Didactic proposal based on the affective filter for strengthening the English oral production on second-semester students of the Bachelor's degree in Modern Languages with an emphasis on English and French during the period 2021-I.

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Universidad
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Acceptance note

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Acknowledgments

Finding my own path and discovering my inner light has not been an easy task. I am still transforming and looking for my answers; while doing so, I have been supported by wonderful people. So, thanks to my dear mom, my family, friends, students, professors, and loved ones who have helped me in many ways. Special thanks to my friend Julián Muñoz who believed in my dream of becoming a teacher even when I gave up. Thank God for all your lives.

Loriana Velasco

I'm pretty sure that this is not the end, learning and reconstructing myself is a never-ending railroad. I thank those who have been with me along this long hike, and I remember and keep in my mind those who are not by my side any longer. To my parents, my sister, and my brand new engine Luciana, who has been a shine in my heart since I saw her for the first time, I will never stop as long as I know she is with me.

Sebastian Chamorro.

This is not the end of the road, it is the beginning of a path full of knowledge and experiences to build the self. I thank my mother for her support, my family, colleagues, and teachers for being part of my learning process. I thank my fellow researchers for sowing and loving this wonderful seed of knowledge that sprouts today.

Diana Acebedo

I still remember my first class, and how difficult it was to understand what the teachers said in English or French. This road was arduous but I made it. That is why I want to thank my teachers for their patience, knowledge, and teaching. To my parents for their unconditional support, to my beloved sister to whom I dedicate this achievement and, thanks to God because he gave me wisdom in every step of this long path.

Tatiana Cuchumbe

This journey was difficult but it was worth it every moment because in addition to training me professionally, it trained myself personally. That is why I thank all the people who made this process possible, our tutor, Magister Liliana López, for their guidance during this project, my teachers, for sharing their knowledge in a professional way, my co-workers, for their dedication and finally, I thank my parents, who have been the engine that drives my dreams and today that I conclude my studies I dedicate this achievement to you.

Luisa Dorado

Contents

Didactic Proposal Based on the Affective Filter

Introduction

This research intended to analyze the contributions of a didactic proposal based on the affective filter hypothesis (Krashen, 1982) and to recognize the possible repercussions in the oral English expression in the members of the experimental group throughout the application of some workshops which were carried out virtually. This research was based on the qualitative approach and the methodological model called action research by John Elliot. The population was the group of second-semester students from the Bachelor's Degree in Modern Languages with Emphasis on English and French BDMLEEF of the University of Cauca in Popayán city during the 2021-I academic period.

This research had the affective filter hypothesis as the central axis, specifically the three variables that conform to it: anxiety, motivation, and self-confidence. First, it was conducted a virtual interview for students from the first three semesters and then, a semistructured interview with English teachers from those semesters as well. These were carried out to explore the importance of the emotional aspects within the development of an English class of the BDMLEEF at the University of Cauca.

As of this exploratory process, it was possible to establish a starting point for this research since the teachers expressed not only their concern for the emotional content but also their usage of strategies for the reduction of the affective filter. However, some students manifested that they still felt anxiety and pressure when trying to verbally express their ideas in English. Hence, the investigator group realized that the implementation of the research could be helpful to face the

Didactic Proposal Based on the Affective Filter

emotional issues related to the affective filter within the learning process and this could have repercussions on English oral production.

In the same way, the method chosen for this study was action - research, which proposes an altogether work student-faculty for the satisfying knowledge generation through practice. This one was great support for the development of the workshops since it allowed the cooperative work between students and researchers, which could be a helpful aspect in the reduction of the affective filter levels and in the generation of an ideal space for the improvement of the students' oral expression in a foreign language.

Apart from Krashen's theory, this study had the corresponding theoretical foundations laid out by Howard Gardner and the multiple intelligences within the theoretical framework. As in the prior studies carried out on the same subject, Krashen and Gardner granted this project with the necessary mobility to have an in-depth reading about the main features of the affective filter, and what is its incidence on the students' type of intelligence when learning about a foreign language. The collected literature for this investigation included national and international works and only one local since the current pandemic that the world is going through has impeded access to bibliographic sources that contribute to the research in the city of Popayan. Despite the search of databases from other universities in Cauca, any result was obtained because the platforms were not updated with the information related to research done in the local scope.

Finally, to prepare the workshops, it was necessary a preliminary observation process of the class atmosphere as well as the students' and teacher behavior for which the investigator group requested access to two virtual classes in order to take notes about the observed aspects. Once this process was finished, a provisional schedule was designed for planning the activities of the workshops and the time needed for accomplishing the goals of the study.

Didactic Proposal Based on the Affective Filter

Justification

It is known that the affective filter includes emotional elements that can influence the success or failure of FL learning. Therefore, this project was important because it allowed doing a study of aspects that could reduce the affective filter in second-semester students of the BDMLEEF and realize if there was repercussions on their oral English expression, which could lead to future investigations.

As a pilot test, a survey was applied to 68 students from the first three semesters of the BDMLEEF during the 2020-I academic period. As of the 27 students that answered the interview, 11 of them manifested that the emotional and affective component was not taken into account by some teachers when designing, explaining, presenting, and evaluating an English lesson. With those and other obtained answers, the investigator group had access to the students' perceptions which could be related to a high affective filter level.

Therefore, it was evident the importance of implementing an investigation in the BDMLEEF whose aims were the emotional factors and their relationship with the learning of a foreign language. This investigation had workshops that included suggestions and different ideas to execute within the classroom and besides it could be carried out not only in English but also in other languages since its objective is not limited to the learning of a foreign language only but also to the improvement of emotional aspects that help to have better learning and in that way improve the oral expression.

Finally, in relation to the role of the teacher formed in the BDMLEEF, this project aimed to contribute to the development of pedagogical qualities in order to provide tools to further

Didactic Proposal Based on the Affective Filter

teachers so they can solve concrete problems related to the daily context. Taking this into account, they could create and implement new pedagogical strategies that aid to strengthen the socio-affective component in the students and in the same way, help the new generations of teachers to appropriate these methodologies and create new ones.

Problem Statement

The problem statement had as starting point two important aspects: first, the experiences of the investigators involved in this study in their role as foreign language apprentices, and second, those expressed by other students belonging to the Bachelor's Degree Programme in Modern Languages with emphasis on English and French.

Among the main observations and experiences were found the following: Students perceived that there was often more emphasis on the teaching of grammar, reading, and writing, leaving apart the real usage of the language, likewise, they had perceived that another common aspect was the fear of expressing themselves orally, highlighting that there were some emotional aspects which had a repercussion in the language usage, but, in most cases, these were not taken into account.

From the above, it could be inferred that when learning a foreign language not only the understanding of grammatical structures were needed, since there is the belief that reading and writing it is crucial for the acquisition process, but also there exists paramount feature for its learning, and it is the individual level of security and confidence while using the language; since in many occasions the existence of high levels of anxiety may be a determiner to prevent the oral production.

Didactic Proposal Based on the Affective Filter

Anxiety, as seen in the theory "the monitor model" by the American linguist Stephen Krashen (1982), has an influence on the acquisition of a foreign language, and it is evidenced by the affective filter hypothesis which refers to the existence of certain affective variables which influence the success to acquire a foreign language. These variables are set into three categories: Motivation, confidence, and anxiety, each one with a specific ideal level for foreign language learning: high motivation and self-confidence, and low anxiety.

As said above and taking into account the experiences of both the surveyed students and those of the research group, it is hypothesized that insufficient importance has been given to the reduction of the affective filter in the Modern Languages students and that this could be related to the difficulties they have in the oral expression in English. Thus it is considered that the implementation of pedagogical strategies which contribute to the reduction of the affective filter levels in the students could be a useful tool to improve the process.

Finally, the problem statement posed in the following research was: What is the contribution of a didactic proposal based on the affective filter theory in the English oral production of second-semester students of the Bachelor's Degree Programme in Modern Languages with an emphasis on English and French at the University of Cauca?

Didactic Proposal Based on the Affective Filter

Objectives

General Objective

To analyze the contribution of a didactic proposal based on the affective filter on the English oral production of second-semester students of the Bachelor's Degree Programme in Modern Languages with an emphasis in English and French at the University of Cauca.

Specific Objectives

a. To analyze the theoretical proposal presented by Stephen Krashen on the affective filter hypothesis.

b. To observe the initial state of the affective filter and the oral production of the second-semester students of the Bachelor's Degree Programme in Modern Languages with an emphasis in English and French at the University of Cauca belonging to both the experimental and control groups.

c. To determine the possible variables that influence the increase in the levels of the affective filter. (motivation, self-confidence, and anxiety)

d. To design and apply a didactic proposal composed of six theoretical and practical workshops, based on the analysis of the theories revised.

e. To verify, by interviews and surveys, the final state of the affective filter levels in the population group.

Didactic Proposal Based on the Affective Filter

Referential Framework

Consecutively, it is presented the referential framework which includes prior studies at the local, national, and international levels. They addressed issues such as the affective filter, the English teaching methodology, oral production in English, implementation of creative workshops, and motivation, among others. Subsequently, it is the conceptual framework, which sets out the main concepts included in the research, followed by the contextual framework which demonstrates the information about the population that participated in the study, and finally, the theoretical framework that brings together the main theories.

Local Studies

The document taken as a reference was a research carried out in 2014 by Adriana Idrobo Hurtado, which was titled "Descripción de los Factores que Afectan la Motivación de los Estudiantes del Curso Beginners A de la Institución Universitaria Colegio Mayor del Cauca". The mentioned paper was elaborated in the city of Popayan, specifically with the population belonging to the "Institución Universitaria Colegio Mayor del Cauca" and it used a qualitative approach as an epistemological basis to inquire which factors were influencing the lack of interest or motivation in the English language learning in students from the course "Beginners A"

For this purpose, several means were used such as individual and group open interviews, direct observation, unstructured observation, the application of questionnaires, life stories, the evaluation of personal experiences and others. Concerning the result, the study showed that the main causes of demotivation in students participating in the project were: a negative experience while secondary school, low interest by the teachers in their students' process, low English proficiency of the secondary school teachers, the existence of an emotional blocking and high

Didactic Proposal Based on the Affective Filter

anxiety during the English classes because it was tough to comprehend the message the teachers wanted to convey in a foreign language, the inappropriate methodology used by the teachers and the recurrent usage of in-theory based activities, translation, and memorization of words lists.

On the other hand, the results obtained showed that some emotional states emerged in the participant students, which were: "demotivation, disinterest for the class, frustration, and stress generated by the methodologies used and abandonment of the subject. The students mentioned other types of feelings, but these are me most repetitive" (Idrobo, 2014, p.85). By way of conclusion, the study highlighted that the teacher's role is crucial to reducing students' demotivation and likewise made mention of some pertinent recommendations such as: taking into account the student's preferences for the design of class materials; using situations in which students can easily contextualize according to their life experience; taking into account students age to elaborate didactic materials which generate amusing spaces and using audiovisual and multimedia materials since this generates high motivation in the students.

At this point it is important to emphasize that this study was relevant to this investigation since it involves emotional aspects referring to foreign language learning, emphasizing motivation, an aspect that makes part of the affective filter theory, which is the topic to be addressed. Finally, it should be noted that, in spite of the exhaustive consultation of several biographical online databases, these did not yield more information on the research held locally concerning the affective filter and oral expression in English. Similarly, given the current pandemic situation and the quarantine restrictions imposed, it was difficult to access the libraries of the local universities to find more literature as support to the present study.

Didactic Proposal Based on the Affective Filter

National Studies

One of the highlighted investigation made in the national scope is the one by Alejandro Quiceno and Laura González (2019): "Diseño e implementación de talleres creativos basados en el goce académico como componente fundamental en el aprendizaje del inglés" which was carried out in the Universidad del Valle School of Language Sciences with the Lower Intermediate English Communication course and which objective was the implementation of creative workshops with affective and educative purposes related to the learning of a foreign language. This investigation is based on the concept of Elliot (1990) about how action research allows the teachers to experience different social situations in their daily labor and how through them they can understand the problems and create solutions using dialogue as the main tool.

This research, made with students aged 11-12 who had an A2 English level, was divided into three parts: First, the recognition stage, in which the observations were made and data from the selected population was collected; second, the design stage, in which the workshops were created and third, the implementation stage, in which the workshops were carried out in 8 sessions of 2 hours each. The topics selected for the workshops were related to student affectivity and teamwork and emphasized emotions, cooperation, receptivity, love, caring, discipline, and friendship. As of this research, it was possible to understand that working on psycho-social aspects allows strengthening the affective components and the communication skills in a foreign language, and in the same way, the use of creative materials such as comic strips, are very useful since they permit the individual and group working while learning English.

There are two aspects in common between Quiceno and González (2019) research and the didactic proposal stated in this document: first, both of them cite John Elliot (1990) and his theory about action research as a tool to recognize characteristics and difficulties within the selected

Didactic Proposal Based on the Affective Filter

population and use that data to create and implement creative workshops. The second aspect is that Quiceno and González (2019) research take into account the effective factors within each topic studied in the workshops and that is the same idea that this investigation pretended to accomplish during the implementation of the workshops.

Another important research within the national scope is the bachelor thesis work made by Paola Andrea Bejarano Alzate in 2013 at the University of Valle which was called: "Propuesta Metodológica Para La Enseñanza Del inglés A Través de la Pedagogía Por Proyectos". This research had the participation of 20 high school students aged 14-16 who belonged to a school in Cali and who had difficulties while learning English, overall in oral expression, and who had a lack of motivation and participation during the classes.

The objective of Bejarano's research was to implement a proposal founded on project-based learning (PBL) in order to strengthen oral English expression while taking motivation as one of the main tools and evaluate the meaningful changes observed in the participants after the project. The project-based learning (PBL) applied in the mentioned investigation, is related to the action research methodology since the students had an important role in their own learning process which in turn, generated motivation. The selected instruments for collecting data were field diaries, interviews, and attitude measurement tables.

The results of this investigation were positive since there were changes in the student's attitudes and thoughts in regard to the English class due to the activities carried out which included their areas of interest. In this way, it became evident that the students accomplished their homework with disposition; they tended to be creative through the use of many colors for their tasks; they were willing to participate more in the activities and they showed more disposition to take the risk of speaking in English.

Didactic Proposal Based on the Affective Filter

Finally, the relationship between Bejarano's (2013) research and this investigation was in the following areas: theoretical since both of them took Krashen's (1982) theory as a basis, specific aspects such as motivation in the teaching of the English language; and methodological since action research and Elliot's (1990) contributions were taken into account by Bejarano's (2013) research in order to create their activities and, in the case of this affective filter research, those contributions were the cornerstones for the planning and creation of the workshops.

International Studies

In international studies, it should be noted the research of Karina Moreno Rodriguez M. Sc from the University of Guayaquil Faculty of Social Communications. This research was called "Emotional factors influencing the affective filter of English students as a foreign language, a systematic review" (Rodriguez, 2017), where important factors were highlighted for its development, for instance, in this work, there was no specified population since the research was focused on carrying out a theoretical analysis in the face of emotional factors present in the affective filter and its influence on learning English as a foreign language.

Therefore, this investigatory work was based on theoretical analyses where emotional factors present in the affective filter are emphasized and their influence on learning English as a foreign language. Moreover, she used the review of various studies as a methodology and it was conducted in the following phases: in phase one, the inclusion and exclusion of studies found in the databases were carried out, in phase 2, a more detailed bibliographic search was implemented based on the variables that were stipulated, and in phase 3, 8 studies and thesis were chosen from which the main conclusions were taken. It is important to mention that the contribution offered by this study to the present investigation frames the theoretical and conceptual aspects since it provides clear information regarding the affective filter hypothesis proposed by Krashen (1982)

Didactic Proposal Based on the Affective Filter

while making an analysis of several authors who have carried out their investigations with the base on that hypothesis.

