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“Affective filter influencing the development of
speaking skills in EFL learners”

RESEARCH PROJECT

As a prerequisite to obtain a:

**BACHELOR’S DEGREE IN PEDAGOGY OF NATIONAL
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Advisor's Approval

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INFLUENCING THE DEVELOPMENT OF SPEAKING SKILLS IN EFL LEARNERS**
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project, I approve it in its entirety, because it meets the requirements and is sufficient for its
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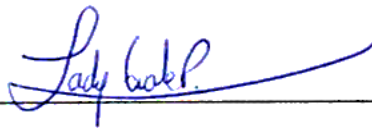
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DECLARATION

THE CONTENT OF THE FOLLOWING GRADUATION WORK IS MY
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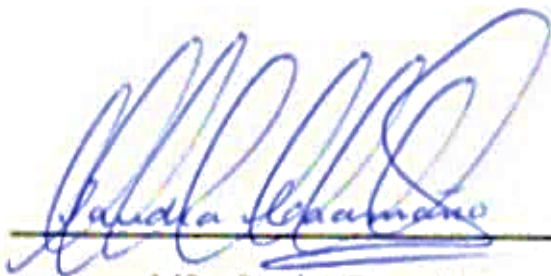
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Dedication

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Abstract

This research was conducted to determine the influence of affective filters on the development of young learners' foreign language speaking ability. These filters will allow us to identify how they negatively and positively influence the learning of English as a foreign language, focusing on speaking skills. The design of this research was qualitative, and the instrument was a focus group. The population was focused on 4th grade students in order to know the real situation of affective filters in the development of speaking skills. According to the results of the research, it can be concluded that depending on the affective filter in oral expression students develop certain basic factors that influence the acquisition of a second language; among them, anxiety, motivation, attitude, the interaction between the teacher and the student as well as the influence of parents will decrease or increase the affective filter. Therefore, the affective filter has a great influence on the development of speaking competence, but it can be reduced by the correct application of teaching tactics through games, good relationship with classmates and comfortable classroom environment in the process of developing speaking in young learners.

KEY WORDS: Affective filter, motivation, teaching-learning process, speaking skill.

Resumen

Esta investigación se llevó a cabo para determinar la influencia de los filtros afectivos en el desarrollo de la capacidad de habla de los jóvenes estudiantes de una lengua extranjera. Estos filtros permitirán identificar cómo influyen negativa y positivamente en el aprendizaje de esta lengua extranjera, centrándose en la capacidad de hablar. El diseño de esta investigación fue una investigación cualitativa y el instrumento fue un grupo focal. La población estuvo enfocada en alumnos de 4º curso para conocer la situación real de los filtros afectivos en el desarrollo de la capacidad de hablar. Según los resultados de la investigación, se puede concluir que dependiendo del filtro afectivo en la expresión oral los alumnos desarrollan ciertos factores básicos que influyen en la adquisición de una segunda lengua; entre ellos, la ansiedad, la motivación, la actitud, la interacción entre el profesor y el alumno, así como la influencia de los padres disminuirán o aumentarán el filtro afectivo. Por lo tanto, el filtro afectivo tiene una gran influencia en el desarrollo de la competencia oral, pero puede reducirse mediante la correcta aplicación de tácticas de enseñanza a través de juegos, una buena relación con los compañeros y un ambiente cómodo en el aula en el proceso de desarrollo de la expresión oral en los jóvenes estudiantes.

PALABRAS CLAVE: Filtro afectivo, motivación, proceso de enseñanza-aprendizaje, expresión oral.

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Introduction

English is used as the main language in many countries around the world and the second language in many multilingual countries. It means a lingua franca because it is the language adopted by people who do not share the same language to achieve a common understanding. The reason why English has become the lingua franca of the world is that it is the medium or mode of communication that allows people to understand each other regardless of their cultural and ethnic heritage.

The teaching of speaking has for many years been the most complicated skill of English language teaching in countries where English is not used as a second language. However, in the case of developing this foreign language as English, people will have the ability to know the development of technology, customs, traditions, events in other places and they will be able to communicate with foreign people who visit us from other countries since it is a universal language but ideally it should be developed from childhood.

Over the years, the study of second language pedagogy has been the focus of attention, and has ranged from an emphasis on behavior, to a focus on intellectual ability, and then on the affective area. Language learning is a process involving both cognitive and affective factors. This research introduces the concept of affective filter based on one of the exponents who have dealt with the various aspects affecting the learning process named Stephen Krashen, who has proposed the affective filter hypothesis. The elements of the affective filter together with the input hypothesis proposed by Krashen (1985) have become the internal and external aspect that influences learning to develop second language speaking.

In analyzing this issue, young learners should be able to rely on external and internal factors with which to develop their skills for better second language learning along with teachers and parents who can find a better way to carry out their teaching. In most cases, the teacher plays the most important role in education or being the promoter of teaching a new language as he/she is the one in charge of making the students more interested in improving their English-speaking ability and enjoy practicing it more, because most of the students are not able to develop this skill well as it is inevitable that nerves and mistrust influence them. They are afraid of making any mistakes in speaking English, so they choose to keep quiet. Others are afraid that their friends will make fun of them if they make mistakes in speaking.

For this problem, this research work aims to demonstrate how some external and internal factors negatively affect the learner in the process of learning a foreign language. Within the study of the affective filter, Krashen (1985) considers aspects such as motivation, attitude, anxiety, and self-confidence, to refer to how these acts positively or negatively in the acquisition of a second language. Thus, these affective filters allow the development of the necessary information for comprehension, or they can impede or obstruct the required input for the acquisition of the language.

In order to carry out this research process, it was necessary to divide it into five chapters. The first chapter explains the problem of teaching and learning the speech process. The second chapter deals with all the research done for other authors that support this research. The third chapter describes the methods that will be applied to analyze the process of oral skill development in young learners. The fourth chapter deals with the results provided by the students and their relationship with the theories presented in the second chapter.

