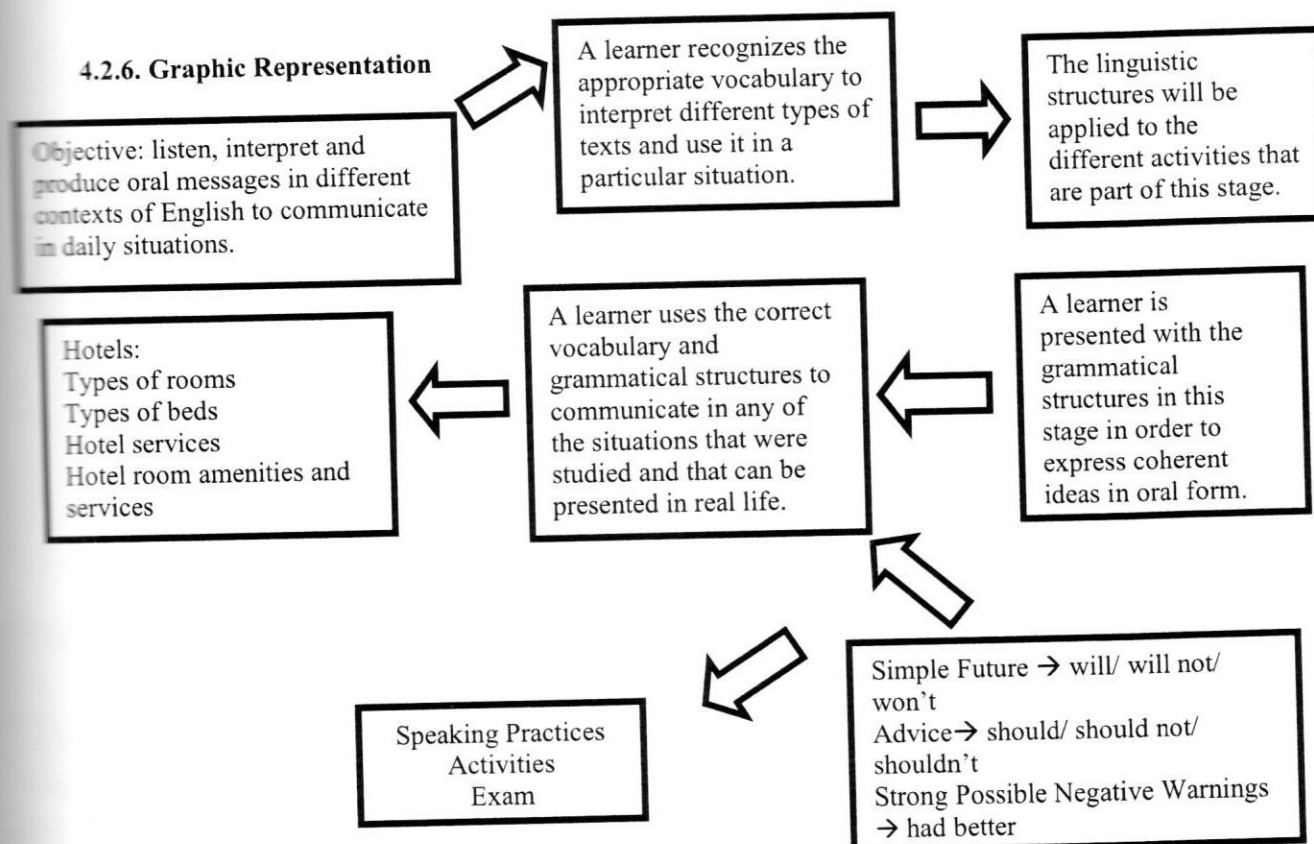
According to this Didactic Proposal, 4, 10 and 11 are just selected because they are the ones related to Language and Communication. Every competence has its own number.

ANY UANL STUDENT

4. Produces texts with normative language use while taking the intention and communicative situation into consideration.

10. Identifies and interprets the general idea and possible direction of an oral message in a second language, making use of previous knowledge, nonverbal elements and cultural context.