On the other hand, in the work, "Efecto del filtro afectivo en el aprendizaje de una segunda lengua" (Pizarro, 2011) the factors that show to be the main responsible for the success or failure in terms of the acquisition of a second language are investigated. Some of these factors coincide with the elements that are part of the affective filter, in addition to the fact that the student-teacher relationship is analyzed primarily and the type of environment that could arise from this relationship in a normal classroom environment.

Such a study was carried out in a classroom where English was taught as a foreign language at a university in Costa Rica, in which it was concluded that in fact, the students evidenced a high affective filter (expressed as high anxiety, low motivation, and low self-esteem). Starting from the relationship that can be established between the students and the teacher, and the way in which the teacher encourages the student's participation, thus managing to positively affect their behavior, this means that the basic conditions for motivation occurred if there are aspects that guarantee that they will be successful; for instance, appropriate behavior on the part of the teacher, a relationship of mutual trust between teacher and student, a pleasant and supportive environment, and a cohesive group of learners who put into practice appropriate group norms (Pizarro, 2011), and this, in turn, will facilitate the acquisition of a second language in students.

Pizarro's (2011) research raises the importance of the student-teacher relationship and concludes that the environment that the latter generates will affect the student's anxiety levels and in the same way the motivation that he feels for learning a foreign language. This point largely supports the motor methodology of the project to be developed in this work, since the action-research model proposes a collaborative student-teacher environment without an established

Didactic Proposal Based on the Affective Filter

hierarchy in order to improve practices, the workshops had the purpose of improving oral expression from the reduction of the affective filter levels of the students, promoting the collaboration of all its participants.

Conceptual Framework

On the other hand, within the second section of the referential framework there is the conceptual framework, which contains the key concepts used in the realization of this research. These were related to the affective filter hypothesis and the variables that comprise it: anxiety, motivation, and self-confidence. Moreover, there are other concepts such as emotional intelligence, oral production in English, foreign language, acquisition, didactic proposal, and didactics. The definitions presented below were considered the most pertinent to achieving the objectives of this research.

The Affective Filter

The Affective Filter hypothesis captures the relationship between affective variables and the process of second language acquisition by positing that acquirers vary with respect to the strength or level of their Affective Filters. Those whose attitudes are not optimal for second language acquisition will not only tend to seek less input, but they will also have a high or strong Affective Filter--even if they understand the message, the input will not reach the part of the brain responsible for language acquisition, or the language acquisition device. Those with attitudes more conducive to second language acquisition will not only seek and obtain more input, but they will also have a lower or weaker filter. They will be more open to the input, and it will strike "deeper" (Stevick, 1976).

Didactic Proposal Based on the Affective Filter

Anxiety

In the words of Horwitz, Horwitz & Cope, 1986; Maclntyre & Gardner, 1989, 1991b as cited in Maclntyre & Gardner (1994) language anxiety can be defined as the feeling of tension and apprehension specifically associated with second Language contexts, including speaking, listening, and learning. In the past few years, research has shown that language anxiety is the specific type of anxiety most closely associated with second language performance (p.284).

In the same way, these authors mention that two of the most common methods for measuring the goals and achievements when learning a language are standardized tests and course grades, which, according to different research, show the existence of significant negative correlations between them and language anxiety.

On the other hand, it is important to take into account the concept of anxiety that appears in the "Diagnostic and Statistical Manual of Mental Disorders DSM-V" (2014) where it is said that:

"Fear is an emotional response to an imminent threat, real or imagined, while anxiety is an anticipatory response to a future threat. It is evident that both responses overlap, although they can also be differentiated, fear being frequently associated with access of autonomic activation necessary for defense or escape, thoughts of imminent danger and flight behaviors, and anxiety is more often associated with muscular tension, vigilance in relation to future danger and cautious or avoidant behaviors" (p.189).

Motivation

Motivation is one of the components of the affective filter hypothesis and it is said that when there is a high level of motivation, the affective filter is reduced, and therefore, it is easier to

Didactic Proposal Based on the Affective Filter

learn a foreign language. Gardner (1995) defines motivation as the combination of the effort made

and the desire of accomplishing a task which, in this case, is the fact of learning a language.

Manzaneda & Madrid (1997) elicit a more detailed definition of motivation throughout the

elaboration of a chart with the fundamental components of what they identify within the

"motivation construct". This chart is explained in this way: The purpose of motivation is to fulfill

the different types of necessities (biological, psychosocial, professional, integrative, leisure,

educational and communicative); as a response to beliefs and opinions (self-concept, self-esteem,

and efficiency); or to demonstrate capacities and capabilities (objectives and/or expectations).

These factors breed feelings and desires that lead the individual to accomplish a goal, which in this

case, is a good command of the language. Thus, in order to achieve the aim, the endeavor is needed

and it is manifested in attitudes such as paying attention, being committed, being responsible, and

having self-control. Lastly, to fail or to have success in the completion of the target will produce

an emotional reaction: satisfaction, discontent, relaxation, anxiety, safety, pride, culpability, etc.

Self-confidence

The concept of self-confidence refers to the belief that an individual has about his capacity

or ability to produce results, accomplish goals, or fulfill tasks in a proficient way. According to

Dörnyei (1994, p. 277), this concept is similar to the self-efficacy one, but it has a more general

meaning because while self-efficacy is always specific to a concrete task, self-confidence normally

refers to the global perception of the potentialities in relation to a wide variety of tasks and the

command of different topics. Depending on the general capacity that the individuals assigned to

themselves, they are going to feel more or less prepared to fulfill different pursuits and reach goals

in life.

Didactic Proposal Based on the Affective Filter

Emotional intelligence

According to Goleman (1995), people have in a sense two brains and two different kinds of intelligence: emotional and rational intelligence and the way people function in life is determined by both. Therefore, it is not only IQ that should be taken into account, but emotional intelligence should also be considered. In fact, the intellect cannot function properly without emotional intelligence, and the suitable complementation of the limbic system and the neocortex, between the amygdala and the prefrontal lobes, demands the harmonic cooperation of both. Only then it is possible to speak properly of emotional intelligence and intellectual capacity.

This brings back the old dilemma of the contradiction between reason and feeling. It is not about moving apart emotions and putting reason in their place - as Erasmus wanted - but the intention is to discover the rational manner to harmonize the two functions. The old paradigm proposed an ideal of a reason freed from the impulses of emotion, while the new paradigm proposes to harmonize the brain and heart. But, to accomplish this task accurately, it should be known more clearly what it means to use emotions intelligently.

Concerning this topic, (Goleman, 1995) mentions that he is interested in some features which are going to construct the concept of emotional intelligence. Those aspects are the ability to motivate ourselves, to persevere in the endeavor despite the possible frustrations, to control our drives, to defer gratifications, to regulate our mood, to prevent distress from interfering with our rational faculties, and last, but not least, the capacity to empathize with others.

Oral Production in English

Bygates (1991) as cited in García (2012), mentions that oral communication is the "ability to assemble sentences in the abstract, which are produced and adapted to the circumstances of the

moment. That is to say taking quick decisions, adjusting them according to the unexpected problems that arise in different types of conversations." (p.4).

Another concept referring to oral production is brought by O'Maley and Valdez (1996) cited in García (2012) who comment that "oral production refers to the ability to negotiate meanings between two or more people who are related to the context where the conversation takes place" (p.4).

Finally, Brown and Yule (1983), as cited in García (2012) mention that oral production:

(…) is an interactive process of constructing meaning that includes producing and receiving as well as processing information. Form and meaning depend on the context where the interactions take place, including the participants, their experiences, the environment, and the purpose of communication. It is often spontaneous, has beginnings and endings, and has a development. To carry on an interaction the acknowledgment of the functioning of the language (or patterns) is required, which tends to occur in certain situations and contexts (e.g. greetings, asking favors, accepting invitations, etc.), and functions may be identified and used according to the situation. For example, when a person greets another one on arrival: "Good morning, how are you?", this question can be replied with another greeting, and even other forms of greeting; this difference will be given according to the context in which the greeting situation occurs. And in addition to the language functions, oral production requires awareness of the skills of language: grammar, pronunciation, and vocabulary (linguistic competence) (Bygates, 1991 as cited in García, 2012). Along with the functions and the skills, rules and cultural norms (interruptions, speed of speech, how to enter into a conversation, using formal or informal language) should be acquired, according to who is talking to whom, the context, and the reason for speaking (sociolinguistic competence).

Didactic Proposal Based on the Affective Filter

Second Versus Foreign Language

A second language is acquired by people who:

1.   Live in a country where two or more languages are spoken. The language not being their first language but necessary to be acquired in order to enable communication with the rest of the population is considered a 'second language' (Dulay et al., 1982, as quoted in Eddy, 2011, p. 11).

2.   Moved to a country where a language different from their first language is spoken and they need to acquire the language of the target country (Dulay et al., 1982, as quoted in Eddy, 2011, p. 11).

A foreign language is also acquired after the first language; however, it is one a person voluntarily chooses. It is not a vital means of communication with other people living in their homeland or a country they moved to. The choice is usually influenced by the interests of the individual and/or their plans for the future in an effort to make use of the acquired language.

The most important difference between the above-mentioned terms is that a second language is usually acquired in the environment where it is actually spoken on an everyday basis by a certain group of the population while a foreign language is most often studied outside of the natural language environment.

Some authors (Dulay et al., 1982, as quoted in Eddy, 2011, p. 12) refer to both a foreign and a second language as a second language or language two (L2). This is based on the fact that in spite of the reasons helping an individual decide to study a language and the environment, language two (foreign and second language) are studied after the first language has been acquired to some level. The factors differentiating foreign and second languages are important; still, it is indisputable that the ways of second and foreign language acquisition are closer to each other than

Didactic Proposal Based on the Affective Filter

when comparing the first language to language two. That makes it possible to find relevant research results which have been achieved in both fields of foreign and second language acquisition (Dulay et al., 1982, as quoted in Eddy, 2011, p. 12).

Acquisition Versus Learning

There exist cases where both terms have been used interchangeably. Nevertheless, the **acquisition** might be considered more general or on a higher level in the lexicological hierarchy, as the meaning incorporates both unconscious and conscious processes, while **learning** is considered to refer to the latter only. In previous papers, Krashen has stated the process where we learn our mother language as **language acquisition**, while learning about grammar rules, pronunciation, vocabulary, etc, from another language is taken as **language learning**.

Krashen (1982) further argues that in order to learn a second language, a learner needs to be provided with the opportunity (environment) to acquire it; learning will occur without any conscious effort on the part of the learner. He, however, has not made clear what is meant by *conscious* and *subconscious*. As a consequence, it is not defined yet if the learner follows rules or feels the basis for particular cases of the learning process.

Second language acquisition may occur in two scenarios:

1 **Spontaneous**, that is to say, the learner has constant contact with the target language within the everyday communication.

2 **Guided**, when the learner is provided with the materials to learn.

I dare say that **learning** a foreign language means studying, in a conscious and active way, how it works, what the rules and principles are as well as trying to act in the way these predetermine its correct and effective use to be. **Acquiring** a foreign language not only refers to the above-mentioned activities but also includes the subconscious receiving of information, knowledge, and

Didactic Proposal Based on the Affective Filter

experience. As the term '**acquiring**' a foreign language is more complex than 'learning', I consider it more appropriate to use it throughout this treatise. (Eddy, 2011 p.13)

Didactic Proposal

Another concept studied in the investigation is the didactic proposal. (Márquez, López, & Pichardo, 2008) declare:

The didactic proposal is the elaboration of Integral Learning Modules (ILM) which consists of the development of disciplinary contexts by teachers interested in innovating their educational practice who, together with a multidisciplinary team of advisors, include didactic multimedia resources to support the learning of students at high-academic risk, with the aim of fostering their self-study and self-regulation. (p. 66)

Didactics

Then the Didactics concept is going to be discussed and as a referent point there is Jose Contreras Domingo (1994) who states: "The Didactics has also to develop a reflexive function, it has to take a look itself as part of the phenomenon studied, because the didactics is part of teaching and not an external perspective which analyzes and proposes educational practices" (p.18)

On the other hand, in terms of Didactics and teaching, it is stated: "Didactics is a discipline which finds its raison d'être in the intervention in teaching, in its commitment to educational practices, and yet teaching as a social practice is not guided by Didactics". (Contreras Domingo, 1994, p.17-18) Finally, to clarify this concept, it was found " Didactics is the discipline which explains Teaching-Learning processes in order to propose its implementation in accordance with educational purposes". (Contreras Domingo, 1994, p.19)

Didactic Proposal Based on the Affective Filter

Theoretical Framework

Lastly, the fourth section of the referential framework is the theoretical framework, which supported the present research. First, it is relevant to mention that the affective filter hypothesis raised by the linguist Stephen Krashen (1982), was considered by the researchers as the most appropriate theory to accomplish the goal of strengthening oral ability in English. Moreover, the multiple intelligences theory presented by Howard Gardner (1995) was also taken into account. Up next, the previously mentioned theories are listed.

The Affective Filter Hypothesis

The Affective Filter hypothesis states how affective factors relate to the second language acquisition process. The concept of an Affective Filter was proposed by Dulay and Burt (1977), it is consistent with the theoretical work done in the area of affective variables and second language acquisition, as well as the hypotheses previously covered in this chapter.

Research over the last decade has confirmed that a variety of affective variables relate to success in second language acquisition (reviewed in Krashen, 1982). Most of those studied can be placed into one of these three categories:

1. *Motivation.* Performers with high motivation generally do better in second language acquisition (usually, but not always, "integrative"[13]

2. *Self-confidence.* Performers with self-confidence and a good self-image tend to do better in second language acquisition.

3. *Anxiety.* Low anxiety appears to be conducive to second language acquisition, whether measured as personal or classroom anxiety.

In several places I have hypothesized that these attitudinal factors relate directly to acquisition and not learning, since they tend to show stronger relationships to second language

Didactic Proposal Based on the Affective Filter

achievement when communicative-type tests are used, tests that tap the acquired rather than the learned system, and when the students taking the test have used the language in "acquisition-rich" situations, situations where comprehensible input was plentiful. (Krashen, 1982)

The Affective Filter hypothesis captures the relationship between affective variables and the process of second language acquisition by positing that acquirers vary with respect to the strength or level of their Affective Filters. Those whose attitudes are not optimal for second language acquisition will not only tend to seek less input, but they will also have a high or strong Affective Filter--even if they understand the message, the input will not reach the part of the brain responsible for language acquisition, or the language acquisition device. Those with attitudes more conducive to second language acquisition will not only seek and obtain more input, but they will also have a lower or weaker filter. They will be more open to the input, and it will strike "deeper" (Stevick, 1976).

The Affective Filter hypothesis, claims that the effect of affect is "outside" the language acquisition device proper. It still maintains that *input* is the primary causative variable in second language acquisition, affective variables acting to impede or facilitate the delivery of input to the language acquisition device.

The "affective filter", posited by Dulay and Burt (1977), acts to prevent input from being used for language acquisition. Acquirers with optimal attitudes are hypothesized to have "low" affective filters. Classrooms that encourage low filters are those that promote low anxiety among students that keep students "off the defensive" (Stevick, 1976).

This picture does not diminish, in any way, the importance of affective variables in pedagogy. The Affective Filter hypothesis implies that our pedagogical goals should not only include supplying comprehensible input, but also creating a situation that encourages a low filter.

Didactic Proposal Based on the Affective Filter

As discussed in Chapter V, several methods focus on just this (e.g. Counseling Learning and Suggestopedia).

The input hypothesis and the concept of the Affective Filter define the language teacher in a new way. An effective language teacher is someone who can provide input and help make it comprehensible in a low anxiety situation. Of course, many teachers have felt this way about their task for years, at least until they were told otherwise by the experts!