Finally, the fifth chapter presents reflections on all the knowledge gained during this research process.

Chapter I

The Problem

1.1 Research Topic

EFL learning and speaking skills

1.2 Title of the project

“Affective filter influencing the development of speaking skills in EFL learners”

1.3 Problem Statement

Nowadays, English is becoming increasingly important. In addition to opening up employment opportunities and improving educational styles, knowing how to speak a foreign language helps to establish a real connection with other people and learn more about their diverse cultures, places and educational lifestyles.

According to a previous study made by EF English Proficiency company which ranks countries based on the equity of English proficiency. The results of the study revealed that Ecuador is one of the countries in Latin America with the worst level of English language proficiency with a score of 440 out of 1000 (Index, 2021). On the other hand, another study made in the province of Santa Elena about the level of English, it was mentioned that the score obtained in the research was around 387 out of 1000 which means that the province does not have a proficient level of English since that score is equivalent to level A1, the lowest according to Common European Framework of Reference (CEFR) (Castillo, 2021).

In foreign language teaching, speaking is considered the most difficult of the four skills (reading, listening, writing and speaking). It is supported by Irawati (2017) defines

speaking as an activity to produce sayings in the form of words and sentences orally in order to communicate with others. For that reason, a person who wants to speak to others sometimes faces some problems because he or she cannot express his or her ideas or feelings correctly and it can be a controversial problem because in English there are many words that sound the same depending on the context, so if a person confuses a word the information or message will be misinterpreted.

Speaking is impacted by all the factors that influence human behavior. Affective filters affect human speaking behavior. One of the factors is self-confidence. Self-confidence is necessary in all speech situations. This means that speakers are affected by other aspects. One of the aspects is the level of self-confidence because if students believe they are able to speak English, they have self-confidence. On the other hand, if learners believe that they have a deficiency in speaking English, they have negative self-confidence.

Therefore, self-confidence can affect positively or negatively depending on the thinking of each learner. Krashen (1985) claims that in order to speak fluently there are three elements that need to be met: the first is motivation, learners with high motivation generally do better. The second is self-confidence, learners with high self-confidence and a good self-image tend to be more successful. Finally, anxiety, since low personal anxiety and low classroom anxiety are more conducive to second language acquisition.

In order to speak a foreign language, it is important that besides knowing the linguistic elements for its acquisition, there is also a shield that protects against low motivation, low self-confidence and anxiety because these three affective factors can become a mental block that prevents you from speaking a foreign language fluently. In short, psychological aspects

can influence students at the moment to speak. It means that thinking and feelings influence the development of speaking skills in EFL learners. (Johnson, 2018)

Nevertheless, humanity imposes rules, attitudes and values that will guide the affective development of children, as well as learning strategies. Therefore, the correct affective process is an important aspect that must be taken into account since childhood. It is important to know that in recent times there have been several scientific advances that study the importance of affective factors, but few study in depth the affective capacities of children. The affective filter is a disputed issue during the process of acquiring a second language in young learners, as it is a mental block that prevents language learners from being receptive to understandable linguistic input, thus interrupting their acquisition process.

The main motive of this research is to know how educational agents such as the teacher, parents and environmental variables will motivate or discourage the effective learning of a foreign language during the first school stage of children. During the teaching process in an educational unit, the children presented a lot of motivation to learn a new language because now the children are interested in learning to speak in English since they are immersion in technology and for various reasons they want to know more words and therefore pronounce them to look or be fashionable with their peers who know certain words in English that motivates them to learn because they can communicate through video games, online games or even at the time of seeing striking series that do not have a translation in Spanish.

However, during the pandemic they had to adapt to a new learning system, it is normal for children to need help from their parents as they are a complement during their first school years but during the online education they could not develop their ability to speak

English on their own without fear of making mistakes as parents were present all the time, so the moment the young students made a mistake in pronouncing a word, some parents immediately shouted at them, and even physical abuse was heard during the online classes.

From this problem arose the topic of affective filters since the feelings and emotions are very important during the childhood stage when learning a new language and it is important to know how they influence, and which emotions will be present throughout the life of the young learners.

Therefore, the researcher will carry out a research study on the application of Affective Filter Hypothesis in students of 4th grade. The theory that has explained about the affective filters that can influence learners to speak English.

1.4 Problem question

1.4.1 General question

How does the affective filter influence the development of English as a foreign language speaking skills in young learners?

1.4.2 Specific questions

- What is the importance of affective filter when learners learn a foreign language?
- How does the use of Affective Filter Hypothesis improve the student's motivation in speaking?
- What are the teaching tactics to reduce affective filter on the development of speaking skills as a foreign language?

1.5 Objectives

1.5.1 General Objective

To determine the influence of affective filters on the development of speaking skills in English as a foreign language in young learners.

1.5.2 Specific objectives

- To identify positive affective filters to reduce negative affective filters in the development of speaking skills as a foreign language.
- To analyze the emotional states and attitudes of the children that facilitate or impede the speaking skills of English as a foreign language.
- To define strategies which improve the confidence and motivation of young learners by controlling and reducing the affective filter.

1.6 Justification

Nowadays, as the educational process advances, English plays an increasingly important role, due to the quarantine by the pandemic of Covid 19 and other causes, affective filters influenced the learning process of students.

Therefore, it has been affirmed through several research works that affective factors are part of reason, and that the absence of positive emotions endangers our intellectual capacity. In this way, affective filters have gained special importance in the field of learning, especially in the acquisition and teaching of foreign languages.

The subject of English, unlike other subjects, is a bit more complex for some students as it integrates linguistic inputs and the 4 skills (listening, reading, writing and speaking), however teaching speaking is the most difficult skill in English language teaching in almost

all countries where English is not used as a native language. The reason for this assumption is that some English teachers find it more difficult than others to develop speaking skills in their students.