11. Communicates in a foreign language through logical discourse that is coherent with the communicative situation.



4.2.7. Lesson Plans

The follow-up course is divided in four sections; each section is going to be covered in one day of 60 minutes. The first one is the Preview: *Staying in Hotels/Take and leave a message*. Later, on the second day Lesson 1: *Check into a hotel/Choose a hotel* is going to be covered, then the third day Lesson 2 *Request housekeeping services*, the fourth and last day is the recovery exam only.

Next section refers to the Lesson Plans, as well as the affective strategies, the grammatical topic, vocabulary and an explanation.

Lesson Plan A → Preview: Staying in Hotels/Take and leave a message.

- Grammar Focus: Simple Future 'will'.
- Vocabulary Section: Hotels: Types of rooms and beds.
- Material: Dictionary, textbook: TOP NOTCH 2 by Joan Saslow and Allen Ascher, markers, blank sheets, instrumental song taken from:
<https://www.youtube.com/watch?v=MrAhyTz2Mts>, smart board, speakers.
- Attitudes: Teamwork, respect to other people's ideas, tolerance towards the difference of opinions, empathy.

LESSON PLAN	WARM-UP (10 minutes)	PRESENTATION (15 minutes)	PRACTICE (15 minutes)	PRODUCTION (20 minutes)
<p>Preview</p> <p>Objective:</p> <p>Facilitator (F) will be able to lower learners' (L) anxiety for oral production.</p> <p>Learners will be able to encourage themselves to produce orally.</p> <p>Affective Strategy</p> <p>Components:</p> <p>1) Using Progressive relaxation, deep breathing, or meditation.</p> <p>2) Using music.</p>	<p>Before going to the grammar and vocabulary content...</p> <p>1. F asks L to listen to a song without saying anything, just listen to instrumental music.</p> <p>2. Meanwhile the song is being reproduced; F asks them to forget everything, any problem or situation they are dealing with, s/he also asks them to breathe in slowly and asks L to remember who they are and why they were invited to be part of the progressive class. F starts to remind them all the progress they have achieved and their qualities.</p> <p>3. L makes positive statements about themselves for good work</p>	<p>1. F introduces the grammar focus about <i>Simple Future</i> and explains its structure based on Affirmative, Negative and Interrogative Statements.</p> <p>2. Once F finishes with the explanation, s/he asks L to mention some examples of them.</p> <p>Production Monitoring</p> <p>3. F introduces and explains the</p>	<p>1. Ls answer the exercises from the book guided by the F.</p> <p>2. F asks them to check the answers with their classmates who are next to them.</p> <p>3. F asks L to pass to the board and answer the exercise which is projected with the smart board.</p>	<p>ROLE-PLAY</p> <p>Ls are asked to participate in a Role-Play in teams of 5 people; they have to follow the conversational model that is in the student book.</p> <p>Meanwhile Ls are working with the activity, F repeats some phrases aloud to motivate them and encourage them to do their best in the activity. For example:</p>

Using laughter. Making Positive Statements. SOURCES: Rebecca L. Oxford (1994) Pages: 164 - 165	and encourage themselves to keep on learning. For example: - It is OK if I make mistakes, -I am taking risks and doing well, -Everybody makes mistakes; I can learn from mine!	vocabulary section about Hotels: <i>Type of rooms and beds.</i>	-I am confident and secure about my progress. -I am a good speaker. -I enjoy speaking in a new language.
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Lesson Plan B → Lesson 1: Choose into a hotel/ Check a hotel.

- Grammar Focus: Advice: should/ should not/ shouldn't.
- Vocabulary Section: Hotels Services.
- Material: Dictionary, textbook: TOP NOTCH 2 by Joan Saslow and Allen Ascher, markers, blank sheets, smart board, speakers.
- Attitudes: Teamwork, respect to other people's ideas, tolerance towards the difference of opinions, empathy.