According to Krashen (1982), there are different emotional aspects that affect in a direct manner the foreign language learning. In order to carry out this investigation, it was essential to analyze the real incidence of motivation, self-confidence, and anxiety in the students from the BDMLEIF, where it was found that in fact, they do affect to a great extent English learning, showing in a first stage the importance of Krashen's theory on the implementation of this research. The workshops proposed the reduction of the affective filter in a cooperative work of the researchers and participants, besides they pretended to reduce negative and emotional factors so the oral production in the English language improved thanks to the atmosphere of trust among all the participants.

What is Intelligence?

We are used to thinking of intelligence as a unitary capacity or that it englobes many capacities. But, in contrast to those approaches of profile mostly reductionist, Gardner (1995) proposed an approach of multiple intelligences. It is a suggestive and perhaps provocative approach, which allows us to question the phenomenon of intelligence beyond the cognitive universe.

Didactic Proposal Based on the Affective Filter

An intelligence, to Howard Gardner (1995), « implies the necessary ability to solve a problem, or to elaborate products which are important to a cultural context ». If we stop to look at what this conception of intelligence involves for the human intellect, we can observe:

Problem-solving: About this aspect, it is possible to say that having a problem to solve means that the mental activity always has a purpose: "to solve the problem", and chasing this purpose establishes a series of strategies or mechanisms to reach them. Moreover, it is important to consider that problems range from the simple to the complex, and therefore, whether it is mending a dress or finding a vaccine for a deadly disease, they are problems that reflect the human intellect. (Macías, 2002 p.33-34)

The Theory of Multiple Intelligences

In the project "the theory of multiple intelligences within the teaching practice in preschool education", Lizano & Umaña (2008), state that

The theory of multiple intelligences poses the existence of eight ways to learn, some more developed than others depending on the people. In this way, the individuals are able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, the usage of the body for solving problems, the relationship between the self and others, and contact with the surrounding environment.

On the other hand, Campbell, Campbell y Dickenson (2002) points out that multiple intelligences are "...languages that all people speak which are influenced by the culture where each person belongs to. These multiple intelligences are tools that people are able to use in order to learn how to solve problems and create" (p. 12)

Didactic Proposal Based on the Affective Filter

Linguistic Intelligence.

Campbell (2002) as cited in Lizano & Umaña (2008), mentions that linguistic intelligence "consists of the ability to think in words and to use the language to express and appreciate complex meanings" (p.12). That is to say, it refers to the capacity to use words effectively. Children who have this more developed intelligence have a greater sensitivity to the many linguistic functions as well as to the tone, rhythm, and meaning of the words.

Concerning the fundamental uses of language, Gardner (1995) poses four: the rhetorical, the explicative, the memoiristic, and the metalinguistic. The rhetorical one refers to the ability to convince others about a specific situation; the explicative one refers to the ability to explain concepts and ideas; the memoirist one allows people to store and retrieve information, and the metalinguistic one is the capacity to reflect on the use of language.

They also are good at memorizing names, places, or dates; they learn better by talking, listening, and looking at words; additionally, they have the sensibility to sounds, rhythm, the meaning of words, and the different language functions. People with this intelligence enjoy reading, writing, and telling stories.

According to Campbell et al. (2002), within linguistic intelligence there are four fundamental abilities developed by individuals which should be promoted in children in order to obtain optimal performance in speaking, listening, reading, and writing. Listening skill is needed in order to learn how to use the spoken language efficiently and eloquently. Malfunctions in this ability could produce scholarly failure, misunderstandings, and physical injuries. On the other hand, speaking skill is a very important ability that needs a lot of practice and stimuli in order to be developed.

Didactic Proposal Based on the Affective Filter

As per Campbell et al. (2002), "verbal expression is a very important metacognitive exercise since it allows us to obtain a deeper understanding of what we think and know" (p.23). The oral expression enables one to reflect on the actions and the own knowledge already obtained and built.

Reading and writing skills require metacognitive activation in order to reflect on the ideas expressed in the paper and those the reader or writer wants to come up with. It is important to mention that an efficient reading and writing process needs practices that allow the coordination between thoughts and letters, for instance, a very deep reading of the texts.

Logical-Mathematical Intelligence.

Campbell et al. (2002) state that logical-mathematical intelligence "allows calculating, measuring, evaluating propositions and hypotheses and carrying out complex mental operations" (p.12). It is based on the ability to work adequately with numbers, establish relationships between them, and use logic and reason.

Armstrong (2001) argues that "...children who are strong in this type of intelligence think numerically or in terms of patterns and logical sequences, and use other forms of logical reasoning" (p. 29), which allows them to solve difficulties in different ways.

This intelligence, according to Walkman, consists of three primary subjects: mathematics, science, and logic. These qualities grow as the boy and girl interact with tangible items and culminate in their comprehension of abstract concepts. The individual gains the capacity to recognize logical or numerical patterns and to work through lengthy chains of reasoning during this phase.

Didactic Proposal Based on the Affective Filter

Campbell et al. (2002) consider that mathematical logical intelligence includes several components: mathematical calculations, logical thinking, problem-solving, deductive (whole to parts) and inductive (parts to whole) reasoning, discernment of patterns, and relationships.

It should be noted that this approach replaces the conception of Mathematics, which previously focused on the development of calculus and algebra, and which includes problem-solving, reasoning and making connections, and testing hypotheses, skills that are more useful than adding or subtracting since they are applicable to all fields of study; that is why the use of abstract thought is essential in this intelligence.

Armstrong considers that people with this higher level of intelligence exhibit some of the following traits: They excel in math, reasoning, logic, and problem-solving; they learn best by categorizing, classifying, establishing patterns and relationships, as well as doing abstract work; they have the sensitivity and ability to discern, reason or relate numbers; they can sustain lengthy chains of reasoning, and they can establish cause-and-effect relationships.

Spatial Intelligence.

Campbell et al. (2002) state that spatial intelligence "...provides the ability to think in three dimensions. It allows the individual to perceive external and internal images, recreate, transform or modify them, traverse space or make objects traverse it, and produce or decode graphic information (p. 12). These authors relate this intelligence to the visual part and state that it became the first form of expression of the human being because, before the emergence of writing and mathematics, images were used as codes to represent ideas.

Visual-spatial intelligence, according to Walkman, continues throughout life, since it works with the location of objects in the concrete world.

Didactic Proposal Based on the Affective Filter

From this point of view, it is worth highlighting the definition proposed by Armstrong (2001), conceptualizing it as the intelligence of images, because it includes a series of skills such as visual discrimination, recognition, projection, mental image, spatial reasoning, handling and reproduction of exterior and interior images.

This intelligence is not strictly framed in the sense of sight, since people with some visual deficiency have ample probabilities of developing it and handling themselves in space, otherwise, it would not be explained how they move around.

Armstrong picks out some of the traits that people with this intelligence develop, such as their love of drawing, building, designing, creating things, daydreaming, looking at pictures and slides, watching movies, and playing with machines. They are good at imagining things, solving puzzles and mazes, reading maps and charts, and are also aware of the changes happening around them. They learn best by visualizing, daydreaming, using abstract thinking, and working with color and images. They are sensitive to color, line, shape, pattern, space, and the relationship between these elements.

This author considers that people with affinities towards this intelligence "... seem to know where everything is located... many develop a great fascination for strange machines or devices and sometimes they invent objects" (Armstrong, 2001, p.31)

Bodily-Kinesthetic-Intelligence.

For Campbell et al. (2002), Bodily-Kinesthetic-Intelligence "allows the individual to manipulate objects and perfect physical skills" (p. 12). It has to do with the ability to use the body as a form of expression and communication.

Didactic Proposal Based on the Affective Filter

physical-kinesthetic intelligence can be defined also as the capacity to express thoughts and feelings by gestures and body movements, as well as to use manual and bodily movements in a regulated and specialized way.

It is important to emphasize that bodily-kinesthetic intelligence occupies an important place within the cognitive, social, and linguistic development of the child since he learns through the interaction of the senses, objects, and actions, which is only achieved through the body and the movements that the boy or girl must carry out to explore and investigate the world.

It is said that bodily-kinesthetic intelligence begins with the control of the different voluntary movements of the body. This intelligence has to do with the manipulation of the body, the intention of an individual turned into action.

Control of body movements is located in the motor cortex, with each cerebral hemisphere dominating or controlling the body movements of the opposite side.

Armstrong (2001) states: These children are restless at mealtimes, they are the first to ask permission to leave and run out to play in the park... Some have the gift of being a dancer or an athlete, an actor or a mime, are good at mimicking qualities and defects, may be especially gifted in fine motor skills and be excellent typists and draftsmen, skilled at sewing, crafts, and repairs or other related activities (p. 33).

Although it is true that in Western society physical skills are not as recognized as cognitive ones (since the latter are the ones that are worked on with greater effort at school), the ability to use movement can be used in other areas of life, even its use constitutes a need for survival and an important condition for the performance of many roles.

Armstrong proposes that people with this intelligence are good at physical activities like athletics, dance, acting, and design; they learn best by touching, moving, engaging in space, and absorbing

knowledge through bodily sensations. These are only a few of the traits that people with this intelligence develop. They have a variety of physical skills, including proprioceptive, tactile, visual, and manipulative abilities, as well as coordination, balance, dexterity, strength, flexibility, and speed.

Musical Intelligence.

Musical intelligence is made up of people sensitive to rhythm, melody, tone, and harmony. It is related to the abilities and affinities that one has with respect to music and other forms of rhythmic expression. The right hemisphere of the brain plays an important role in musical perception and production.

Armstrong (2001) as cited in Lizano & Umaña (2008), points out that girls and boys "...immediately identify themselves by the way they move and sing when they are listening to music... they have clear opinions about their musical preferences... they are sensitive to sounds that are not verbal sounds in the environment such as the chirping of crickets and the tolling of bells, hearing things that others overlooked" (p. 35).

Music is a means of expressing feelings and emotions, girls and boys are probably the people who use music the most as a means to rest, play, enjoy or carry out any learning activity; it is a spontaneous act that motivates them to put rhythm to what they do.

It is important to mention that people with this type of intelligence have the ability to play instruments, sing, memorize songs, follow rhythmic patterns, and recognize different sounds and pitches. It is said that this intelligence has a great impact on the human brain and besides, it can be a very useful tool in order to learn easily anything the person considers interesting.

Didactic Proposal Based on the Affective Filter

Interpersonal Intelligence.

According to Campbell et al. (2002), as cited in Lizano & Umaña (2008), interpersonal intelligence is the ability to comprehend and interact efficiently with others. As the western culture has started recognizing the relationship between mind and body, it has also valued the importance of reaching excellence in managing interpersonal behavior. (p. 141).

People with this type of intelligence are able to feel empathy, mediate in order to solve conflicts, understand people's thoughts and feelings, identify voices, gestures, and facial expressions, and learn better by interacting and collaborating. Besides, they are good at talking with people, making friends, working as part of a team, leading, organizing, communicating ideas, and discerning what types of friendships they have and why it is important to keep them. However, this intelligence needs to be developed because in the early stages, children, for example, are only able to recognize people's desires and intentions (Lizano & Umaña, 2008).

Lastly, Antunes (2000) as cited in Lizano & Umaña (2008), states that interpersonal intelligence "... is based on the ability to perceive differences in others, particularly, contrasts in their moods, motivations, intentions and temperament" (p. 142).

Intrapersonal Intelligence.

According to Campbell et al. (2002), as cited in Lizano & Umaña (2008), intrapersonal intelligence "...refers to a person's ability to construct an accurate perception of self and use this knowledge to organize and direct one's own life (p. 142).

People with this type of intelligence have abilities related to self-connection, the capacity to have a positive interaction between themselves, to work independently, recognize and understand their own emotions, develop strong self-esteem, and to set their own boundaries. In the

case of children, it is said that teachers should encourage work in quiet and private spaces, where children can work and reflect. They should offer long-term projects so students can explore their interests and abilities; they should be encouraged to use the portfolio; they should be offered activities to explore values, beliefs, and feelings (Lizano & Umaña, 2008).

Naturalistic Intelligence.

Campbell et al. (2002) as cited in Lizano & Umaña (2008), state that "... it is about observing patterns in nature, identifying and classifying objects, and understanding natural and man-made systems" (p. 143). It has to do with the sensitivity evoked by the protection and the responsible management of natural resources.

For Lapalma (2006) as cited in Lizano & Umaña (2008), "it is the ability to distinguish, classify and use elements from the environment: objects, animals or plants. Whether urban as suburban or rural, includes the skills of observation, experimentation and reflection, and questioning of our environment" (p. 8).

Antunes (2000) as cited in Lizano & Umaña (2008), says that individuals with an inclination towards this intelligence feel a deep attraction to the natural world, as well as everything that has not been made by human beings. In this sense, it is necessary to highlight that children with inclinations for this intelligence learn better when they are in contact with nature, matching concepts and topics with nature aspects. They like exploring, investigating, and discovering natural environments and natural life forms. They possess a great sensitivity for recognizing, discovering, and living with plants, animals, and other elements of the natural environment. They are good at developing outdoor activities, emulating onomatopoeic sounds, and remembering names and features of natural elements.

Didactic Proposal Based on the Affective Filter

Spiritual Intelligence.

Antunes (2000) as cited in Lizano & Umaña (2008), affirms that there are people with great religious fervor, with a great capacity to devote themselves to caring for others, even above personal interests. However, Gardner (1995) does not consider it complete intelligence, since it has not been found in any part of the cerebral cortex that corresponds to the functioning of spiritual intelligence. (Lizano & Umaña, 2008)

As suggested by Gardner (1995), it is possible to teach an individual based on the type of intelligence she or he has, and it is in this statement that the importance of this theory in the present investigation lies. It is crucial to highlight this research did not delve into Gardner's complete theory, since the specific focus was the section on multiple intelligences, given that it was necessary to recognize the type of intelligence that the participants of the research had, in order to generate adequate material that was adapted to the learning needs of each individual. In addition, the activities developed in the workshops were guided mainly by linguistic and intrapersonal intelligence, which allowed a joint work of the linguistic abilities required for learning a language, and the emotional factors on which the affective filter works.

Contextual Framework

Similarly, the third section includes the contextual framework, which eases describing and identifying relevant information about the experimental group who participated in the research. It was carried out in Colombia, a country with 32 departments including Cauca, located in the southeast of the country among the Andean and Pacific regions. Popayan city is the capital of the mentioned department, and it is home to the University of Cauca which has 9 faculties including the Faculty of Human and Social Sciences where it is found the Bachelor's Degree in Modern Languages with Emphasis in English - French, program which has high-level accreditation and

Didactic Proposal Based on the Affective Filter

through its mission and vision seeks to contribute to the professional, human and social development of the student through research and practice, with the aim of training suitable educators by developing in students knowledge in pedagogy, Modern Languages and socio-humanistic.

The mentioned major was the main scenario for this research project, in particular students belonging to the second semester. The population was chosen by analyzing a survey applied to students from the first three semesters. The survey was sent by email to 68 students from the first to the third semester, receiving 21 answered surveys in total, where 9 were from first-semester students, who showed interest in participating in the investigation. For this reason, they were selected as the experimental group and it is precise to mention that most of these participants come from the Cauca region, precisely from Popayan city, and their ages varied from 17 and 28 years old.

Methodology

When talking about "methodology" it is important to understand that this is the one that allows putting into action everything raised and stipulated within an investigation in such a way that realities can be analyzed, the research question can be answered, the objectives accomplished and the conclusions reached; all this from the selection of an approach, a method, and some instruments within a specific population.

Thus, in the following section, the reader can find that for the development of this research, the qualitative approach was selected as the central axis; action research as a method; the observation, the field diary, the interview, and the survey, among others, as research techniques

Didactic Proposal Based on the Affective Filter

and instruments for the data collection and all this carried out through the participation of students belonging to the second semester of the BDMLEEF of the University of Cauca.