In second language learning, affectivity has several functions. On the one hand, attention to affective factors in the classroom can allow for greater effectiveness in learning the target language, so that not only problems caused by negative emotions should be solved, but also positive and facilitating emotions for learning should be created. On the other hand, attention to affectivity in the language classroom will help students to live more satisfactorily and to be responsible members of society, for which it is necessary to take an interest in their nature and their needs, both cognitive and affective. (Arnold, 2000)

The importance of language learning in Ecuadorian students through oral expression is to improve the ability to ask, answer, express and inform in an understandable way. These days, to learn a new language it is not necessary to master and understand the language, but to learn expressions, culture and gestures that allow expressing feelings such as anger, joy and sadness concisely.

Therefore, this research is important because these affective factors influence a lot during childhood that they come to mark a before and after in decision making and in the way of behaving in the face of a problem. A child with an adequate and correctly developed low affective filter will become a self-confident person, it will also help him to express himself fluently and correctly as he acquires more knowledge, improving all the necessary skills required by this new language (listening, reading, writing and speaking). Moreover, it will help to improve his self-control and self-esteem to enhance the rest of his skills during his

professional and daily life. On the other hand, a child with a high affective filter may feel fearful, unmotivated, with high anxiety and low self-confidence, so learning may be blocked.

The purpose of this project is to identify the affective filter that influences this development of speaking skills in 4th grade students will provide many benefits to the students as they will be able to use some positive affective filters to develop their ability to speak with confidence and security. In addition, teachers will be able to improve and innovative strategies that will help them in the teaching process.

Chapter II

Theoretical Framework

According to the scientific journal by Jaramillo et al. (2021) points out that research has proven that the student requires not only traditional learning processes, but also that, for the acquisition of a second language, the person must remain motivated, self-confident and free of anxiety, so that learning is dynamic and not rigid, as is the case with the acquisition of the native language.

During this research, support from the theoretical bases of researchers who have demonstrated the influence of the Affective Filter Hypothesis on motivation, self-confidence building, and decreased anxiety in the development of research-related speaking skills is necessary as follows:

(Krashen, 1998 as cited in Schütz, 2019) claims that “affective variables” play a supporting, but not a causal, contributory role in second language acquisition. These variables are motivation, self-confidence, anxiety and personality traits. Learners with high motivation, self-confidence, a low level of anxiety and extroversion are better equipped to succeed in second language acquisition. Schütz (2019) mentions that low motivation, low self-esteem,

anxiety, introversion and inhibition can raise the affective filter and form a "mental block" that prevents using comprehensible input for acquisition.

Zhang (2018) mentions that many students lack self-confidence and have a lot of anxiety when speaking. It means that they have a high affective filter. Therefore, the lack of motivation and confidence in young learners could be a bad influence in their performance.

Esen (2017) uses research to analyze the influence of motivational strategies and points out teachers should adopt more motivational strategies in the class. Therefore, the affective factors also play an important part in the process of learning English and they should not be ignored.

As the authors refer, the affective filter are emotional factors that influence learning. They can have a negative or positive effect because they refer essentially to the area of emotions, feelings, moods and attitudes, which greatly influence behavior, especially in childhood, which is when the social skills that will serve to promote well-being in childhood and adolescence are developed. For that reason, many researchers have highlighted the importance of understanding affective filter in the learning process of a foreign language.

Based on the results the authors concluded that, in teaching speaking, the use of the Affective Filter Hypothesis can increase the motivation of the learners and self-confidence and can also reduce their anxiety in speaking in English. While teaching speaking, the teacher should have necessary strategies and skills to be able to apply various English language learning methods according to the situations of his or her own classroom context.

2.1 Definitions

2.1.1 Affective filter

(Krashen, 1998 as cited in Schütz, 2019) the Affective Filter focus on a number of ‘affective variables’ play a facilitative, but non-causal, role in second language acquisition.

The term affect refers essentially to the area of emotions, feelings, beliefs, moods and attitudes, which greatly influences our behavior.

Stephen Krashen, one of the leading scholars of second language learning, developed the affective filter theory, which combines the emotional and physical states of learners to impede learning processes, in other words, the effect of personality, motivation and other affective variables on second language acquisition. According to this hypothesis, the affective filter resembles an affective block that learners may present in the classroom when factors such as anxiety, lack of motivation and low self-esteem or self-confidence develop.

English as a second language has created a great impact on different types of areas in the learning-teaching process. Affective factors are emotional factors which influence learning. They can have a negative or positive effect. For that reason, many researchers have highlighted the importance of understanding affective factors in the learning process.

According to Nath et al. (2017) cited to Gardner (1985) motivation can be defined as students’ desire to learn a language while experiencing satisfaction in the process. It can be divided into integrative or intrinsic motivation whereby the learner’s motivation to learn is driven by their desire to interact with or become closer to the second language community, meanwhile instrumental or extrinsic motivation refers to motivation driven by utilitarian or practical purposes.

Children who develop their affective filter well help them to reach an adequate emotional maturity, depending on their age and stage of life. According to Gonzalez (2020) the affective filter has been commonly described as an imaginary wall that rises in the mind and impedes entry, thus blocking cognition. By contrast, when the affective filter is lowered, the sense of security is high and language acquisition occurs. In fact, even current neuroscience research seems to support Krashen's theory that stress affects thinking and learning.

Different authors propose different criteria of affective or emotional maturity that allow us to recognize the degree of affective development reached. The family is the most influential context in the development of the affective sphere. School is the second most influential factor in the emotional education of children. The teacher should no longer be a simple transmitter of academic knowledge but should also be a significant supportive figure of emotional support and an enhancer of the student's integral development of the student. According to Bracksieck (2020) there are specific moves we make that can be counterproductive and raise the affective filter. The following factors can raise the affective filter and impede language acquisition: error correction, forcing output too early, isolation, embarrassment, lack of comprehensible input. For that reason, both factors are involved in this process where children feel more motivated or unmotivated depending on all these factors to learn to speak with confidence.