LESSON PLAN	WARM-UP (5 minutes)	PRESENTATION (20 minutes)	PRACTICE (15 minutes)	PRODUCTION (20 minutes)
<p>Lesson 1</p> <p>Objective:</p> <p>Facilitator (F) will be able to develop confidence in his/her learners. Learners (L) will be able to use English to practice in social interactions.</p>	<p>Before going to the grammar and vocabulary content...</p> <p>1. F asks L to listen to their body; this is paying attention to what the body says.</p> <p>Performance in all four language skills is affected by the learners' physical state so the F gives to L a checklist</p>	<p>1. F introduces the grammar focus about <i>Advice using should</i> and explains its structure based on Affirmative, Negative and Interrogative Statements.</p> <p>2. Once F finishes with the explanation, the F asks randomly to some</p>	<p>1. Ls answer the exercises from the book guided by the F.</p> <p>2. F asks L to pass to the board and answer the exercise which is projected with the smart board guided by the F.</p>	<p>COMMUNICATION GAMES: Creating Opportunities for Verbal Interaction</p> <p>DESCRIPTION:</p> <p>L are asked to work together in a Communication Game in small groups to suggest solutions to a problem and then</p>

<p>Affective Strategy Components:</p> <p>1) Taking your emotional temperature</p> <p>2) Listening to your body.</p> <p>3) Discussing your feelings with someone else.</p> <p>SOURCES:</p> <p>Rebecca L. Oxford (1990) Page 167, 168 and 167.</p> <p>Gibson, 1993</p> <p>Adrienne L. Herrel and Michael Jordan (2008) Page 94 and 95.</p>	<p>(Annex 3) to take their emotional temperature, in which they should check how they are feeling in that specific moment in relation to the learners' tasks.</p> <p>2. Once the L listened to their bodies, they can do something to relax a little bit, like breathing, stretching, and laugh.</p>	<p>learners to give the best piece of advice according to the situation s/he mentions.</p> <p>For Example:</p> <p>-F: I have a terrible headache!</p> <p>-L1: You should take an aspirin!</p> <p>-L2: You should not go to the party tonight!</p> <p>Production Monitoring</p> <p>3. F introduces and explains the vocabulary section about <i>Hotels Services</i>.</p>		<p>reach consensus as to the rank order of the usefulness of each of the solutions.</p> <p>COMMUNICATION GAME:</p> <p>The groups are asked to make a list of important hotel services for a business trip. They are going to brainstorm hotel services and the rank order of importance of the services if they could take only the top five services.</p>
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Lesson Plan C → Lesson 2: Request housekeeping services.

- Grammar Focus: Strong Possible Negative Warnings → had better
- Vocabulary Section: Hotel room amenities and services.
- Material: Dictionary, text book TOP NOTCH 2 Joan Saslow and Allen Ascher, markers, blank sheets, smart board, speakers.

4.2.8. Evaluation

Written Practices	30%
Speaking Practices	40%
Recovery Exam	30%
	100%

4.2.8. Assessment Rubric

In this section the Assessment Rubric and Check-List to evaluate the speaking practices are included. They were designed according to the observable features in learners who have high level of confidence and motivation. Also the assessment tools contain physical characteristics to be checked about learners who are anxious when speaking.

SPEAKING PRACTICES				
Features	4	3	2	1
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
Speaks Clearly	Learner (L) speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	L speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	L speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	L often mumbles or cannot be understood OR mispronounces more than one word.
Vocabulary	L uses vocabulary appropriate for the audience. Extends audience vocabulary by defining words that might be new to most of the audience.	L uses vocabulary appropriate for the audience. Includes 1-2 words that might be new to most of the audience, but does not define them.	L uses vocabulary appropriate for the audience. Does not include any vocabulary that might be new to the audience.	L uses several (5 or more) words or phrases that are not understood by the audience.
Attitude	L never is publicly critical of the project or the work of others. Always has a positive attitude about the task(s).	L rarely is publicly critical of the project or the work of others. Often has a positive attitude about the task(s).	L occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude about the task(s).	L often is publicly critical of the project or the work of other members of the group. Often has a negative attitude about the task(s).