A more detailed description of each of the aspects presented is shown:

Approach

This investigation was developed through the qualitative methodological approach, which, as its name indicates, is related to the qualities of the subjects to be investigated. This is stated by Hernández, R.; Fernández., C. y Baptista, M. (2010) in their book: "Metodología de la investigación" where they state that "in the center of research is the diversity of ideologies and unique qualities of individuals."(p. 9). In other words, this methodology makes it possible to learn more about the subjective factors of the participants, and how each individual perceives their reality created from their own experiences without focusing on numerical or statistical aspects.

In this regard, Corbetta (2003), cited in Hernández y Baptista, M. (2010) states that "The qualitative approach evaluates the natural development of events, that is, there is no manipulation or stimulation of reality". In other words, it can be said that this approach allows researchers to learn more about the particularity of the participants without affecting their environment, to obtain more accurate results.

Thus, there are two reasons why the qualitative approach was very important for this investigation. The first was that its characteristics are consistent with the objective of this study: to analyze and understand in depth certain emotional factors that could interfere positively or negatively in the participants' environment, such as motivation, anxiety, and self-confidence. The second was that the data collection techniques used within this approach allowed us to obtain detailed information on the phenomenon to be investigated. "Such a collection consists of

Didactic Proposal Based on the Affective Filter

obtaining the perspectives and points of view of the participants (their emotions, priorities, experiences, meanings and other rather subjective aspects)." (Hernández et al., 2010, p.8).

Finally, the use of this approach allowed us to obtain subjective data which, after being analyzed by the researchers, generated conclusions and interpretations.

Method

For the development of this research, the researchers considered as something imperative the joint work between them and the participants, taking the students of the second semester of the BDMLEEF of the University of Cauca as the central focus. Therefore, the methodology that was considered appropriate is action research, since it establishes that cooperative work is a fundamental element that, through reflection, seeks to improve educational practices. Thus, symmetrical communication was created between researchers and participants, establishing an equal relationship between them in order to generate contributions and changes in practice (Kemmis, 1998, cited in Latorre, 2005).

It is important to mention that action research puts the daily practical problems that educators face before them, instead of problems of a theoretical nature that refers to a discipline of knowledge (Elliott, 1990). For their resolution, Lewin (as cited in Latorre, 2005) proposes planning, implementation, and evaluation of results taking the terms "research and action" as a set that can generate a change in an organization or institution since from these, it is possible to reach a deeper knowledge and understanding of the realities and problems observed.

Action research should not be treated as the intersection of these separate terms, but rather as a retroactive loop where research is carried out alongside action (Lewin, 1946, as cited in Elliott, 1990), which had great relevance in the present research, because the participants were expected

Didactic Proposal Based on the Affective Filter

to be active agents of their own learning process, where it was possible to generate spaces that promote the confidence, motivation, and self-esteem of each one of the members that were part of the workshops mentioned above, and subsequently, the improvement of oral expression could be fulfilled.

Participants

To select the population that was part of this investigation, a 14-questions survey was applied to a group of 68 students, who were part of the first three semesters of the 2020.1 (June-December 2020) of the BDMLEEF of the University of Cauca. 27 responses were obtained from this number of surveys sent, which was equivalent to 39% of the total selected population.

After analyzing the answers based on aspects commented by the students surveyed, by the research group, and by the teachers interviewed, it was concluded that the appropriate population to participate in the research were students of the first semester of the academic period 2020-I (June-December 2020). They were in the second semester when the application phase of the workshops began in the period 2021-I (April 2021).

It is important to mention that one of the questions asked in the survey sought to inquire about the interest and willingness of the students to participate in the workshops when they were implemented. In this way, it was obtained that 21 students of the 68 surveyed from the first to the third semester, answered that they were willing to participate in the research. By showing that most of these students belonged to the first semester, this was selected as our population, which was the control group. Thus, 9 students, whose ages ranged between 17 and 28 years, were willing to participate in the investigation and these were selected as an experimental group; it should be noted that the selected population was in the second semester during the period 2021-I (April 2021).

Didactic Proposal Based on the Affective Filter

Finally, regarding the researchers of this study, they were 5 students between the ages of 23 and 30, from different regions of Colombia such as Antioquia, Nariño, and Cauca, who were completing their studies in the BDMLEEF at the University of Cauca.

Investigation Design

The type of design used in the development of the research was the experimental design which "refers to a study in which one or more independent variables (supposed antecedent causes) are intentionally manipulated, to analyze the consequences that the manipulation has on one or more dependent variables (supposed consequential effects)" (Fleiss, 2013; O'Brien, 2009 and Green, 2003) as cited in (Hernández, et al., 2010, p.9).

Taking into account the aforementioned design, second semester 2021-I students were taken as a control group, who were subjected to an interview that was applied at the beginning and at the end of the process in order to know the state of the affective filter of said group. Regarding the experimental group made up of 9 students, they underwent an initial meeting, in addition, in this group 6 extra-class workshops were applied virtually, these were focused on the reduction of the affective filter for strengthening oral production in the foreign language, likewise, they were exposed to a final interview to know the perceptions about their process during the workshops carried out.

Workshops Design

The didactic proposal that investigators created to develop this study consisted of 6 workshops and a final session called "Talent show". Each one was designed for working on the variables of the affective filter having two for motivation, 2 for anxiety, and 2 for self-confidence. The structure applied in each workshop had four segments: Warm-up, Input, Development, and Final.

Didactic Proposal Based on the Affective Filter

During the Warm-up, it was carried out a striking activity about the main topic of the workshop to generate a link between the participants and the session. Then, in the Input, an introduction to the topic was made by means of examples, another task, or a brainstorming session for the creation of the concept. The next step was Development, which included joint work between the participants and the researchers, where the main topic was completely explained and activities were carried out in order to put into practice the theory. In the last segment, the researchers asked the participants about questions or thoughts to share about the topic and how they felt during the session. In that way, researchers could have feedback in order to realize if the workshop had had an impact on the population.

Regarding the "Talent show", it was a session where both the participants of the study and the researchers, shared their talents as a way of putting into practice one of the concepts worked during the workshops: taking the risk of doing something new and facing the fears of being exposed, help to gain self-confidence, a crucial tool when trying to improve English oral expression. Within this session, there were talents such as drawing, singing, playing the guitar, playing the violin, painting, rapping, and lettering. In the end, there was a moment for talking in order to express feelings, emotions, and thoughts.

Stages Developed

Before starting the research, it was necessary to analyze Krashen's (1982) theory about the affective filter hypothesis; likewise, it was crucial to observe both the initial and final state of the affective filter and the oral production of the students through instruments such as interviews and surveys. The information obtained from this process allowed to determine some of the possible variables that were having an influence on the levels of the affective filter. With that, it was possible to create and apply a didactic proposal and once the process was completed, it was aimed

Didactic Proposal Based on the Affective Filter

to analyze its effect on strengthening oral production in English, through the reduction of the affective filter of the participating students. For the correct development of the investigation, it was necessary to organize it in the following stages.. Up next, is a description of the activities that were carried out during each stage of the research.

Table 1

Stages of the research

Stages	Activities carried out.
Stage I: Setting up the research proposal. 2020-I semester	• Survey BDMLEEF students to identify the problem and select the population. • General review background and bibliography. • Virtual interviews applied to English teachers of first to third semesters. • Direct observation of first semester students. • Setting up the referential framework • Drafting and delivery of preliminary project
Stage II: Implementation of the research. 2021-I semester	• Preliminary observation of the second-semester student population • **Session 1:** Entry interview. • **Session 2:** Implement workshop 1 • **Session 3:** Implement workshop 2 • **Session 4:** Implement workshop 3 • **Session 5:** Implement workshop 4 • **Session 6:** Implement workshop 5 • **Session 7:** Implement workshop 6 • **Session 8: Talent show** • **Session 9:** Final interview

Didactic Proposal Based on the Affective Filter

Stage III: Analysis of the results and formulation of conclusions. 2021-II semester	- Analysis of the collected data. - Drafting of final conclusions. - Completion of the document - Translation of the document - Delivery of the document to examiners - Corrections - Submission

Observation

This technique consists of visualizing the phenomenon and the context to be studied. The researcher must be more than just seeing, he or she must be touching and listening. It is a practical procedure that makes it possible to discover, assess and contrast realities in the field of study. Direct observation is used to collect data directly in the field of study. First-hand information is obtained. (Cuauro, 2014, p.2).

In order to develop the research, two observations were carried out, both were indirectly through the visualization of the videos of the class of the population with a duration of one hour. The data collection of this observation was carried out in two ways: freely and in a more specific way by means of a format with specific characteristics. This observation was carried out with the objective of knowing the processes involved in the dynamics of the class of the selected population.

Instruments

For the election of the instruments for this research, it was taken as a basis the document "Técnicas e instrumentos para la recolección de información en la investigación acción participativa" (Cuauro, 2014, pages. 1-4). In it, there were highlighted some concepts such as observation, field diary, and the semistructured interview. Likewise, this study was supported by the document "La

Didactic Proposal Based on the Affective Filter

encuesta como técnica de investigación. Elaboración de cuestionarios y tratamiento estadístico de los

datos" (Casas Anguita, Repullo Labrador, & Donado Campos, 2003, p.527-538) since the survey

was considered as another instrument that could contribute to the development of the research.

Taking into account the aforementioned, the instruments selected for the study "Didactic

proposal based on the affective filter for strengthening the English oral production in second-semester

students of the Bachelor's degree in Modern Languages with an emphasis in English and French

during the period 2021-I" are defined below.

Field Diary Unstructured Instrument

It is considered a fundamental instrument to register day-to-day information on the

activities and actions of the research practice, carried out in the population. The structure of the

format is the description and narration of the facts or phenomena observed, such as oral

participation during the workshops, the interest that participants demonstrate in activities and

dynamics proposed to the group, and so on. It can be said that a field diary is a basic tool for the

participating researcher. (Cuauro, 2014, p.3)

In the case of this research, each one of the investigators had a field diary where they wrote

feelings, perceptions, and thoughts regarding the observed aspects during the sessions. Then, those

instruments were used when writing the results.

Instrument Technique: The Interview

This technique consists of establishing a conversation between the researcher and the

research subject. The aim is to obtain first-hand information to diagnose and assess possible

symptoms, causes, and consequences of a specific problem to be investigated. (Cuauro, 2014, p.3).

The interview was a very useful instrument for this study since that was the way the

investigators could realize the perceptions, feelings, and thoughts of the participants. An interview

Didactic Proposal Based on the Affective Filter

was applied at the beginning and at the end and by making a comparison between them, it was possible to notice a transformation in the participants.

The Semi-Structured Interview

"Is used in the collection of data in an organized manner; it allows the researcher to elaborate argumentative, development, and reasoning questions. It is a useful technique for qualitative research and in the PAR" (Cuauro, 2014, p.4).

This instrument sought to collect specific information about the affective filter level of the population, so a semi-structured interview was carried out at the beginning and at the end of the process. In addition, specific interviews were conducted for the experimental group, which were answered at the end of the workshops; this interview inquired about the process that the participants showed. On the other hand, an interview was conducted with the teachers with a maximum duration of one hour, in which the research group searched the dynamics present in the classroom, which were related to the variables of this investigation.

The survey

"The survey is a technique composed of a series of processes that allow to collect and analyze information from a population or samples previously determined; this analysis seeks to describe or explain characteristics present within a particular context." (Casas Anguita, Repullo Labrador, & Donado Campos, 2003, p.527-538)

This instrument was applied at the beginning of the collection process to determine the population for the research. Students from the first to the third semester of the BDMLEEF participated in the survey, and it addressed questions about the three variables of the affective filter: Anxiety, Motivation, and Self-confidence, as well as students' willingness to participate in this process.

Didactic Proposal Based on the Affective Filter

Results

This section presents the analysis of the collected information during the application of the didactic proposal based on the affective filter for the strengthening of English oral expression; this didactic proposal was conformed by 6 workshops that were applied to the second-semester students from the BDMLEEF of the University of Cauca. To do so, the concepts from the conceptual framework were taken looking for their relationship between the theory of this project, its objectives, and the contributions both from the experimental and control group participants, and the ones from the teachers. The addressed concepts were affective filter, anxiety, motivation, self-confidence, emotional intelligence, English oral expression, foreign language (second vs foreign language), acquisition vs learning, and didactic proposal. The theory that underpinned this analysis is the theory of the affective filter, the concept of intelligence, and the multiple intelligences theory.

On the other hand, the obtained documents during this project were coded like this: Students Survey (SS), Teachers interviews (TI), Initial interview for the control group (IIC), Initial interview for the experimental group (IIE), Final interview of the control group (FIC), Final interview of the experimental group (FIE), Google forms (GF) and Field diaries (FD). These initials will have a number that indicates the participant's code either the teacher or the student.

The Affective Filter

The affective filter, a concept taken from Stephen Krashen's (1982) theory, states that there are three variables that influence the success or failure in the learning of a foreign language. These

Didactic Proposal Based on the Affective Filter

variables are motivation, self-confidence, and anxiety and it is said that when they are arranged in these levels of high motivation, high self-confidence, and low anxiety, the learning of the language can be successful because the affective filter is low.

After analyzing this theory, the investigator group revised if the motivation, self-confidence, and anxiety levels were being taken into account during the learning and teaching of English as a foreign language. In respect of the teachers, some of them said that they did not bear in mind the concept of affective filter in order to prepare their classes although they used to take time to reflect on how to teach an effective English class. In regards to that, TI3 said that: *al momento de preparar una clase, en mi caso, en lo primero que pienso quizá no son los filtros afectivos… trataré de ser lo más objetiva y honesta posible, (…), realmente voy a ver en qué momento estoy de mi plan de clase, de los temas que estamos trabajando, (…) yo me tomo un tiempo de hacer esa reflexión sobre cómo lo pueden aprender ellos mejor.*

On the other hand, although teachers did not have a clear meaning of the concept of the affective filter, they did take into account, when teaching, the emotional factors that conform to it. A sample of that was seen in what TI5 said: *(…) yo sí tengo en cuenta muchas de esas cosas, pero no podría decirles que lo tenga en cuenta porque lo haya aprendido a partir de lecturas (…), yo diría que en este caso tiene mucho que ver con mi personalidad (…) con mi manera de interactuar con los demás (…) en la medida de lo posible trato de establecer una amistad guiada por el respeto con los estudiantes y con mis compañeros de trabajo…*

In the same way, TI1 mentioned that he prepared the classes by taking into account some factors that were related to the concept of the affective filter such as anxiety, personality, self-doubt: *sí considero que es muy importante tener en cuenta ese tipo de factores que tienen que ver con la personalidad del estudiante, con el grado de ansiedad, con la inseguridad con que llegan*

Didactic Proposal Based on the Affective Filter

muchos. Moreover, in order to obtain information about the students' perception of the affective filter, a survey was conducted to explore the levels of anxiety, motivation, and self-confidence that the population perceived within their own process of learning a foreign language. With that, the investigator group wanted to have a first view of the initial state of the participants and, through their speech, build an idea about the possible levels of affective filter in relation to their oral English expression.