2.1.2 Motivation

According to the Ministry of Education (2016), the main objective of teaching English to primary school is to make students develop intrinsic motivation towards learning and develop their communicative skills in this language. Therefore, the starting age of language

learning is one of the important factors that determine the attitude, motivation and success of students' language learning.

Motivation is the most important factor for a student to acquire more ability than another to achieve success in the learning process. There are two types of motivation, according to (Gardner, 1985 and Krashen, 1988 as cited in Ganapathy, 2017) integrative and instrumental. Both types of motivation affect the success of second language acquisition from different perspectives.

In the first, the learner of a second language is interested in the target language and is willing to participate in the entire social context around him or her. The second type of motivation is given by the desire to pass an exam, to travel, to study abroad or to interact with others. Therefore, the first should be seen as a positive and enriching aspect of learning a second language, while the second implies language, while the latter implies negative aspects for language acquisition.

Motivating children in the early stages of their childhood, helps young minds learn to take on more responsibility and indulge in more creative and varied learning throughout their life. On the other hand, without motivation, they tend to become more reclusive and often fall prey to behavioral and psychological issues. According to (Halliwell, 1992, as cited in Yulistiani, 2016) points out that “games are fun for children and are very useful and important for learning. It is not because they are fun. It is partly because fun elements create a desire to communicate and partly because games can create unpredictability”

Therefore, correct motivation is the key to the development of students' skills, so they should stay motivated to improve the learning process in school in order to get better success in learning all the skills that English needs, especially focusing on speaking skills.

2.1.3 Anxiety

Anxiety refers to the subjective feeling of tension, apprehension, nervousness and worry associated with the stimulation of the autonomic nervous system.

According to Hui (2012) “Students with anxiety attending the class will feel nervous and afraid to cooperate with teachers and then they cannot concentrate on the learning points and waste their energy, or they just want to flee the learning task”

People who suffer from this anxiety constantly go through states of depression and panic, since their expectations of academic perfection, which entails obtaining excellent results, as well as a close relationship between their self-esteem and their academic performance, will be negatively affected if the results are not as expected. Therefore, the learner will focus more on the failures and their possible consequences than on the learning process and will not be able to develop properly when learning to master a second language.

Language anxiety is a negative emotional aspect that arises when using a foreign language and can affect both learning and performance and creates a negative state of mind. Not all children learn at the same pace, nor do they have the same ability to express their ideas in another language. This is when linguistic anxiety can arise when speaking in front of others. (Ruiz, 2021)

2.1.4 Attitude

The attitude is a fundamental element in explaining human behavior, but it is not exclusive; human behavior cannot be explained in a simple way since there are a large number of variables that affect it, such as students who show a positive attitude are able to

perform tasks in a confident and active way and obtain better results in their grades.

(Carulla, 2006)

Different researchers have found that these attitudes can influence whether learners acquire an English language in the required way or not. There are some factors such as educational, social, and personality which, as well, affect the attitudes of the children towards English language learning.

2.1.5 Self-esteem

According to Filippello et al. (2019) found that self-esteem can predict a person's level of academic engagement. Self-esteem is an important factor in the human affective sphere and has been shown to play a significant role in second language acquisition.

This factor is one of the most important if a human being has a good self-esteem, limitations or barriers will cease to exist because the child feels confident, capable, valuable and determined. On the other hand, if a child has low self-esteem due to external factors such as family or classmates, learning a second language will be difficult and boring because these children with low self-esteem do not feel capable of developing their abilities. Expectancy-value theory suggests that individuals' positive self-evaluation can predict academic outcomes, such as academic engagement. (Fang, 2016)

2.1 Definition of Speaking

According to Futcher (2016) it is an activity involving two or more people acting as listeners and speakers who have to react and comment on whatever they hear. Therefore, teachers should activate speaking skills to improve communication by providing communicative language activities to practice and improve this skill as much as possible.

According to Rao (2019), the speaking skills are active or productive since students need to produce the L2 once they have practiced receptive skills such as listening and reading, therefore students have to transmit those ideas through a speech. Speaking is a part of oral communication that uses language as a means of expressing feelings, ideas, information or requesting information from others.

According to Ulyatt (2017) teaching young students how to speak is the most important area of learning. Students use speaking and listening to solving problems, speculating, discussing ideas, making decisions, and thinking about what is important. Social interactions in the classroom depend on speaking and on the confidence and attitudes of learners.

This skill requires a lot of practice and patience and, therefore, is most often supported by the teacher for that reason teaching needs good strategies and techniques to develop this skill and obtain the optimal learning results. However, children are not able to develop a foreign language if they do not have a sufficient amount of vocabulary and all the elements of speech to speak freely and confidently. Therefore, it is necessary that they are in constant contact with English, which is the language that needs to be developed through interactive and motivating tasks that encourage them to speak comfortably.

2.2 Elements of speaking

2.2.1 Pronunciation

It is essential for children to learn and be able to say the correct pronunciation when they are learning a new word so that they store it correctly in their brains, as pronunciation can make the communication process easier to understand and also helps the young learner improve their confidence level. (Curry, 2016) Therefore, pronunciation plays an important

role in speaking. Young learners have some difficulties in speaking, fear of making mistakes, mispronunciation.

Even this element is the most difficult for children because they will not have the correct pronunciation because even if they have already developed their mother tongue when they acquire or learn a foreign language, they will have a lot of difficulty to do. However, it is better that they learn from a young age because improving pronunciation is the key to understanding a good message and can help you learn English more easily. This is because pronunciation forces you to listen to speakers more carefully, focusing on how they make the correct sounds when they speak. (ASC English School, 2020)

2.2.2 Vocabulary

According to Tapia (2018) word knowledge is strongly related to academic success. Those students who have an extensive vocabulary can understand new ideas and concepts more quickly than students with a limited vocabulary. This means that the young learner should learn as many words as possible and this can be learned with different techniques and methods that have been successful in motivating children to learn more vocabulary, for example, by watching a television program with subtitles.