Figure 6: Assessment Rubric for Speaking Practices elaborated in www.rubistar.com

Check-List: Observable Features of Anxiety			
Symptomatic signs	Yes	No	Notes
-Sweat			
-Stutter			
-Headache			
-Palpitations			
-Muscle tensión			
-Tremors			
-Momentary blush			
-Redness of the skin			
-non-steady Movements			
-Touch objects in a nervous way			

Figure 7: Check-List for Speaking Practices

In this section the affective strategies were included in the course design also the cognitive aspect was taken into account. Chapter 5 is for the Analysis and Interpretation of Results with detail about implementation of this Follow-up course, possible changes are going to be considered for further studies.

CHAPTER 5: ANALYSIS AND INTERPRETATION OF RESULTS

This Didactic Proposal was implemented to learners belonging to the Progressive System; several affective strategies were intended to lower their anxiety levels to produce orally tasks.

5.1. Interpretation of Results

In section 3.8 Graphics showed comments learners had about how they felt when speaking English. It is also stated in the check-lists that the majority of the learners at the beginning were anxious and did not want to participate orally. Some observable features were sweat, tremors, momentary blush and non-steady movements. In their evaluation tasks at the end, they looked so different, their physical responses had changed, and they did not seem to be anxious. In fact, learners looked confident and motivated enough to participate in any task.

There were cases where some of the learners did not overcome their negative feelings and needed much more time to deal with speaking practices. In their checklists, they got some of the symptomatic features mentioned in Assessment Tools.

Learner "A" presented tremors when participating in the speaking practice; this learner could not finish the task nor continue talking in a normal way. When a learner starts feeling anxious, the way they breathe is slow and the oxygen does not reach the whole body parts causing pauses when speaking. Learner A started to sweat and also showed blushing.

Learner "B" was another one who could not reach the confidence needed to do it, this learner presented stuttering, muscle tension and non-steady movements. Learner A and B were asked to stop because they did not want to continue with the activity. When this happens it is better to give learners the time they need to produce oral English. Every learner has his/her own time to deal with this skill.

Some other learners presented just one of the symptomatic features but they could overcome it and finish successfully. They could manage their classmates' eye contact and their movements were common, they could also take advantage of the audience interacting with them.

As it was mentioned, there were some learners who could not lower their anxiety, but others develop confidence when they practiced their affective strategies breaking the protective positive feeling they had created.

5.2. Recommendations and Suggestions for Further Research

According to these experiences, the affective strategies worked in a different way based on the learners' personality and troubles they are facing in their real life.

It is a complicated issue to deal with but not an impossible one to overcome. That is why more ideas and designs are required for this topic in education. It is well known among facilitators that nowadays affective strategies are missing in our learners' education.

Based on this DP it can be said that the time was not enough to work in a suitable way with the learners. Another idea that can be changed for further studies could be to create more measurable speaking tasks with their time needed to evaluate if learners are motivated and confident enough to speak in a second language. Affective strategies can help our learners to develop confidence but it is still an area in education that can be studied further.

La Secretaría de Educación Pública and El Programa de las Naciones Unidas para el Desarrollo designed the program CONSTRUYE-T that is implemented in high schools that belong to UANL. This is addressed to all learners from high school and university. Its objective is to improve the school environments and promote socio-affective abilities to increase their present and future well-being in order to face academic and personal challenges successfully. This is

the evidence that Affective Strategies can improve school environments and open more areas in education which can be studied for new generations.

CONCLUSION

The Affective Filter plays a relevant role in today's learning environment. To make mistakes and take risks while practicing and learning a second language should be seen as natural by the learners and do not feel forced to make it perfectly on the first attempt. Krashen presented a group of attitudinal variables related to success in second language acquisition. In general terms, the filter is related to how well a person acquires language when s/he is presented with comprehensible input. For instance, a positive attitude towards a language class will lower the feeling, while a negative attitude will increase it.

Now let us go back to our Research Questions and provide some kind of an answer or comment to each one of them. It is a difficult task but in general, we are satisfied with some of the results obtained from that questioning.

Research question 1: What factors help develop a negative high affective filter? On page 15 it was mentioned that anxiety, motivation, self-confidence and attitude are the Affective Filter factors that can hinder language acquisition.

Research question 2: Is there evidence for affective filters impeding language acquisition? The answer is "yes". The evidence is that learners use or refrain from using the language they are learning. Based on the stress checking (Appendix 4) and the Checklist for Speaking Practices on page 50, the observable features were marked in students who could not accomplish the oral task and the negative affective filters were presented.