So, according to the question how often do you feel anxious when speaking in English, 17,9% of the respondents said they felt anxious very often. 46.6% mentioned they sometimes felt like that whilst 35.7 said they always felt anxiety. It is important to mention that none of the participants answered "never" to the question and with that, it was possible to understand that there was the presence of anxiety symptoms when speaking English manifesting at different levels, overall high ones. For instance, SS9 said: *a pesar de que considero que tengo un buen nivel en inglés, a la hora de tener una conversación, una exposición, un examen oral, (…) la ansiedad hace que se me olvide gran parte de vocabulario y tengo que pensar mucho las palabras que voy a utilizar.* On his part, SS27 mentioned that: *siempre me dan nervios, porque tengo miedo a equivocarme o no saber qué decir.*

Concerning the question of how often the students feel demotivation in the English class, 28.6% of the respondents said they never felt demotivation. 28.6% said they felt like that very often whilst 42.9% mentioned that they sometimes felt it. As of these figures, it was concluded that there was a medium-high level of demotivation in the respondent group, and one of the reasons for them to feel that was the lack of communicative skills, as SS2 said: *me siento desmotivada por no entender algunas cosas y de lo que se está hablando o explicando,* and SS25 added: *me desmotiva que mi nivel de expresión oral sea tan malo.* Another reason had to do with the class

methodology and how much the students progressed within it. For instance, SS5 stated that: *a menudo me siento desmotivado en la clase de inglés porque pienso que aprendí más de la cuenta cuando estaba aprendiendo de forma autodidacta.* On his part, SS27 declared: *creo que los ejercicios y la metodología de la clase es muy tradicional (...) siento que eso no va mucho con mi forma de aprender.*

In respect of self-confidence, the next question was asked: On a scale from 1 to 5 being 1 the lowest and 5 the highest, what is your self-confidence level when speaking in English in front of your classmates and teachers? 50% of the population marked level 4, 21.4% said level 3, 10.7% marked level 2, 10.7% argued level 1, and 7.1% affirmed level 5. As of these rates, it became evident that more than half of the population (57.1%) had a high level of self-confidence as shown in the SS26 comment: *creo que tengo buen nivel, pero esto no impide que pueda tener un lapsus del cual avergonzarme.* The remaining population had a medium to low level of self-confidence due to factors such as a belief in skill shortages, as an example of that SS28 stated that *me ubico en nivel 2, porque aún no tengo el conocimiento suficiente.* Another factor found was the negative perception of the ability for speaking in English which was possible to see in what SS25 commented: *soy muy insegura porque siento que tengo el peor nivel a la hora de expresarme oralmente.* The last factor found had to do with the student's personality and the relationship with teachers. For instance, SS27 said:

Pues me da mucha desconfianza, uno porque no se todo el vocabulario, y sé que aun si lo supiera no me sentiría confiada porque creo que es algo que va més acorde a mi personalidad, quiero decir, en español no hablo con cualquier persona, (...) debo conocer a la persona y tener confianza con ella para hacer algo así, y hasta ahora no me inspiran mucha confianza los

Didactic Proposal Based on the Affective Filter

profesores de hecho hay algunos que tienen la especialidad de hacer que mi temor abunde aún

más.

Finally, as of the analysis made of the collected information, it became evident that the students had a medium-high affective filter level due to their anxiety was high, their motivation was low and their self-confidence was high in more than half of the population.

Anxiety

Fear is one of the most frequent emotions in humans that arises when they face real dangers that attempt on their lives. Its function is to communicate to the brain the presence of real danger in order to find a solution that protects life. On the other hand, while anxiety has a relation with fear, it is an anticipatory response from the brain when it perceives a non real threat as something that is going to happen in the future. According to the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, DSM-V (2014), "fear is the emotional response to a real or perceived imminent threat, whereas anxiety is the anticipation of future threat." (p.189). Anxiety can appear in all humans due to the fact that it is linked to the emotion of fear, that is to say, that anxiety itself is something natural. However, when it gets out of control and appears frequently affecting the quality of life of the individual and interfering negatively with his social, physical, labor, and mental field, it is said that anxiety has become a disorder that requires psychological and/or psychiatric attention.

Concerning the learning of a foreign language, some students present anxiety symptoms because they interpret scenarios that are inherent to the learning process as something dangerous, for example, a test, a debate, a presentation, participation in the class, etc. Then, anxiety emerges as an anticipated response to the danger of failing, losing an exam, getting a bad grade, making a fool of oneself, being the object of ridicule, etc. In the words of MacIntyre & Gardner (1994)

Didactic Proposal Based on the Affective Filter

language anxiety can be defined as the feeling of tension and apprehension specifically associated with second Language contexts, including speaking, listening, and learning (p.284).

After getting the information from the surveys, analyzing the theory, and creating the didactic proposal, the execution of the workshops was made. Firstly, the population was divided into 2: the experimental and the control group which made an initial interview in order to identify their previous knowledge. Then, only the experimental group participated in the workshops, and at the end of the process, a final interview was conducted with both groups and a comparison was made between the results obtained.

Thus, one of the questions from the initial interview was "what do you think is anxiety?" In general terms, the participants from both groups had varied answers that showed a lack of understanding of the concept, for example, what IIC2 said: *anxiety? (...) I know it means ansiedad but (...) maybe when you don't know what to do with your life?.* Another example was shown by IIE7 from the experimental group: *when you are going to speak with someone or with people (...) you are not able or you think that you are not capable of doing it, so I think that is anxiety.*

Having said that, although the responses were far from the concept of anxiety, some of them referred to related aspects, such as fear, mental disorder, and even some characteristic symptoms of anxiety including difficulty breathing or sweating. For instance, IIE8 said: *what I know about that is like you have problems to breathe or maybe you start sweating (...) I'm not sure it is like a hard version of being nervous.* On his part, IIE4 remarked: *is kind of a mental disorder, but I'm not sure about the precise meaning.*

A very interesting aspect was that several participants made a relation between anxiety and speaking English in front of classmates or teachers, for instance, IIE8 said: *I had to do like a speech in front of a lot of people and I almost pass out in front of all that people, so is kind of stressful.*

Didactic Proposal Based on the Affective Filter

Another important aspect was the tendency of students to compare their own performance with that of others and feel stressed and anxious when finding well-marked differences. One example of that was shown by IIE1: *in the class I feel nervous because my classmates speaking very very well.* In the same way, IIE2 said: *I have like 6 or 7 partners that speaks so well (...) so yeah I have kind of fear (...) so I have ashamed because I want to talk like them.*

It is important to mention that the workshops were carried out in this order: motivation, anxiety, and self-confidence. After the implementation of the first 2 workshops, some changes became evident in the students such as more participation and willingness to learn. However, because of the social crisis and the national strike the workshops had to be interrupted for 4 months and that made some students withdraw from the project and the ones that continued in it, lose some abilities.

Taking into account the information obtained from the field diaries, it was noted that the participants were very shy when coming back to the workshops after those months without academic activity, and despite that, they were very active in writing in the chat, and that was a fact that showed they were interested in the topic. Furthermore, some participants made short interventions showing tense body language and a low tone of voice, and some others, although they were feeling ashamed, tried and expressed their opinions.

During the implementation of the second and third workshops, one of the statements proclaimed was that in the learning of a foreign language, anxiety can appear when the brain interprets a presentation, a debate, an exam, etc. as something dangerous. Subsequently, during one of the activities, the investigator group offered 3 sentences and asked the participants to comment on which sentence they identified with. These were the sentences: 1. Speaking in English is a real danger to my life so that's why I have anxiety symptoms. 2. I am creating imaginary threats

Didactic Proposal Based on the Affective Filter

in my mind and that is why I feel anxiety symptoms when I speak in English. 3. I am creating imaginary threats in my mind when I speak in English. They are so terrible that I can't control my anxiety symptoms and that is why I think I need psychological and psychiatric attention.

Figure 1

Workshop 3 About Anxiety Symptoms when Speaking English.
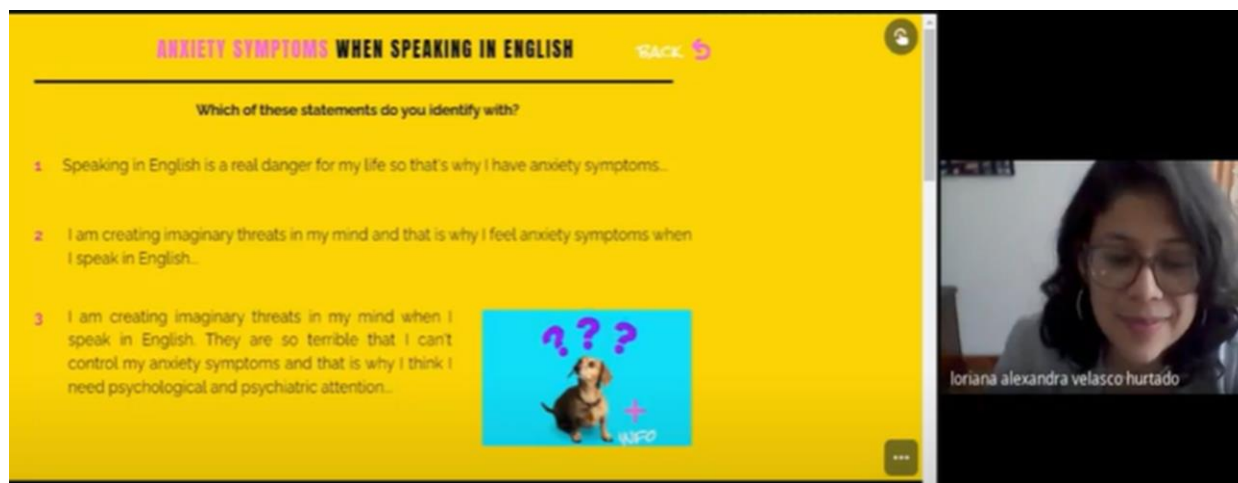
The majority of the participants selected the second option and only one student chose the second and third options. At this point, it is important to mention that imaginary threats occur when the students start creating mental scenarios where they anticipate failures in the tests, embarrassing moments, and silly mistakes which lead them to have a negative self-perception and to feel incompetent when speaking in a foreign language. In this respect, MacIntyre y Gardner as quoted in Pizarro Chacón, G., & Josephy, D. (2011) declare that anxiety is the experienced fear when a situation requires the use of a foreign language in which the individual does not feel completely competent. An example of that was offered by E1FD3 who said she normally felt intimidated when speaking because her classmates spoke very well and she felt she was not able to do the same.

Once the workshops were finished, the investigators applied a final interview to the experimental group and observed a change in the participants' speech in regard to the topic since

Didactic Proposal Based on the Affective Filter

they manifested in general terms that they had learned how to identify anxiety and they had incorporated strategies that allowed them to control anxiety symptoms when speaking English and even French. For instance, FIE2 mentioned: *the workshops about anxiety were very helpful, in my case when I felt anxious in the classes, mainly in french, I remember the workshop about anxiety and all of that, well, (...) the way in which you control the anxiety it was a very helpful lesson for me.* On his part, FIE5 said: *I always thought that all those threats were real (...) with this, I know those threats are false and I realized that the mind has a lot of power, it depends on you, is your mind.*

Another evidenced aspect was that during the closing session where a Talent show was carried out, the participants were willing to share their talents and to express freely their opinions within which they said the workshops had helped them to manage their anxiety symptoms and for that reason, they felt they were able to communicate better not only in English but also in French and even in Spanish. On its part, the control group who did not participate in the workshops did not show significant advances from the initial interview to the final one.

Motivation

Motivation according to Gardner (1995) is the effort and desire to achieve a goal, creating favoring attitudes to learn. Taking this concept into account, in the initial survey the researchers asked questions on this topic, which showed a low level of motivation, as indicated by SS25: *me desmotiva que mi nivel de expresión oral sea tan malo* and SS20: *a veces, la presión y los nervios, hacen que no tenga el mismo rendimiento porque la falta de autoestima conlleva a baja motivación.* Despite the low level of motivation expressed by the respondents, there is an important aspect to highlight, and it is the link that the students found between emotional factors and oral production in English

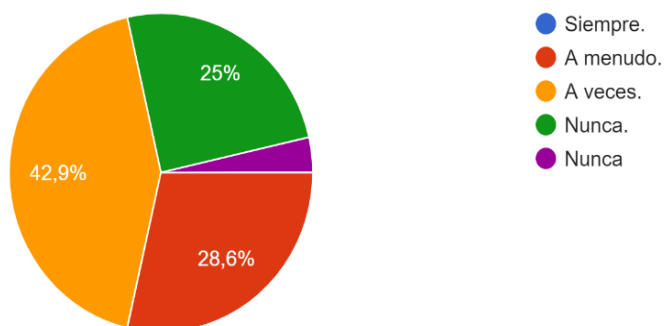Didactic Proposal Based on the Affective Filter

since low self-confidence and motivation influence performance in this language. This was demonstrated in figure 2:

Figure 2

Demotivation in English Classes

¿Con qué frecuencia usted se siente desmotivado durante sus clases de inglés?
28 respuestas

Another aspect that was taken into account to identify whether the motivation was a variable that affected the oral production of the students was the opinion of the teachers, who could perceive the moods of the students that could indicate the level of motivation handled in the class. Up next, there are some answers obtained in the interview related to the level of motivation of the students, where some methods that teachers could use to encourage this variable were listed. The first question sought to investigate the pedagogical strategies used to motivate oral participation during classes, TI1 replied: *entonces es básico saber del estudiante, tener unas muy buenas relaciones personales e interpersonales con los mismos estudiantes (...) a medida que van empezando las clases yo lo que intento es potenciar las habilidades que el estudiante muestra tener un poco más desarrolladas.*

Regarding the above, TI2 manifested something similar when talking about strategies to reduce the affective filter and trying to improve oral expression in classes, for example. TI2: *crear*

Didactic Proposal Based on the Affective Filter

situaciones o recrear situaciones en las que el estudiante se siente cómodo y también siente la necesidad de comunicarse. The previous answers were appropriate, since trying to know the student's weaknesses and strengths allowed teachers to create activities that the class considered interesting, and this could make students look for strategies to learn on their own.

On the other hand, it is also important to take into account the answers obtained during the initial interview with the participants of the control group. A question that allowed knowing the level of motivation of this population was: What motivates you to learn English? the responses of the participants were similar, affirming that their interest in learning English began with video games, as expressed by IIC3: *in primary I hated English but when I arrived at sixth grade I started to love the language because in some video games the international language is English and in the Olympic Games, so I really love Speaking English and to teaching English too*, and IIC1: *he wanted to play some games that are just in English, so he was pushed to learn the language to understand how to play.* The above statements were related to the definition made by Gardner (1985) about motivation, who defines this variable as the combination of the effort made added to the desire to achieve a goal, which in this case is to learn the language, adding to this the attitudes conducive to learning. Thus, the participants had an objective that was to understand video games, which prompted them to create favorable attitudes toward learning English.

The following section presents the answers of the participants of the experimental group related to the level of motivation they had shown when expressing themselves in English. The first question sought to investigate the motivation that the students had to participate in this research, the most common answers to this question were that they wanted to feel more confident when speaking in English, as stated by IIE6: *I think that I'm so shy and when I have to speak in English I can't, I get nervous, because when the teacher says my name I get nervous and I don't know why*

and I would like to change that because it is so important and IIE1: *I expect that with this research help to improve my speaking in class for the same reason I said because in my case I get nervous I can't participate in the class.* These answers indicated a positive point for the realization of this study, and it was the high level of motivation that the population had to participate in the workshops, which was demonstrated throughout the investigation since the students were willing to carry out the activities with a good attitude.

In this order of ideas, continuing with the investigation, the final interview addressed to the experimental group began, in order to corroborate if there was any change in the students with respect to the affective filter. From this section, it can be said that the results were satisfactory since the students affirmed that the information shared in the workshops was useful for their academic process and some of them even applied the advice shared during the workshops in their regular classes, as stated by FIE5 when this question was asked: Did you achieve your expectations with the process carried out? the answer was: *yeah, I think it was so excellent to me because I'm so shy and I think all the things and knowledge that I got in the classes, they really worked, they were useful because I note, I noted that in my classes, because I wasn't able to speak or say something, and now I can.*

A similar answer was given by FIE2: *about the process, it achieved my expectations because all the content and all the information was completely helpful for me for resolving some doubts that I had and some little problems in the speaking*, even FIE3 stated that this process also helped her in her daily life. A fundamental aspect to highlight about the motivation in the developed workshops was that throughout the process, most of the students participated actively and by their own decision, even those who expressed difficulty in speaking did their best and gave their opinion voluntarily.