Learning vocabulary from the natural language is essential for the growth and development of children's vocabulary, both in the first language and in the foreign language, not because the child already knows the words, but because he/she tries to understand them in context by saying, writing or singing them. This means that the wide use of vocabulary is very important in the process of speaking skills development, even if you have the knowledge of the structures of the foreign language, it will not be possible to have a comprehensible communication process due to the lack of it; therefore, it is necessary to take into account that

it is an important factor in the communication process communication. (Koolstra, 2021, pp. 51-60)

2.2.3 Grammar

According to Crystal (2020) the grammar is “the study of all the contrasts of meaning that it is possible to make within sentences. The 'rules' of grammar tell us how. By one count, there are some 3,500 such rules in English." The grammar of a language studies the structure of words and this includes verb tenses, articles, adjectives and their order, the formulation of questions and sentences. Therefore, a language cannot exist without grammar because it is meaningless, and it is important to know how to use the rules of grammar to communicate effectively. However, young people cannot acquire all the rules of English as an adult would.

2.2.4 Fluency

Fluency can be achieved as early as age three but may take more than ten years or a lifetime, depending on several factors. But most learners eventually achieve fluency, or near fluency, with continued learning. Linguists such as Lenneberg claim that there is a critical period for language learning, which extends from the age of 2 to 14. In this period, language learning occurs quickly and almost automatically. Ippolito, P. (2021, July 23)

2.2.5 Comprehension

Comprehension plays an important role in speaking a language because it is a requirement for people who want to share ideas with other speakers. In addition to vocabulary, rules, grammar and linguistic features, stories and literature enhance the development of language skills. Storytelling and reading have always provided authentic contexts for this process. The study of the linguistic features of our target language is vital to

language development and in conjunction with them enhances the development of comprehension as well as reading skills. (Corporate education solutions, 2020)

During childhood, students are still developing their reading and writing skills in their native language (L1), so learning in both their language and the foreign language (L2) will take place to a large extent implicitly, through exposure to the language orally. Children often express their frustration and difficulties in a general way, with statements such as "I hate reading!" or "This is stupid!" But there are reasons why there are particular comprehension difficulties, such as lack of confidence in explaining something, lack of reasoning, lack of vocabulary, forgetting the sequence of the story, frustration. (Roald Dahl, n.d.)

2.3 Pedagogical basis

A variety of authors have developed various theories that support and provide insight into the difficult teaching-learning process. Some of them have agreed that teaching is a hard process for educators because they must find the best way to teach and motivate students to learn a new language.

2.3.1 Strengthening English as a Foreign Language Project in Ecuador

According to Ministerio de Educacion (2019) the principal purpose of the Strengthening English as a Foreign Language Project is for Ecuadorian learners to become proficient in the English language. The functional level in the use of English is according to the Common European Framework of Reference for Languages.

The specific aspects of the project are focused on updating the national curriculum; the distribution of textbooks aligned with these curricula; the professional development of

English teachers during the active performance of their activities; and teacher training in this career.

In the educational curriculum, speaking is one of the four basic skills that students must acquire. Moreover, this skill plays an important role in communication. While practicing speaking, students face some difficulties such as low level of vocabulary or lack of grammatical understanding, difficult pronunciation of some words and so on. In fact, the above-mentioned problems are the main obstacle to get learners to speak using the foreign language. Therefore, teachers must select suitable strategies and techniques that will support the English language learning process.

2.4 Theoretical basis

2.4.1 Second Language Acquisition Theory by Stephen Krashen

Within the research focus on Krashen Hypothesis who is an American linguist and educational researcher who developed a hypothesis in 1985 states how affective factors relate to the second language acquisition process.

The affective filter hypothesis Krashen (1985) considers the emotional state or attitudes as an adaptive filter that allows, prevents or blocks freely the input necessary for acquisition and blocks the information required for acquisition. A low affective filter is a low affective filter is desirable, since it prevents or blocks less of this necessary input. (Johnson, 2018)

Krashen (1953) states that in order to speak fluently there are three elements that must be present:

- 1) Motivation
- 2) Self-esteem

3) Anxiety

The affective filter hypothesis focuses on the relationship between affective variables and the second language acquisition process by positing that learners change with behavior with respect to the strength or level of their affective filters.

2.5 Legal basis

The Constitution of Ecuador in its article 26 expresses that - Education is a fundamental right for all individuals during the lifetime. The state is engaged to provide this resource as a normal duty in the country. The state also guarantees the policy institution as a priority investment, in order to protect with peace and security to all citizens.

In addition, article 27 of the Constitution of the Republic establishes that education must be centered on human beings and guarantee their holistic development, within the framework of respect for human rights, the sustainable environment and democracy; it shall be participatory, compulsory, intercultural, democratic, inclusive and diverse.

According to article 37 of The Law of Intercultural education, the Government guarantees the access to education and the Code of Childhood and adolescent, states that children have the right to benefit from a quality education.

2.5.1 The Organic Law of Intercultural Education

LOEI emphasizes an important article about Education. Article N°2. Principles.

Literals: b, u, and bb:

Literal b: In this item of LOEI is described that Education is the main instrument for social transformation; education also contributes to build and improve the country's economy, life projects and citizen's freedom.

Literal u: This item mentions that academic preparation needs to be continuous since it guarantees the guarantee of constructing knowledge and the development of people's abilities through experimentation and promotion for educational innovation and scientific formation.

Literal bb: This item emphasizes that multilingualism is an important aspect during the teaching and learning process; communes, communities, towns and nationalities have the right to be formed in their own language and official languages in order to promote intercultural relations.