Research question 3: How can facilitators help learners acquire language more easily? On page 20 and 21 there are presented the affective techniques that can help learners develop affective strategies. These techniques are considered to be the best way to increase motivation and self-confidence to produce orally in English.

Research question 4: What instructional techniques can be used to lower the negative affective filter? On page 21, we mentioned the most effective affective techniques that can be used to lower the negative affective filter, some of them are *using music, making positive statements, listening to your body and discussing your feelings with someone else.*

Research question 5: Was there evidence that lowering the negative affective filter might encourage effective language acquisition? The answer to this question is not quite precise. The Affective Filter is something that happens in people's minds and cannot be measured with numbers, nor cannot be proved if that really happens in every learners' minds. Psychologists could not measure anxiety and lack of motivation with statistics or even numbers, but something that can be proved is that there are some features that can be observed when facing these new challenges for them, (see page 37 and 38). It is a very difficult aspect to prove.

Research question 6: is related to the pros and cons found in the Affective Filter Hypothesis. On page 26, we mentioned that Krashen does not use scientific information or evidence to prove his hypotheses; he just mentions that affective data that cannot be measured with numbers as a scientific study, so because of this it has been classified as non-scientific study.

Research question 7: What techniques would help facilitators to develop the confidence in learners? Facilitators should create the best environment for their learners and help them to develop motivation and confidence. Practice makes perfect, learning by mistakes is the most common way to reach significant learning.

Research question 8: Are communication and motivation good alternatives to develop strategies that help learners deal with their confidence? We can conclude that yes, it is a good option to promote a healthy environment in classes and reducing anxiety could be the positive support by the teacher. When confidence, motivation and communication are weak, students will have more difficulty in learning a language. An effective facilitator is someone who can provide input and

help to make it comprehensible in a low anxiety situation. All hypotheses proposed by Krashen are relevant. However, the Affective Filter owns a special place on today's learning process. It is about how to learn better and in a way that can be imitated. Facilitators and learners can work together in order to make the learning of a new language more easily.

While there are still many questions left unanswered about the Affective Filter and how anxiety can be measured, there are many possible answers to be studied for further cases studies. This Didactic Proposal has been designed to establish that at least some things are true: there are symptomatic features (observable) about anxiety and facilitators can lower some through the practice of affective strategies.

Moreover, there are still some exceptions. Some learners need more time to overcome this kind of situations. As facilitators need to design a good variety of affective strategies that allow us to help develop both motivation and confidence in learners. Only with a good will and a very firm intention of implementing these practices, facilitators could move forward with their work of helping new learners with new possibilities for extraordinary teaching experiences.

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ANEXES

Annex 1: Instrument Survey



UNIVERSIDAD AUTÓNOMA DE NUEVO LEÓN
Escuela Preparatoria #15 Unidad Florida



I. General information.

Name: _____
 Subject: _____ Area: _____
 Age: 15 years old 16 years old 17 years old
 Gender: Male Female
 Class/grade:
 1st Semester 2nd Semester 3rd Semester 4th Semester

II. - Please, Answer the following questions.

1. Are you happy today? Yes No

If not, mention why

- Because I did not have breakfast.
 Because I do not like the school environment.
 Because something bad happened to me.
 Because I do not want to be here right now.
 Other _____

2. Do you like listening to music in English? Yes No

3. Do you enjoy watching TV series or movies in English? Yes No

4. Do you like Listening Comprehension Activities? Yes No

If not, mention why

- Because I do not understand anything people say.
 Because I get distracted easily.
 Because I get confused and I understand completely different things they say.
 Because I do not remember what people say.
 Other _____

5. Do you like speaking in English? Yes No

If not, mention why

- Because I do not know how to pronounce
 Because my classmates make fun of me when I speak
 Because I do not like to be corrected a lot of times and in front of the class.
 Because my teacher corrects my pronunciation in front of everybody.
 Other: _____