Didactic Proposal Based on the Affective Filter

Self-Confidence

For this study, the concept of self-confidence was taken as the belief that a person has about their capacity or ability to produce results, achieve objectives, or perform tasks competently (Dörnyei, 1994, p. 277). That is, when people do not trust themselves they doubt what they are capable of doing, for this reason, it is a fundamental variable during language learning. According to the information obtained during this research, it was observed that one of the most frequent reasons when referring to difficulties in expressing themselves orally was precisely low self-confidence. This feeling could lead to the creation of unfavorable attitudes toward learning English, such as avoiding speaking in class because of the fear of giving a wrong opinion or having a negative response to questions from teachers or classmates.

Next, in the analysis of the survey carried out on the BDMLEEF students, part of the population expressed low confidence when speaking in English which can be perceived in the answers obtained from the following question: How often do you feel anxious during the times when you have to express yourself in English orally? As can be seen in the graph at the end of this section, 42.9% of students reported feeling anxious when expressing themselves in English orally, 17.9% answered often, and only 35.7% answered never. In the responses of the students, they related anxiety to low self-confidence, as stated by SS25: *mi habilidad para expresarme en inglés de forma oral es pésima, cuando me piden que lo haga me dan muchos nervios porque siempre haré algo mal;* and SS27: *siempre me dan nervios, porque tengo miedo a equivocarme, o a no saber que decir con respecto a un tema*. These answers had in common the fear of making mistakes, a very recurrent aspect throughout this investigation since the students usually saw the error as something negative instead of taking it as an opportunity to learn. This can be observed in the figure 3:

Didactic Proposal Based on the Affective Filter

Figure 3

Frequency of Anxiety when Speaking in English
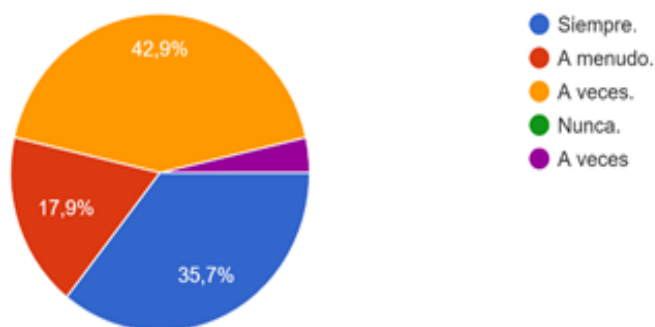
Another aspect where a low level of self-confidence was manifested with respect to oral production in English was evidenced when asking the next question: How do you feel when the teacher presents a topic to be discussed orally in English. According to the above, the student SS13 stated: *cuando estás enfrentado a la realidad de que estudias con chicos que llevan consigo mucha experiencia en academias o por viajes, es complicado sentirse seguro de tu nivel si sabes que te falta todo lo que ellos ya tienen.* In this assessment, it could be affirmed that the participant doubted his own abilities because he considered that his classmates had a better English level. A similar situation was expressed by SS27: *para mi tener que hablar es un ejercicio tortuoso, siento mucha presión y puedo tener más o menos idea de que quiero decir, pero luego soy consciente de que todos me están viendo y escuchando y me bloqueo horrible, todo lo que tenía en la mente se me esfuma en un dos por tres.*

Didactic Proposal Based on the Affective Filter

Figure 4

Opinions About How Students Feel when Expressing in English.

Cuando el profesor presenta un tema para que se ponga en discusión de manera oral en inglés usted:

28 respuestas

- Expresa libremente su opinión. Confía en sus capacidades para hablar en in...
- Expresa algunas ideas, pero le cuesta hacerse entender. Su nivel para expre...
- Tiene muchas ideas en la cabeza con respecto al tema, pero le da miedo ha...
- Se siente nervioso porque sabe que se puede equivocar a la hora de hablar,...
- Expreso mi opinión con algunas dificultades, pero usualmente puedo h...

25%, 21,4%, 17,9%, 32,1%

With the answers obtained in the surveys, a low level of self-confidence was seen when speaking in English, and according to the survey respondents, it is common the behavior to follow when one does not trust one's own abilities is not to participate, even when sometimes the student knows what he or she wants to say.

From another point of view, according to the assessments of the teachers, some stated that they perceived a high degree of insecurity in the students. A relevant contribution was made by TI1 when answering the questions: do you promote self-confidence within your classes? when students try to generate a speech in English and have some difficulties? he replied that: *al estudiante yo le hago entender que está en un proceso de aprendizaje en donde el error es parte de ese proceso de aprendizaje.* This statement was accurate for this process since the teacher guided the student to understand the importance of making mistakes, a very important factor in terms of self-confidence. On the other hand, he affirmed that one of the strategies to strengthen confidence in students was to give different alternatives to present work, as well as trying to select

topics that students liked for the creation of their classes, emphasizing again the importance of making mistakes: *sobre todo en lo oral, no se preocupen por los errores, porque hay estudiantes que si comete un error y se detiene y trata de volver a empezar entonces no pues ahí no acabamos nunca, entonces ahí hay que explicarles a ellos cuál es la importancia del error y eso da un poco de confianza.* The teacher referred to a fundamental point for this study, which was that according to the information obtained in this research, the fear of error is one of the factors that affects the oral production in English.

Continuing with the concept of self-confidence, the following section deals with the essential aspects of the initial survey carried out on the control group. The first contribution to highlight was given by IIC3 when answering the following question: Do you feel anxious when you must talk in English in front of other people?: *if I'm talking with some friends or in an informal conversation. I think I'm not an anxious person. (In front of the class) I think a little bit, but right now, in this way, in this virtual education, cause in a presential way I'm a nervous person, but not an anxious person.* It is important to highlight this contribution because it is common for students to feel comfortable talking in an informal setting with their friends, but it is different when they have to speak in front of the class, because they may feel judged by both classmates and teachers.

In this order of ideas, the information collected from the initial interviews with the experimental group showed a low level of self-confidence in the majority of the population. In fact, for some students the impulse to participate in this study was to be able to increase their self-confidence, as manifested by IIE4: *she wanted to learn about this process was to get to know herself a little bit more and try to feel more comfortable with herself.* Another question related to self-confidence was the following: Do you feel confident speaking English spontaneously in front of other people? in this regard, the participant IIE4 answered: *it depends on the people she's talking*

Didactic Proposal Based on the Affective Filter

to, because when she talked to her friends, she feels very comfy, and if they make any mistakes

that's ok and they just laugh and maybe correct each other but that's it, on the other hand, when

she had to talk to unknown people, she confuses herself and she feels uncomfortable.

According to the different opinions given, it was found that sometimes the students did not

take the risk of speaking and participating in English due to these two beliefs: the first one, that

they perceived errors as something negative; the second one that they had to feel 100% confident

to participate. In general, it could be said that although students were motivated to improve their

level of oral production in English, many of them had low self-confidence, an aspect that did not

allow them to achieve that goal.

Emotional Intelligence

In this study, the concept of emotional intelligence was taken as "the ability to motivate

ourselves, to persevere despite possible frustrations, to control our impulses, to defer gratification,

to regulate our own moods, to prevent distress from interfering with our rational faculties, and, last

but not least, the ability to empathize with and trust others." (Goleman, 1995). Taking into account

this definition, this analysis started with the initial interviews with students of BDMLEEF, based

on questions and answers relevant to this topic.

The first question was: How often do you feel anxious when you have to express yourself

orally? The results showed that 42,9% of the respondents reported feeling anxiety "sometimes",

35,7% stated "always" and 17,9% "often". This can be observed in figure 5.
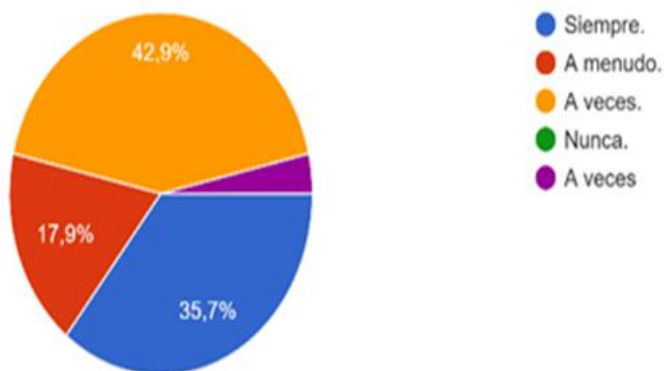
Figure 5

Frequency of Anxiety in Students when Expressing Orally.

Didactic Proposal Based on the Affective Filter

¿Con qué frecuencia usted se siente ansioso durante los momentos en los que debe expresarse en inglés de manera oral?

28 respuestas

Within the answers to this question, the one of SS12 was highlighted, where he said: *Aunque se vea no muy justificable, la sensación de ser juzgado sin siquiera salir de tu propia habitación es horrible, cuando era en clases presenciales por lo menos todo lo negativo lo podías manejar o simular siendo el chistoso y recochero del grupo, eso te daba un poco de confianza efímera.* Another answer was made by SS8 who stated: *porque siento la presión que ejerce mi profesor cuando quiere una respuesta rápida y la presión de mis compañeros que tienen buen nivel de inglés.*

The previous comments highlighted the pressure experimented while speaking in a foreign language, and taking into account that the interview was applied in a time when students had virtual classes, this pressure might be less evident since teachers or pairs did not put their sight on the student while the oral intervention; the concept of emotional intelligence would define this pressure as irrational, plus that it reflects the lack of trust that the respondents feel about the other participants in the classroom.

Didactic Proposal Based on the Affective Filter

Another question was: What is your biggest difficulty during an oral intervention in English? Why? Where some students agreed declaring that it was due to their shyness or fear to talk, for instance SS23 mentioned: *la mayor dificultad en cuanto a la expresión oral que encuentro en mi es la timidez, en muchas ocasiones no hablo por temor a equivocarme o directamente por pena.* The fear of making mistakes is a factor that affects the rational faculties of an individual, an element addressed in the literature on emotional intelligence, thus preventing the student from participating.

The figure 6 represents the question: When the teacher presents a topic to be discussed orally in English you…? The predominant answer was: "Express freely your opinion, you are confident in your ability to speak in English" to which a total of 9 out of 28 respondents answered.

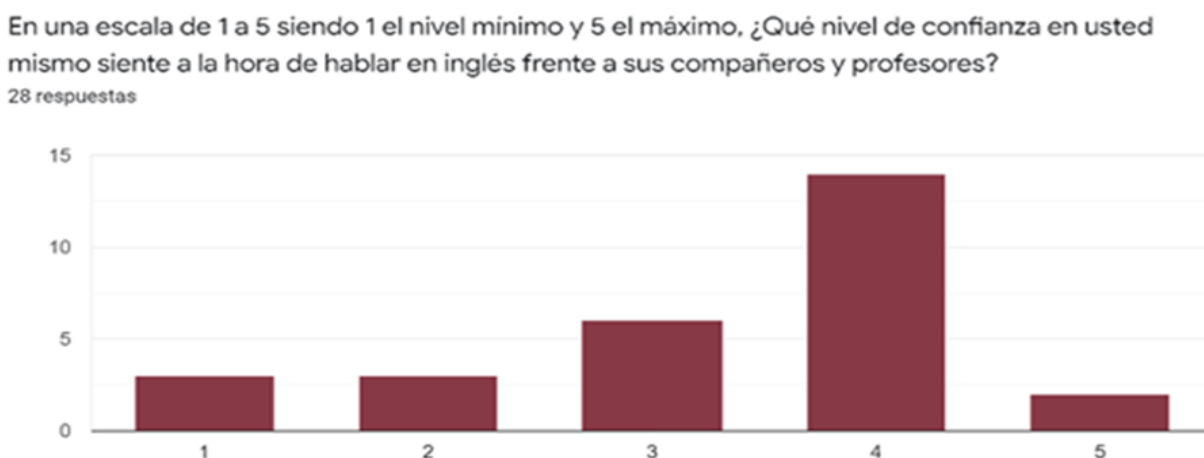**Figure 6**

How Students Feel when Expressing Orally.

The previous question was addressed in a time when students could share or communicate without the apparent fear of being judged, however, many participants manifested anxiety

Didactic Proposal Based on the Affective Filter

symptoms. In this regard, SS20 expressed: *le temo a la burla*, as well as SS26 mentioned: *y no solo en inglés. También en español.* By means of these kinds of responses, it was possible to determine that it was not only the English that may cause frustration when participating in class, but also the environment or pressure, voluntary or involuntary, generated by the teachers of any area of knowledge, whatever it may be. Figure 7 shows the students' level of confidence when speaking in English:

Figure 7

Scale of Confidence Level in Students when Expressing Orally.

En una escala de 1 a 5 siendo 1 el nivel mínimo y 5 el máximo, ¿Qué nivel de confianza en usted mismo siente a la hora de hablar en inglés frente a sus compañeros y profesores?
28 respuestas

It is possible to appreciate that 50% of students surveyed reported feeling confident when expressing themselves in English in a normal environment of the class, however their textual responses could be contrasted, for example, one student, SS13, responded: *no encuentro todavía ese espacio donde pueda sentirme mejor o donde pueda aprender a creer más en lo que espero de mí y del idioma.* These types of situations represented the need to improve aspects such as impulse control, avoiding possible frustrations, and empathy and trust in the other participants in a class.

Didactic Proposal Based on the Affective Filter

In a further instance, the interview with the teachers of the program BDMLEEF took place, and it started with the question: When preparing a class, do you consider it pertinent to take into account the affective factors? To which TI1 and TI5 said that the emotional factors were important in class, and that their strategies were always encouraging confidence and establishing long-term and short-term goals, so that students could improve their abilities; moreover, they claimed to keep grades on the back burner to avoid stress on students. This statement was relevant to the concept of emotional intelligence, as teachers sought to promote confidence and avoid frustration in students when they encounter a low grade.

To continue, the teachers were asked if they noticed anxiety symptoms in the students during their oral production in English, and how they managed that situation in the classroom, so TI2 clarified that at the moment when witnessing such negative emotions in the classroom, what they did was to promote a friendly environment for all members of a class; another strategy that the teacher applied was changing topics of discussion so that they were easily handled by students, and thus motivate them to participate. The pedagogy used by the teachers was relevant to foster emotional intelligence in the students since it seeks an environment of trust, contributing to intrinsic motivation, and avoiding anxieties or frustrations.

As a next step, the affective filter workshops were carried out, and as it was possible to determine in previous concepts, the participants of the study were able to understand clearly the affective factors, their origins, how to manage them, and how they influenced their own learning process. Once the workshops concluded, the final interview was conducted, which left encouraging comments, since the interviewees recognized the importance of reducing anxiety and increasing motivation and self-esteem to improve the learning process.

Didactic Proposal Based on the Affective Filter

Students also shared that they had a good experience and gained new useful knowledge to be used in and out of the classroom. One participant of the research affirmed that she always felt anxious and fearful to participate and made mistakes in spite of having a good English level, however, due to the workshops done, she started to understand her emotions, in addition, she said she felt motivated by meeting people with similar experiences and fears. Regarding the definition of emotional intelligence, the participant expressed improvement of elements such as self-confidence, motivation, and empathy.

Based on the collected data from this item, it was imperative to highlight that some participants mentioned as necessary to work on the factors that set up the emotional intelligence, and although teachers insisted that they included emotional support in their pedagogy, some students still noticed negative feelings in the classroom from the teachers and peers. Nevertheless, it should be clarified that emotional intelligence is not only about the teacher's commitment to the good development of a subject, but also corresponds to the individuals in the classroom, so that they conceive the teacher as a mediating agent and not as an executioner, who allows this connection between the student and knowledge, thus establishing a healthy teacher-student relationship.

Oral Production

Before starting, it is necessary to take into account that the form and meaning depend on the context where an interaction is given, including the participants, their experiences, the environment, and the purpose of communication (Bygates, 1991 as cited in García, 2012). With this premise, the analysis of this concept was made, taking as a basis both the specific objectives

Didactic Proposal Based on the Affective Filter

of this research and the relevant answers to the questions proposed in the surveys and interviews applied to students and teachers.