According to the article of the LOEI, the above mentioned areas of education, with their corresponding rights and obligations for each of the Ecuadorian citizens when they play their different roles, contribute to the development of the nation. On the other hand, language is the most essential for effective communication between different national cultures and national and foreign cultures. In general, this law aims to improve the lifestyles of Ecuadorian citizens.

2.6 VARIABLES OF THE STUDY

This research consisted of two variables:

2.6.1 *Dependent Variable:* Speaking skills.

2.6.2 *Independent Variable:* Affective filter

Chapter III

Methodological framework

3.1 Methods

3.1.1 Qualitative method

For this research project, the qualitative method was used through a focus group with 4th grade students. According to Crossman (2020) focuses on people's daily lives and experiences, qualitative research lends itself to the formation of new theories through the methods, which can then be tested with another research. It is a method for collecting and evaluating non-standardized data, it is used when investigating feelings, motives, points of view or expectations.

Qualitative research methods often include interviews, group discussions or qualitative observation methods. The results and responses resulting from these methods are interpreted contextually and are not represented quantitatively. Thus, qualitative research represents information that cannot be measured directly.

3.2 Type of Research

For this research work, the phenomenological design will be used. “Phenomenology is an approach to qualitative research that focuses on the commonality of a lived experience within a particular group. The fundamental goal of the approach is to arrive at a description of the nature of the particular phenomenon”. Phenomenological research is a qualitative research approach that seeks to understand and describe the universal essence of a phenomenon. (Creswell, 2013)

A phenomenological method was used in order to gather information about the hypothesis of the affective filter to improve speaking skills. The researcher interviewed students in order to answer their questions to support the research.

3.3 Data collection techniques

Within this project, it is important to have the research techniques defined in order to obtain the correct information from the research work through the data. This research project will make use of a focus group that are qualitative techniques that involve critical thinking and important information to obtain better data. All the data collected by the research is presented in the work by means of analyzing paragraphs. Focus group was the method in which the researcher gathers a group of study participants to discuss a specific topic, with the objective of extracting personal experiences, feelings, perceptions and emotions of the participants through facilitated interaction. These questions and answers made it possible to measure the study variables on affective filter and speaking skill. It means the 6 students shared their feelings, opinions, knowledge, and insights about how the affective filter influences the development of speaking skills.

So, the area of work and the connection with the corresponding technique must be taken into consideration, in order to support this work with useful tools to face the problem of affective factors when it comes to speaking skill.

3.4 Instruments

The data collection instrument necessary to carry out this study was a questionnaire conducted by the researcher. This material was the key to support the research information.

The questionnaire was made with open-ended questions, with a set of 6 questions in total which were asked to 4th grade students. These questions were in person, the researcher went to the school to ask and discuss with the students in a face-to-face manner.

The purpose of this questionnaire is to obtain information about the feelings and emotions young learners feel when speaking in English to support all the research conducted by the researchers and the researcher of this thesis on the affective filter influencing the development of speaking skills.

3.5 Data Collection Processing and Resources

To support the reliability and validity of the research process, the study collected information through a focus group at the Unidad Educativa Particular Bernardo Ortega on August 3, 2022 using as a resource an open-ended questionnaire where there were 6 questions focused on the affective factors that are present at the moment of developing the ability to speak in English.

To collect the information from the students, the researcher sent a letter to the highest authority of the institution in order to make the questionnaire for the focus group of 4th grade students who answered all the questions sincerely and respectfully expressing their ideas and feelings while the research showed them flashcard with emotions and feelings for they had more facility to answer the questions.

3.6 Population

Based on the information above, the population for this project was determined through 4th grade students. Additionally, there were 6 students, 4 females and 2 males involved in this research.

Chapter IV

Analysis of Findings

The data collected from the focus group were conducted with 6 students about how the affective filter influencing the development of speaking skills, the information obtained will be presented in a more detailed way below. However, is it important to know that this process was carried out in the mother tongue of the students, it means in Spanish which facilitated the process of collecting the data in a better way and without any problem during this process.

4.1 Interpretation of data from the interview or focus group

Questionnaire

Question 1. What feelings do you have when you speak English in the classroom? Why?



One interviewee said she feels nervous when she speaks in English. Another one said she feels excited when speak in English because when she speaks English she can improve her pronunciation a lot. But most of them said they feel happy when they are speaking in English because they really learn and enjoy this language. So, from the answers, the most repeated word is happy, which means that the children feel motivated when they speak in English in order to have more motivation in classes to learn a foreign language.

Question 2. How do my classmates react when I mispronounce or say a wrong word in English? How does this make you feel?



One of them said that their partners feel surprised and scared when she makes a mistake at the moment to speak because of the grades, so she feels hurt when it happens. There was five of them said that the partners usually mock and laugh when they make a mistake in speaking, so these make them feel sad and embarrassed. It means that the influence of other people influences the development of their speaking skills, too.

Question 3. Do I feel confident speaking in front of my classmates and my teacher in English?



Three of the interviewees said they do not feel confident when they speak in front of their classmates and teacher because they confuse many words, pronouncing words wrong and it could be a bad grade for them. Others both of them said they feel confident and secure in practicing their speaking skills because their parents have been taught about that. Another one said she felt shame but she had to do it. It means that the confidence of the students depends on how they handle the situation because if they only feel shame and do not work to improve speaking skills they could not develop it.

Question 4. How do I feel when the teacher corrects me when I make a mistake while speaking in English?



Most of the interviewees said they feel so sad and worried when the teacher corrects them while they are speaking in English because they know about the subject, but they are confused a lot. Another one said she feels hurt because she thinks she got a bad grade and my mother may scold her for that reason she feels very scared. Another one said he feels so excited when the teacher corrects him because he feels that in this way, he will improve a lot in speaking skill.