Annex 2: Data: Excel File

1. Are you happy today?								
L	GENDER	YES	NO	A) BECAUSE I DID NOT HAVE BREAKFAST	B) BECAUSE I DO NOT LIKE THE SCHOOL ENVIRONMENT	C) BECAUSE SOMETHING BAD HAPPENED TO ME	D) BACAUSE I DO NOT WANT TO BE HERE RIGHT NOW	E) OTHER
1	MALE	*						
2	FEMALE		*				*	
3	FEMALE		*			*		
4	MALE		*	*				
5	MALE		*		*			
6	MALE		*	*				BECAUSE I DO NOT HAVE FREE HOURS/ CLASSES
7	MALE	*						
8	FEMALE	*						
9	FEMALE	*						
10	FEMALE	*						
11	MALE	*						
12	FEMALE	*						
13	FEMALE	*						
14	FEMALE	*						
15	FEMALE	*						
16	FEMALE	*						
17	MALE	*						
18	FEMALE	*						
19	FEMALE	*						
20	FEMALE	*						
21	FEMALE	*						
22	MALE	*						

Table 1 Are you happy today?

2. Do you like listening to music in English?			
L	GENDER	YES	NO
1	MALE	*	
2	FEMALE	*	
3	FEMALE	*	
4	MALE	*	
5	MALE	*	
6	MALE	*	
7	MALE	*	
8	FEMALE	*	
9	FEMALE	*	
10	FEMALE	*	
11	MALE	*	
12	FEMALE	*	
13	FEMALE	*	
14	FEMALE	*	
15	FEMALE		*
16	FEMALE	*	
17	MALE	*	
18	FEMALE	*	
19	FEMALE	*	
20	FEMALE	*	
21	FEMALE	*	
22	MALE	*	

Table 2 Do you like listening to music in English?

3. Do you enjoy watching TV series or movies in English?			
L	GENDER	YES	NO
1	MALE	*	
2	FEMALE	*	
3	FEMALE	*	
4	MALE	*	
5	MALE	*	
6	MALE		*
7	MALE		*
8	FEMALE		*
9	FEMALE	*	
10	FEMALE	*	
11	MALE	*	
12	FEMALE	*	
13	FEMALE	*	
14	FEMALE	*	
15	FEMALE		*
16	FEMALE	*	
17	MALE	*	
18	FEMALE	*	
19	FEMALE	*	
20	FEMALE	*	
21	FEMALE	*	
22	MALE	*	

Table 3 Do you enjoy watching TV series or movies in English?

4. Do you like listening to comprehension activities?								
L	GENDER	YES	NO	A) BECAUSE I DO NOT UNDERSTAND ANYTHING PEOPLE SAY	B) BECAUSE I GET DISTRATCTED EASILY	C) BECAUSE I GET CONFUSED AND I UNDERSTAND COMPLETELY DIFFERENT THINGS THEY SAY	D) BECAUSE I DO NOT REMEMBER WHAT PEOPLE SAY	E) OTHER
1	MALE	*						
2	FEMALE		*		*			
3	FEMALE	*						
4	MALE	*						
5	MALE		*			*		
6	MALE		*		*	*	*	
7	MALE		*			*		
8	FEMALE	*						
9	FEMALE	*						
10	FEMALE	*						
11	MALE	*						
12	FEMALE		*			*		
13	FEMALE		*			*		
14	FEMALE		*			*		
15	FEMALE		*			*		
16	FEMALE		*			*		
17	MALE		*					BECAUSE SOMETIMES I DO NOT UNDERSTAND
18	FEMALE	*						
19	FEMALE	*						
20	FEMALE	*						
21	FEMALE	*						
22	MALE		*			*		

Table 4 Do you like listening to comprehension activities?