One question from the preliminary survey inquired about which communicative abilities in English were complex for the respondents, and their answers were: 50% of the population declared that the most difficult was oral expression, 39,3% listening, 7,2% writing and 3,6 pointed out reading as a barrier. According to the discourse of the participants, it was evident that the difficulty in oral expression was due to several factors such as self-doubt, for instance, SS25 revealed that: *mi habilidad para expresarme en inglés de forma oral es pésima, cuando me piden que lo haga me dan muchos nervios porque siempre haré algo mal.*

Other factors that hindered oral production were lack of knowledge as SS12 mentioned: *nunca estudié un curso de inglés antes de ingresar a la universidad (...) todo lo que aprendí antes de entrar era por cuestión autónoma, por lo que casi nunca practicaba mi speaking;* and lack of practice as shown in the SS4's quotation: *soy capaz de ordenar las ideas en mi cabeza acerca de lo que quiero decir, pero en el momento de hablar todo se desordena y no puedo recordar cierto vocabulario o estructuras gramaticales.*

Figure 8

Difficult Communication Skills for Students.

Didactic Proposal Based on the Affective Filter

De las habilidades comunicativas en inglés ¿Cuál es la que más se le dificulta?
28 respuestas
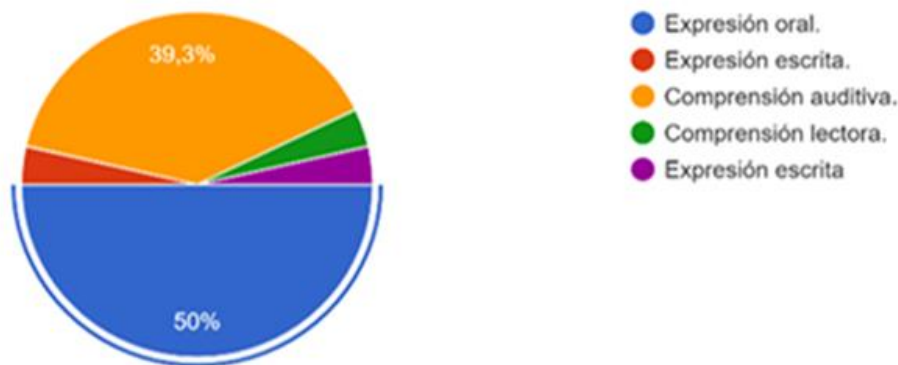
The graph showed that a significant part of the respondents presented problems communicating orally, some of them pointed out the hitch to remember and apply grammar rules, but some others mentioned emotional factors that were involved when speaking in English, and according to the theory exposed by Krashen (1982), this can be an interruption to learn a foreign language. Otherwise, the oral production in English is defined as the individual's ability to give a meaning to their discourse in a determined context, and that is the moment when the message is interrupted importantly; feelings such as fear, stress, or even the pressure perceived by the participant when they feel observed or judged may affect the communication.

A further question was: Do you feel confident speaking English spontaneously in front of other people? IIE1 commented: *it depends on what we are talking about, and if it is a casual conversation, I think I'm ok but if it is maybe they ask me something specific probably I will be nervous*. Then IIE8 said: *no, because I feel that when I speak I say a lot of things that maybe… For the same the anxious is like I "trabarse" I feel that to me I couldn't be possible.* The students did not feel confident to speak in English, and according to their comments, the possible reasons

Didactic Proposal Based on the Affective Filter

could be: complex grammatical rules, nervousness, fear, and pressure which means an obstacle to a fluid communication with a clear and concrete message.

During the interviews to the control group, it was asked: Do you feel anxious when you must talk in English in front of other people? To which IIC3 affirmed: *if I'm talking with some friends or an informal conversation. I think I'm not an anxious person. (In front of the class) I think a little bit, but right now, in this virtual education, cause in a presential way I'm nervous person.* For the same question, IIC2 shared: *not much… for example I am talking in front of you and I'm relaxed.* The answers taken proved that the context and the people were crucial for their communication development. Similarly, IIC1 mentioned that due to his English domain, he did not feel anxious when talking in English, but later when he was asked if he felt confident when speaking in front of other people, he confessed that he could not carry out a fluid discourse, showing that developing a fluid communication in a real context was also a problem for the students.

Moreover, teachers were asked if they noticed anxiety in the students when they had to speak in English, and how they handled such situations. On a general level, their responses agreed that anxiety was visible when students were confronted with a new context. Then TI1, TI5, and TI2 affirmed that the best strategy to reduce anxiety was to gain confidence from the first meeting, and set the space so that students felt comfortable and without pressure of any kind; TI5 and TI2 also emphasized that it was important to allow students to express themselves freely, in addition to giving them feedback that highlighted the effort and not the error.

Lastly, once the workshops were applied, the participants from the experimental group showed more interest to speak in English, on a voluntary basis, as shown in the information collected in one of the field diaries since they were grateful because having participated in this

Didactic Proposal Based on the Affective Filter

study had helped them to gain self-confidence and to take the risk of speaking not only during the workshops but also during their English classes and even during their French classes too. That willingness to speak was manifested in E4FD7's comment:*(…) esto me ha ayudado mucho a la hora de expresarme, no solo en el español sino también en inglés y en francés, en inglés gané mucha fluidez, precisamente porque me ayudaron a ir superando la ansiedad que me dominaba siempre que yo intentaba hablar (…) y también a la hora de tener más confianza en mí misma.*

Conversely, E1FD7 stated: *Cuando yo voy a hablar en inglés o (…) también en francés, entonces pues a mí me daba mucho miedo, más por la cuestión de que el profesor me fuera como a regañar o por no decir las cosas bien, (…) entonces yo por eso casi no participo, pero con estas actividades digamos que sigo teniendo como esos nervios, pero ya puedo como controlarlos mejor, ¿no? Porque pues o sea no es un cambio de un día para otro, (…) es un proceso, pero entonces ahora cuando hablo ya no siento como mucho ese miedo si no que pues me expreso y si tengo errores pues no pasa nada.*

Thus, the above comments showed that the students did perceive an improvement in their oral production after having participated in the workshops on the affective filter and that this occurred not only in English but also in French and Spanish, highlighting the process they had to go through in order to successfully overcome their difficulties.

Second vs Foreign Language

When discussing languages, it is very important to distinguish between a second language and a foreign one. For instance, a second language is acquired by people who: 1. Live in a country where two or more languages are spoken. The language not being their first language but necessary to be acquired in order to enable communication with the rest of the population is considered a

Didactic Proposal Based on the Affective Filter

'second language' (Dulay et al., 1982, as quoted in Eddy, 2011, p. 11). 2. Moved to a country where a language different from their first language is spoken and they need to acquire the language of the target country (Dulay et al., 1982, as quoted in Eddy, 2011, p. 11).

On the other hand, a foreign language is also acquired after the first language; however, is the person who voluntarily chooses which one. It is not a vital means of communication with other people living in their homeland or a country they moved to. The choice is usually influenced by the interests of the individual and/or their plans for the future in an effort to make use of the language acquired. Taking into account the two previous concepts, it can be said that the project was worked around a foreign language, in this case, English. For its development, several instruments were used that provided signals and indicated ways on how close and comfortable the participants felt with the language because, during all the sessions that were worked on, English was used as a means of oral or written communication.

However, it was important to know information about the participants at a personal level and their relationship with this foreign language, that is why within the initial interview there were questions such as: What motivates you to learn English? For that question, there were answers such as IIE4: she said that she was very interested in the language since she was a child when her father took her to one of her English classes, and as she said, she just fell in love with the English, and then she started a more intensive course of English, so she got into it very deeply after that; in addition, the answer of IIE3, who hardly said she wanted to be a teacher, and she loved teaching. This demonstrated that English as a foreign language had been learned over time voluntarily and because there was an emotional or professional bond that had led the participants to choose which language to learn and that showed that everything depended on love and affinity for English.

Didactic Proposal Based on the Affective Filter

So, if someone voluntarily chooses to learn a language, will he be motivated to speak it? that was another question and participant IIE8 stated: *yes, I mean I like and is something that I know, I feel more comfortable yeah I think that I can feel good if I can like conversate with someone, I mean I don't feel the pressure or something like being judge or something so I think is good.* On the other hand, IIE6 expressed: *I love the speaking skill, because I feel is the skill that I have to study more I guess, and when I have the opportunity to speak I try to do it now, (...) I tried to connect to the class before 5 minutes and I tried to ask for questions and to practice.*

These answers showed that in the experimental group some participants who chose their foreign language seemed to enjoy speaking it, and although they were aware that they had to improve their oral skills, they did not miss an opportunity to exchange conversations. However, there was a contradiction, because when TI2 was asked about which of the communication skills in English generated the most anxiety in students, based on her experience as a teacher, her answer was: *claramente sería la parte oral, (...) ahí siempre hay una presión, además de tener que expresar un pensamiento, un sentimiento que principalmente es difícil en la lengua nativa, ahora hacerlo en una segunda lengua cuando esta esa presión de cometer el error, de decir una palabra mal, de pronunciarla mal, y también que nos vemos muy expuestos a la burla porque los salones, buenos las clases de lenguas modernas tienen siempre una generalidad y es que siempre vamos a tener estudiantes con muchos niveles.*

At this point, researchers found that although the students in the program had an affinity for learning the language, they were afraid to speak. Perhaps there may be a motivation, but external agents such as ridicule, fear of making mistakes, or mispronouncing a word, made students avoid expressing themselves orally in English. For that reason, it was so interesting to carry out this investigation since many times the affective aspects prevent progress in the process

Didactic Proposal Based on the Affective Filter

of learning a foreign language, in this case, English, and, when applying the didactic proposal and following the experiences, it was gratifying to find some results. For example, after finishing the workshops, a final interview was conducted where the participants answered this question: Do you feel that the workshops contributed to reducing your anxiety levels when you are speaking English? Here there are some responses:

FIE2: *yes, the workshops about anxiety were very helpful, in my case when I feel anxious in the classes, mainly in french, I remember the workshop about anxiety and all of that, well, it now is not like something big that you have completely like o my god, if I fail this I'm going to die or something like that, well is not like that, so, the way in which you control the anxiety it was a very helpful lesson for me.*

FIE1: *they changed, because when I was very anxiety I change the meaning I could talk good and express my ideas the correct form so I think that was good.*

FIE3 answered that maybe not in the reduction of the anxiety, but in the way she behaved to this feeling; she admitted the anxiety hit her badly and she is now glad that she knows how to react properly.

The previous experiences showed that the workshops contributed to reduce anxiety symptoms because the participants learned how to identify the feeling and how to face it in a different way, and despite the fact that there were difficulties in the speaking skill, they could be managed through strategies such as those presented in the workshops. In the same way, it was noted that the motivation for speaking in English was always present in the students. Sometimes, they participated more in some sessions than in others, but what was totally observable was that the participants tried hard to speak in English all the time and that was a fact that showed an

advance in facing fears, considering mistakes as a part of the learning process and gaining self-confidence to express what they thought and felt.

Didactic and Didactic Proposal

Another concept worked on within this investigation was the didactic proposal. Márquez, López, & Pichardo (2008) claimed:

La propuesta didáctica es la elaboración de Módulos Integrales de Aprendizaje (MIA), que consiste en el desarrollo de contenidos disciplinarios por docentes interesados en innovar su práctica educativa quienes, en conjunto con un equipo multidisciplinario de asesores, incorporan recursos didácticos multimedia en apoyo al aprendizaje de estudiantes de alto riesgo académico, con el objeto de favorecer su autoestudio y la autorregulación. (p.66)

Thus, the creation of own material generated by the teacher as an innovating agent supplements the requirements of the particular context to generate proactive participation that in this case, contributed to the reduction of the affective filter and the acquisition of the foreign language, as an example, one of the proposed activities consisted of blindfolding and following instructions in English. By listening to each instruction, participants were confronted with remembering their environment and positioning themselves in it spatially, facing fears, nervousness, or limiting thoughts. This activity sought to increase the participants' confidence to make decisions.

Figure 9

Workshop 5 About Self-Confidence.

Didactic Proposal Based on the Affective Filter
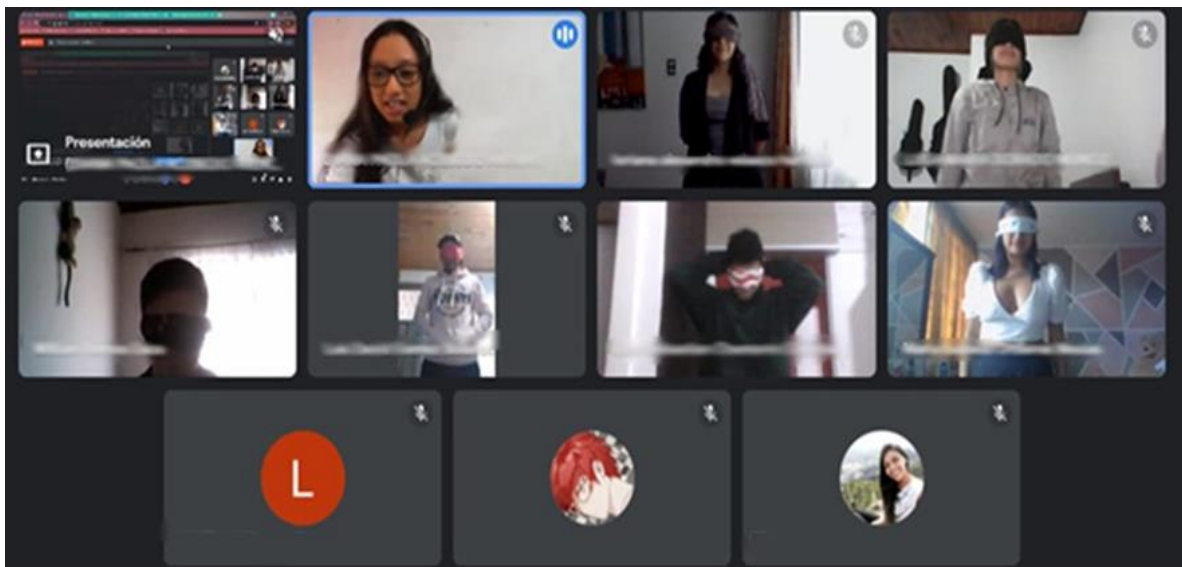
Consequently, the concept of didactics was also fundamental, as Contreras Domingo (1994) states: *La didáctica tiene que desarrollar también una función reflexiva, tiene que mirarse a sí misma como parte del fenómeno que estudia, porque la Didáctica es parte del entramado de la enseñanza y no una perspectiva externa que analiza y propone prácticas escolares (p.18)* On the other hand, if reference is made to didactics and teaching, it is stated that: *Es una disciplina que encuentra su razón de ser en la intervención en la enseñanza, en su compromiso con la práctica educativa, y sin embargo la enseñanza como práctica social no se mueve guiada por la Didáctica. (Contreras Domingo, 1994, p.17-18).* Regarding this idea TI2 expressed:

Haciendo la revisión de la actividad "pandemic feeling" que fueron unos monólogos sobre el sentimiento pandemia, lo que hicieron los estudiantes fue expresar cuáles eran sus sentimientos, sus pensamientos durante pandemia, (...) encontrar que muchos estudiantes tienen dificultades económicas que los llevan a pasar hambre, momentos de dificultad enormes, realmente fue un espacio para que los estudiantes pudieran de alguna manera expresar sus sentimientos (...) cosa que es muy difícil que suceda en un espacio educativo.

Didactic Proposal Based on the Affective Filter

In this way, it was recognized that during classes it was necessary to generate didactic strategies based on the students' interests that allowed them to express their feelings and thus they could generate an authentic response that promoted meaningful learning for both the student and the teacher, likewise TI2 stated:

El docente es ese personaje que viene a entregar una serie de conocimientos, pero nunca se ha visto al docente como un guía que puede ayudarme no solamente en la parte académica sino también en la parte ya más personal, (...) considero que también hay otras actividades un poco ya más académicas que de todas formas dan paso a la expresión del ser humano y de los estudiantes como tal, y son las actividades que se desarrollan en los momentos en los que se está enseñando pedagogía, los estudiantes tienen esos espacios para conversar acerca de sus experiencias educativas que sabemos que no todos hemos tenidos muchas experiencias positivas, y tal vez conversar acerca de ello trae a la clase una serie de aspectos que van un poco más allá de lo simplemente académico.