From these answers, the most repeated word was sad. It means that bad feelings are influencing the development of the students' language acquisition. It could be because of themselves and it is important to know that outside people like the family, especially parents, are the ones who produce these feelings.

Question 5. Do you think these feelings and emotions that you have told me about are related to your performance in English classes?



devices while learning to speak English better with games. Another one expressed that he likes “the capitan manda” game since the teacher gives them paper to say the word in English and since he is the captain he says the word correctly in English and also draws it. Another one said that the “Pictionary” game is very good because it is about guessing what their partner is drawing, guessing the words in English, and this entertains them a lot. The last one said that he would like fun games in class where he can play with his classmates and share with them by speaking in English.

From the answers, the most repeated word was games, it means that the games online or face to face are the key to students feeling more motivated to speak and also reduce their anxiety, improve their confidence which is important for them to develop their speaking skills.

4.2 Interpretation of Bibliographic review

(Krashen, 1998 as cited in Schütz, 2019) the affective filter focuses on a series of "affective variables" that play a facilitating, but not causal, role in second language acquisition. Therefore, most of the students in the first focus group questions, the most repeated words, were "happy and nervous", making it clear that these emotions and feelings are present during the process of acquiring a second language so Krashen's theory is related to the responses of the interviewees.

Bracksieck (2020) mentioned that there are specific moves we make that can be counterproductive and raise the affective filter. The following factors can raise the affective filter and impede language acquisition: error correction, forcing output too early, isolation, embarrassment, lack of comprehensible input. Therefore, according to the second responses,

the words that were repeated were mockery, laughter and embarrassment. This means that this author's theory is true since most young learners feel these negative emotions that hinder the development of speaking skills.

During the interview in the third question, the most repeated words in the answer by the students were "distrust, embarrassment and confidence". Therefore, according to Nath et al. (2017) cited Gardner (1985) motivation can be defined as students' desire to learn a language while experiencing satisfaction in the process. This theory is related to the answer of the interviewees because factors such as safety, confidence, comfort in interacting, good interpersonal relationships, the existence of a dialogue process, teacher motivation, a harmonious and dynamic environment favorably influence this process to be productive and enriching. However, the lack of confidence, a negative environment, poor concentration of the student as part of their discomfort when expressing themselves in the classroom, the learning process will be limited.

The fourth question refers to the way in which the teacher interferes in the learning process and how this affects the student's academic development. In this question the most repeated word was sad and worried. Therefore, Zhang (2018) mentions that many students lack self-confidence and have a lot of anxiety when speaking. As a consequence, it can be a big impact at the moment when the teacher corrects them because many times the teacher corrects in a rude way or with shouting, even there are teachers who tell the parents, and this is a problem for the students because some parents are aggressive with them therefore it raises anxiety and lack of confidence. Thus, what really matters is how the teacher can influence the student's life, how the teacher behaves inside and outside the classroom, the way they correct

the student and the respect they show them knowing their age and the multiple intelligences of them.

According to Filippello et al. (2019) found that self-esteem can predict a person's level of academic engagement which is related to the fifth question with the most of the interviewees who answer that the grades influence a lot in their performance because when he gets bad grades he gets sad because a family member reproaches such as result their self-stem is affect, and another one interviewee said that he makes an effort and studies to obtain good grades because he do not like feel sad to get bad grades. Young learners who suffer from this anxiety constantly go through states of anguish and sadness, since their expectations of academic perfection that require them to obtain excellent results, for fear of what their parents will say and of not obtaining the same academic achievements will be related to their self-esteem and their academic performance, since it will affect negatively if the results are not as expected. As a consequently, the student focus more on the failures and their possible consequences than on the learning process.

Finally, based on the sixth question according (Halliwell, 1992, as cited in Yulistiani, 2016) points out that "games are fun for children and are very useful and important for learning" which theory is related to the students' response as they all answered that they wanted the teacher to implement games to improve motivation when speaking English in their classroom. The fundamental elements for motivation depend on the existence of aspects that guarantee that they will be successful. The games implemented by the teacher when practicing speaking skills, a good coexistence between teacher and student, and a pleasant environment full of values will help students expand their range of opportunities to learn and feel motivated and supported in their efforts to

learn a foreign language. Therefore, it must be ensured that students' motivation is constant and that new strategies are implemented to help students lower their affective filter in spite of the inconveniences that lead to negative situations that incite demotivation among young learners.

Chapter V

Reflexions of the Study

This chapter presents reflections on the study conducted, the experience while conducting the research, the challenges, the things it has taught me about the subject and the comparison between my first beliefs and the other beliefs of the authors who studied the same topic in order to identify how these emotions influence the lives of students to make a reflection on the English teacher about the importance of affective factors when teaching to speak English.

This research project whose theme is the Affective filter influencing the development of speaking skills in EFL learners, focused especially on young learners. With the knowledge gained in this research I was able to reflect on the impact of affective filters as they make the difference between a positive and successful learning process with a negative one that hinders, frustrates and makes the learning process a total failure and does not allow the learner to develop their language skills.

In fact, the high affective filter or affective block towards a foreign language can begin in childhood and be reinforced during puberty and never reach a very low level again and can therefore affect the student's performance and his or her relationship with foreign language learning throughout life. It is therefore important to identify and treat it as early as possible, it means in the first years of schooling.

In terms of the limitations learners face in developing speech, motivation is important as it is the key to learning, especially in children, as they learn best through songs and games. All these aspects will help learners to expand their learning opportunities, to feel motivated and supported in their efforts to learn English in a natural and fun way. As we know, English is not

the favorite language of most students, but with the right strategies and tools, learning can be successful and engaging for them.