5. Do you like speaking in English?								
L	GENDER	YES	NO	A) BECAUSE I DO NOT KNOW HOW TO PRONOUNCE	B) BECAUSE MY CLASSMATES MAKE FUN OF ME WHEN I SPEAK	C) BECAUSE I DO NOT LIKE TO BE CORRECTED A LOT OF TIMES AND IN FRONT OF THE CLASS	D) BECAUSE MY TEACHER CORRECTS MY PRONUNCIATION IN FRONT OF EVRYBODY	E) OTHER
1	MALE	*						
2	FEMALE	*						
3	FEMALE	*						
4	MALE	*						
5	MALE		*		*	*	*	
6	MALE	*						
7	MALE	*						
8	FEMALE		*	*				
9	FEMALE	*						
10	FEMALE	*						
11	MALE	*						
12	FEMALE		*	*				
13	FEMALE	*						
14	FEMALE		*	*				
15	FEMALE		*	*				
16	FEMALE	*						
17	MALE	*						
18	FEMALE	*						
19	FEMALE	*						
20	FEMALE	*						
21	FEMALE	*						
22	MALE		*	*				

Table 5 Do you like speaking in English?

6. How long have you been studying English?							
L	GENDER	A) 1-2 YEARS	B) 2-3 YEARS	C) 3-4 YEARS	D) 5-6 YEARS	E) MY WHOLE LIFE	F) OTHER
1	MALE	*					
2	FEMALE	*					
3	FEMALE				*		
4	MALE					*	
5	MALE	*					
6	MALE			*			
7	MALE	*					
8	FEMALE		*				
9	FEMALE			*			
10	FEMALE			*			
11	MALE	*					
12	FEMALE	*					
13	FEMALE	*					
14	FEMALE	*					
15	FEMALE	*					
16	FEMALE	*					
17	MALE			*			
18	FEMALE				*		
19	FEMALE			*			
20	FEMALE	*					
21	FEMALE				*		
22	MALE						*

Table 6 How long have you been studying English?

7. Do you like the school environment?								
L	GENDER	YES	NO	A) BECAUSE I DO NOT LIKE MY CLASMATES	B) BECAUSE MY CLASSMATES TREAT ME BAD	C) BECAUSE THE CLASSROOM IS DIRTY	D) BECAUSE WE DO NOT HAVE THE MATERIAL WE NEED (BOOKS, SPEAKERS, AND SMART BOARDS).	E) OTHER
1	MALE	*						
2	FEMALE		*	*				
3	FEMALE	*						
4	MALE	*						
5	MALE		*					BECAUSE I DO NOT THINK I DESERVE TO BE HERE
6	MALE	*						
7	MALE	*						
8	FEMALE	*						
9	FEMALE		*	*				
10	FEMALE	*						
11	MALE	*						
12	FEMALE	*						
13	FEMALE	*						
14	FEMALE	*						
15	FEMALE	*						
16	FEMALE	*						
17	MALE	*						
18	FEMALE	*						
19	FEMALE	*						
20	FEMALE	*						
21	FEMALE	*						
22	MALE	*						

Table 7 Do you like the school environment?

8. Why did you choose this high school?								
L	GENDER	A) BECAUSE IT IS NEAR	B) BECAUSE MY RELATIVES STUDIED OR STUDY HERE	C) BECAUSE I DID NOT HAVE OTHER OPTION	D) BECAUSE I DID NOT GET GOOD SCORE TO ATTEND ANOTHER HIGH SCHOOL	E) BECAUSE THE SYSTEM IS DIFFERENT FROM OTHER HIGH SCHOOLS(THEY GIVE MORE VALUE TO EXAMS)	F) BECAUSE THE ENVIRONMENT AMONG TEACHERS AND STUDENTS IS VERY FRIENDLY	E) OTHER
1	MALE				*			
2	FEMALE					*		
3	FEMALE			*				
4	MALE							BECAUSE I DID NOT PASS TO THE CIBEB
5	MALE	*	*	*				BECAUSE I NEED THE GREAT SCHOLARSHIP OF THE PROGRESSIVE GROUP
6	MALE	*						
7	MALE					*		
8	FEMALE					*		FOR THE HANDSOME GUYS
9	FEMALE				*			
10	FEMALE							I HAD LEARNT ABOUT PROGRESSIVE PROGRAM AND I WANTED TO TRY
11	MALE					*		
12	FEMALE					*		
13	FEMALE				*			
14	FEMALE					*	*	
15	FEMALE					*		
16	FEMALE		*					
17	MALE							BECAUSE MY FRIENDS ARE HERE
18	FEMALE				*			
19	FEMALE	*					*	
20	FEMALE	*						
21	FEMALE		*					
22	MALE						*	

Table 8 Why did you choose this high school?