Thus, another significant contribution of TI5 in relation to the above: *Conocer al grupo primero, hacer preguntas abiertas que no señalan directamente, sino que generas espacio de confianza que cree una relación relativa con los estudiantes... todo esto tiene que ver con la expresión emocional sin embargo queríamos saber si hay alguna cosa extra a esto. (...)*

A sample of this was evident in the motivation workshop where researchers and students had to present themselves in writing and orally, and to state their interests and perceptions; this allowed the research group to generate closeness so that they could provide a suitable accompaniment to the participants. In this way, the work carried out in the workshops of this investigation had didactic tools and material designed virtually, such as interactive roulettes, slides, jamboard, digital questionnaires, games, which allowed the use of non-conventional strategies.

Didactic Proposal Based on the Affective Filter

Regarding the materials and the activities, teachers gave their opinions, for example, TI2 stated: *El uso de recursos de materiales auténticos de aprendizaje es lo que hago usualmente, traer materiales que no han sido creados con un propósito educativo a mi clase si, y así trato de crear situaciones en las que el estudiante se siente cómodo y siente la necesidad de comunicarse.* According to this statement, teacher commitment helped to create proposals to give dynamism to the classroom. On the other hand, TI2 mentioned:

La creatividad que me caracteriza para la creación de actividades ha sido uno de los factores que más ha generado motivación, porque realmente las clases que yo lidero nunca me gusta estar como la profe en el tablero explicando la gramática, sino que más bien actividades en las que el estudiante sea productivo, entonces considero que la pro-actividad del estudiante es precisamente eso que lo va a motivar, al estar produciendo todo el tiempo el estudiante no va a tener el espacio para aburrirse, sino que por el contrario está tan ocupado que siempre está produciendo, aprendiendo y practicando, entonces considero que todas aquellas actividades que vayan en pro de la productividad del estudiante han sido actividades que han tenido muy buen resultado en mi experiencia docente.

Here the teacher's role was fundamental in planning and directing the class, which generated dynamics that influenced the relationship between student and learning. According to TI3 it was necessary for the teacher to recognize that: *las motivaciones externas o internas, pues precisamente hace referencia de que una motivación interna está dada por el gusto y la pasión que yo le coloque a las cosas que estoy aprendiendo, y una motivación externa puede ser lo que el profesor viene entregando(…) Motivación externa, pueden ser los viajes ofrecidos por YMCA el viaje a Francia.*

Didactic Proposal Based on the Affective Filter

Regarding this, TI2 expressed: *Como docentes (...) tenemos que siempre direccionar nuestras clases en torno a las necesidades, intereses y gustos de los estudiantes, y no solamente tener en cuenta lo que les gusta, su contexto socio cultural y socioeconómico sino también cómo se están sintiendo ellos en el momento de que se vaya a dar la clase (...) conocer el grupo hace parte de una de las características más importantes de un docente. (...) uno empieza a conocer las personalidades de los estudiantes, sus gustos, lo que les molesta e incluso lo que se les dificulta.*

On the other hand, it is important to mention some of the activities that were created as part of the didactic proposal. Here is an example of an activity carried out during the self-confidence workshop: the students had to speak for one minute about an unknown topic, they had to take care of their grammar and pronunciation since every mistake in their speech was corrected and they had to apply the corrections to their speech. Then they had to tell their daily routine, this time without concentrating on grammar and without making corrections, in addition to emphasizing the relaxation techniques they had worked on. Finally, a reflection was generated on the importance of error when speaking in English.

Figure 10

Workshop 6 About Self-Confidence in Oral Production.

Didactic Proposal Based on the Affective Filter

Figure 11

Workshop 6 About Self-Confidence: Following Directions in English.

Another activity was also carried out which brought into play motor skills, attention to follow instructions, and avoidance of distractions from the environment. That activity influenced the mood of the experimental group since they were cheerful and participative, and with that, the investigators noted the use of didactics and creative materials, allowed the students to enjoy learning and to take the knowledge to other scenarios generating a reflective, proactive and meaningful learning process. Regarding that, some students gave their opinions, for example, FIE6 added: *knowing about the emotions is very important, because of this process I am thinking clearer than before, because if I have control on my emotions my speech is going to be strong.* On his part, FIE6 also added: *I think I have an idea and I forget a word and I feel anxious or I feel fear to say that in that moment I stop because I don't know a word… so manage the emotions or taking the risk, it is good because I think that the other person is going to hear me and that person also pass for that situation in some moment so I say "well" and I can also commit mistakes…*

An important aspect to highlight regarding the comment of the participant FIE6 was that it showed a new relationship between him and his way of perceiving mistakes because that relation
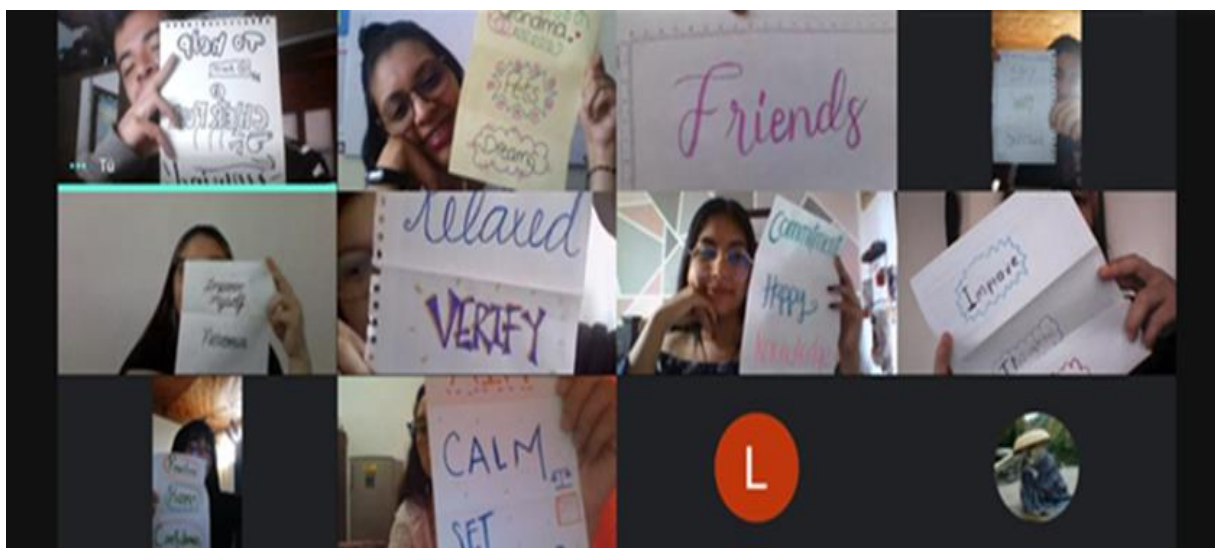
Didactic Proposal Based on the Affective Filter

had started to have a positive connotation since he had started facing it as a possibility to improve. That new way of thinking allowed him to understand that making mistakes was natural in people so failing in the oral discourse in English was not something chaotic. Therefore, it was possible to lower anxiety symptoms and develop higher self-confidence and motivation as a consequence.

Another activity developed in one of the workshops sought to learn about students' motivations, so the following questions were asked: Why did I come to this activity? What is my state of mind today? What kind of things do I hope to get out of today? Then, on a piece of paper, the participants showed a keyword that answered each question creatively. This reflected that experiences and feelings were taken into account which allowed a reflective process and thus helped to generate an approach between students and knowledge of the foreign language. Besides, it demonstrated that the learning process is traversed by internal processes of the individual which are important in the acquisition and production of the second language.

Figure 12

*Workshop 1, About Students' Motivations.*

Didactic Proposal Based on the Affective Filter

Another important activity to mention was that in the Anxiety workshop, the students were provided with applicable strategies for various situations, for example, when dealing with anxiety symptoms when speaking in English spontaneously or as a part of an activity during class. At the end of the workshops, FIE1 stated: *it was very important for my classmates and me because we could express our ideas and feelings. This demonstrates the importance of generating didactic content and the use of strategies to reduce the affective filter, since the result of the workshops generated knowledge that positively influenced the student's relationship with their learning, their peers and their context.*

Finally, as a result, a Talent show was held in addition to the workshops, where students and researchers presented a talent or an activity that they liked to perform. Although in this space nerves or anxiety could appear, the idea was to apply the strategies seen throughout the workshops.

Figure 13

Talent Show Session.
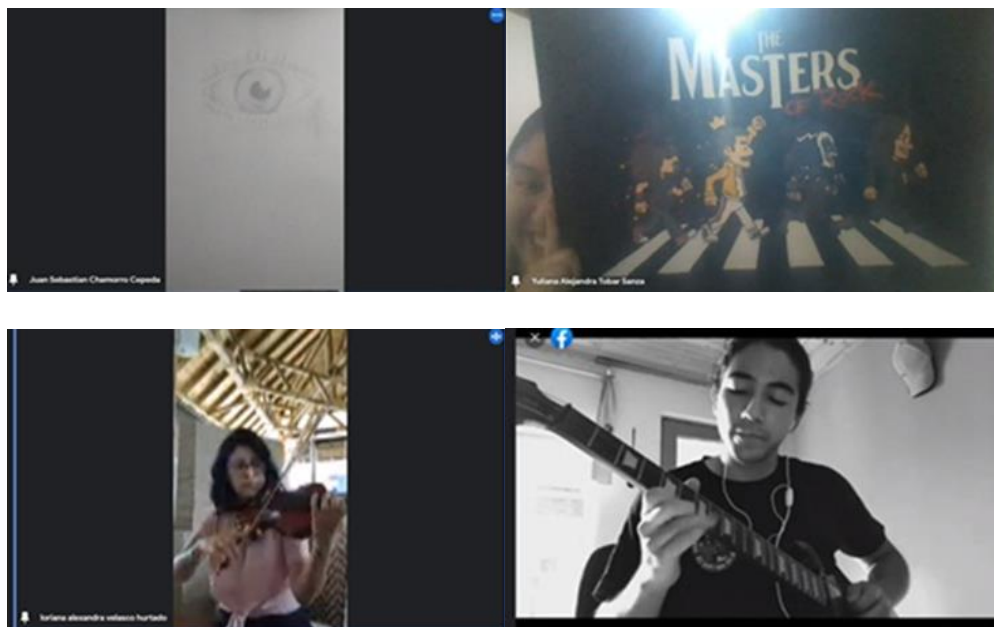
Didactic Proposal Based on the Affective Filter

In conclusion, it became evident that the use of artistic activities was an additional resource to implement because having activities based on interests could be a strategy for reducing the affective filter and to enhance at the same time different types of intelligence. Therefore, the didactic proposal, made of 6 workshops and a talent show session, showed that non-conventional resources and artistic activities within the foreign language classroom, could promote learning, acquisition, and therefore, the improvement of foreign language oral production.

Conclusions

- Although the concept of the affective filter was not well known by the teachers, they did take into account affective factors that were related to it such as student's personality, interpersonal relationships between teachers and students, self-doubt, student motivation in the classroom, and so on. With this, it was possible to conclude that the application of the affective filter concept was not made in a conscious way but in an implicit one.

- After having participated in the workshops, the body language and speech of experimental group members showed progress in regard to their concept of motivation, anxiety, and self-confidence. Moreover, there was a change in the way they felt when speaking in English and how to react when they perceived anxiety symptoms. For this reason, it is possible to say that the didactic proposal had repercussions on the participants which allowed them to lower their affective filter levels.

- During the process of learning a new language, it is indispensable to have a friendly atmosphere so the students and teachers can create a good relationship that allows the students to have a better understanding, communication, and therefore, better learning. That is to say, it is important to include emotional intelligence within the classroom.

Didactic Proposal Based on the Affective Filter

- Anxiety has a direct impact on the oral expression in a foreign language and sometimes it is ignored and the strategies to deal with its symptoms are unknown which could generate a setback in the learning process. In the case of this investigation, thanks to the application of the workshops, the students could realize tools and methods for them to deal with anxiety symptoms, increase their self-confidence and motivation and improve their performance when speaking in English.

- This didactic proposal had a positive impact on the students because, at the end of it, the participants mentioned that the workshops had been very useful for them to recognize the importance of the emotional factors in the English learning process and to realize the relation between the affective filter and oral production. However, emotions conform a vast topic that needs to be trained constantly in order to obtain results in a long term, for that reason the investigators clarified to the participants that the only way for them to perceive significant advances in emotional management, was to keep practicing what they had learned in the workshops and continue training their abilities by their own.

- According to what the investigator group observed and analyzed during the sessions and interviews, they identified three possible variables that could be responsible for the increment of the affective filter in the participants. The first one was their constant tendency to compare their English learning process with that of the others since they admired the abilities of their classmates but could not realize theirs, feeling frustrated and unmotivated as a cause of that. The second one was the negative perception that the students had developed towards their own communicative abilities and the third one was the relationship between students and teachers.

Didactic Proposal Based on the Affective Filter

Achievements

One of the objectives of this investigation was to observe if after applying the didactic proposal, the participants showed an improvement in their oral production in English, and in fact, they expressed feeling more confident to speak, not only in English but also in French and Spanish. In this way, a significant process was observed which went beyond what was expected, demonstrating that, due to the knowledge acquired from the workshops, they had tools with which they were able to develop themselves in a suitable manner in different areas.

Another achievement obtained was that the workshops not only had an impact on the participants but also on the researchers since the planning, development, and interaction with the population generated a change of perspective regarding motivation, anxiety, and self-confidence. Thus, by seeking to reduce the affective filter levels of the participants, researchers achieved to reduce it in themselves.

Limitations

The limitation that had the greatest impact on the development of this research was the fact that the workshops had to be conducted virtually. This represented a barrier regarding the direct contact with the participants, the development of environments of confidence, and the identification of information based on their body language. Furthermore, on several occasions there were participants who, in spite of wanting to connect to the workshop, they were unable to do so due to a lack of internet service or electricity, thus affecting both attendance and the learning process.

Regarding the previous item, another inconvenience due to the pandemic was the low participation of students of the experimental group. The strategy used to attire participants was a

Didactic Proposal Based on the Affective Filter

short intervention made by a researcher in a google meet class, then an email explaining the objective of the research followed by a form where students were able to sign up. The situation repeated with the control group, where there were just three students setting up the group.

Social problems in Colombia also represented a disadvantage for the investigation, since there was a national strike that provoked the cessation of activities not only at the University of Cauca but also in all public universities in the country. This situation generated a four-month interruption between the application of the second and the third workshop, and because of that, many participants dropped out of the process, and those who decided to continue lost already gained skills, such as confidence to share experiences during the sessions.

Recommendations

- As a recommendation for BDMLEEF teachers, it is suggested that the affective filter variables such as motivation, anxiety, and self-confidence be taken into account when planning classes.

- For teachers that decide to practice the tools offered in the workshops about affective filter, it is suggested to take into account that emotional aspects cannot be generalized in all students, for that reason, it is important to take the time to recognize the emotional needs of the students and in this way find the accurate strategies to keep the affective filter in a low level.

- It is suggested that students encourage themselves to take the risk of participating and talking in English during their classes to face fears, strengthen their communicative abilities and gain more self-confidence. This will help them to lower the affective filter level and therefore, to improve the learning process.

Didactic Proposal Based on the Affective Filter

- It is suggested that students identify their own weaknesses regarding the learning of a foreign language, develop more organized study habits that allow them to overcome those weaknesses, and practice exercises independently.

- It is suggested that students try to avoid, if possible, comparing their own learning process with one of the others since this is a factor that increases the affective filter level.

Didactic Proposal Based on the Affective Filter

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