9. When your teacher asks you to participate orally, how do you feel?						
L	GENDER	A) HAPPY	B) DESPERATE	C) EMBARRASSED	D) BAD	E) OTHER
1	MALE				*	
2	FEMALE	*				
3	FEMALE			*		
4	MALE	*				
5	MALE		*	*		INSECURE
6	MALE	*				
7	MALE			*		
8	FEMALE				*	
9	FEMALE	*				
10	FEMALE					RELAXED
11	MALE	*				
12	FEMALE			*		
13	FEMALE			*		
14	FEMALE			*		
15	FEMALE	*				
16	FEMALE					NERVIOUS
17	MALE	*				
18	FEMALE			*		
19	FEMALE		*			
20	FEMALE			*		
21	FEMALE			*		
22	MALE		*			

Table 9 When your teacher asks you to participate orally, how do you feel?

10. Why are you studying English?							
L	GENDER	A) BECAUSE IT IS NECESSARY FOR MY FUTURE	B) BECAUSE YOU NEED IT IN ALMOST ALL JOBS	C) BECAUSE MY PARENTS TOLD ME TO DO IT	D) BECAUSE IT IS PART OF THE CURRICULUM (IT IS A SUBJECT I NEED TO PASS)	E) BECAUSE I LIKE AND ENJOY USING ENGLISH	F) OTHER
1	MALE	*					
2	FEMALE					*	
3	FEMALE	*				*	
4	MALE	*					
5	MALE	*	*				BECAUSE I LIKE TO SPEAK WITH OTHER PEOPLE WHO SPEAK ENGLISH
6	MALE	*	*	*			
7	MALE	*	*			*	
8	FEMALE	*					
9	FEMALE	*	*			*	
10	FEMALE	*				*	
11	MALE	*					
12	FEMALE	*					
13	FEMALE	*					
14	FEMALE	*	*				
15	FEMALE	*					
16	FEMALE	*					
17	MALE						BECAUSE WHEN I WAS A CHILD I DID NOT UNDERSTAND ANYTHING
18	FEMALE	*	*			*	
19	FEMALE	*	*			*	
20	FEMALE	*				*	
21	FEMALE	*					
22	MALE	*					

Table 10 Why are you studying English?

Annex 3: Taking your Emotional Temperature: A Checklist for Language Learners

Part A

Date: _____

Language Studied: _____

Period covered (check one):

_____ Day _____ Week _____ other (specify): _____

Part B

List Language tasks or events in which you have just been involved, for example, giving an oral report, writing a letter, doing drills, holding a conversation. (Give whatever details are useful to you, including, if you want, the other people involved. Don't stop this; it shows you how certain tasks/events trigger particular feelings!)

Part C

Describe how you are feeling now, especially in relation to the learning tasks or events above. (Check the one descriptor per line that best describes you. Realize that nothing is either black or white, and that any single descriptor is not necessarily better than the opposite).

_____ happy	_____ unhappy
_____ proud	_____ ashamed
_____ confident	_____ unconfident
_____ peaceful	_____ anxious
_____ unafraid	_____ afraid
_____ risk-taking	_____ cautious
_____ clear-thinking	_____ confused
_____ friendly	_____ unfriendly
_____ interested	_____ bored
_____ calm	_____ angry
_____ strong	_____ weak
_____ energetic	_____ tired
_____ outgoing	_____ shy
_____ accepting	_____ critical
_____ able to tolerate contradictions	_____ unable to tolerate contradictions
_____ want to learn the language	_____ do not want to learn the language
_____ want to know the culture	_____ do not want to learn the culture

Annex 4: Stress Check

Date: _____

Language Studied: _____

Circle each of the signs that you have noticed in yourself lately.

Anger	Inability to think, concentrate, or make decisions	Tight muscles
Isolation	Depression	Headaches
Exhaustion	Anxiety	Sleeping too much or too little
Pickiness	Fear	Eating too much or too little
Irritability	Worry	Reliance on alcohol or drugs