Self-confidence is another useful aspect that contributes to the development of this process, so maintaining and increasing it is a task for both the teacher and the student. The constant use of supportive or kind words by the teacher will reinforce the confidence and motivation of the students because when the teacher shouts and uses a little rude terms students will feel sad and unmotivated by fear, as some of the students also tend to have this kind of attitude by their parents who often punish them for doing or saying something wrong, often unintentionally but in the same way affects them.

For that reason, achieving a favorable academic environment for learning a second language and reducing the level of the affective filter is based on the right techniques, the confidence that their parents and teacher transmit to them, constructive criticism, above all respect and the correct use of language will be a fundamental part of achieving academic success and learning a second language.

Ignorance of the relationship between students' affective factors and their learning will negatively influence the teaching-learning process. Many teachers are more concerned with teaching their class and sending activities that implement learning but do not take into account the problems, difficulties and type of learning of each of the students. Since each one has its own way of learning, some will have more difficulties than others and this is seen in every classroom.

As for the challenges I faced in conducting this research work, I could mention the lack of empathy from the teachers of that institution, who were uncomfortable when I went to ask for permission to conduct my focus group, that is, my interview with the students. Another

challenge was to tell the teacher in charge that she had to manage her language and the way she spoke to the children when she gave them an order since there were times when she yelled at the students when I was talking to each one of them. In addition, another difficulty was that when asking questions to the students I had to use appropriate language, repeat and explain repeatedly what the questions consisted of, so I also chose to bring some emotion cards so that they could understand better and be able to answer the questions.

The most valuable lesson during this research has been to understand the importance of emotions, fears and difficulties that students have in their childhood, each of them face fears and feelings that sometimes they cannot express for fear of punishment for bad grades. How important it is for them to be able to show their parents the best grades because when they get good grades, they will receive congratulations but on the other hand, when they get a bad grade they will receive shouts, offensive words and reproaches for the materials that the parents have acquired for them and that according to them the children do not know how to take advantage of. Sometimes, parents have no idea what is going on in their son or daughter's mind, and what this can do to their academic life.

Finally, I would like to give some advice to teachers not to make students look bad in front of their classmates as this increases their affective filter so that they feel anxious and embarrassed the next time they perform in class speaking, on the contrary encourage empathy, values and that this starts with the teacher's example. In addition, teachers should never stop motivating their students to speak in English but rather help them every time they need it by correcting them in a good way.

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ANNEXES**Annex 1: Anti-plagiarism Report****CERTIFICADO SISTEMA ANTIPLAGIO**

En calidad de tutora del Trabajo de Integración Curricular denominado “**AFFECTIVE FILTER INFLUENCING THE DEVELOPMENT OF SPEAKING SKILLS IN EFL LEARNERS**” elaborado por la estudiante **LADY DAJELY GUALE PARRALES** la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, de la Facultad de Ciencias de la Educación e Idiomas, de la Universidad Estatal Península de Santa Elena, me permito declarar que una vez analizado en el sistema anti plagio URKUND, luego de haber cumplido los requerimientos exigidos de valoración, el presente trabajo de investigación, se encuentra con 4% de la valoración permitida, por consiguiente se procede a emitir el informe.

Atentamente,



SANDRA CAAMAÑO MSc.

TUTORA

Annex 2: Focus group questionnaire

INTERVIEW APPLIED TO STUDENTS

1. ¿Qué sentimientos de los que te voy a mostrar tienes cuando hablas en inglés en el aula de clases? ¿Por qué?
2. ¿Cómo reaccionan mis compañeros cuando pronuncio o digo mal una palabra en inglés? Esto, ¿Cómo te hace sentir?
3. ¿Siento confianza al hablar en frente de mis compañeros y mi maestro en inglés?
4. ¿Cómo me siento cuando el profesor me corrige algún error al hablar en inglés?
5. ¿Cree usted que estos sentimientos y emociones que me has comentado tienen relación con tu rendimiento en las clases de inglés?
6. ¿Qué juegos o actividades te gustaría que el profesor implemente al momento de practicar la habilidad de inglés?

Annex 3: Interview Transcript

SPEAKER 1

1) ¿Qué sentimientos de los que te estoy mostrando tú sientes, cuando hablas en inglés?

Me siento nerviosa.

2) ¿Cómo reaccionan mis compañeros cuando pronuncio o digo mal una palabra en inglés? Esto, ¿Cómo te hace sentir?

Mal, yo me siento herida porque es malo burlarse de las personas.

3) ¿Siento confianza al hablar en inglés en frente de mis compañeros y mi maestro?

No, porque me dan nervios cuando hablo en inglés en frente de todos.

4) ¿Cómo me siento cuando el profesor me corrige algún error al hablar en inglés?

Me siento mal, me siento triste porque no puedo pronunciar bien las palabras.

5) ¿Cree usted que estos sentimientos y emociones que me has comentado tienen relación con tu rendimiento en las clases de inglés?

Si, por ejemplo ya mismo nos van a dar inglés y yo si he estudiado, pero a veces me olvidó y por eso sacó mala nota.

6) ¿Qué juegos o actividades te gustaría que el profesor implemente al momento de practicar la habilidad de inglés?

Me gustaría implementar el juego “tingo tingo tango” que lo jugamos a veces con el profesor y eso nos ayuda a mejorar nuestra pronunciación.

SPEAKER 2

1. ¿Qué sentimientos de los que te voy a mostrar tienes cuando hablas en inglés en el aula de clases? ¿Por qué?

Happy, me siento muy feliz porque siento que me sale bien.

2. ¿Cómo reaccionan mis compañeros cuando pronuncio o digo mal una palabra en inglés? Esto, ¿cómo te hace sentir?

Ellos se ponen sorprendidos y asustados porque me confundo y puedo tener una mala nota en la clase de inglés y esto me hace sentir triste porque no quiero tener malas notas.

3. ¿Siento confianza al hablar en inglés en frente de mis compañeros y mi maestro?

No, me siento nerviosa cuando estoy hablando en frente de mis compañeros y de mi maestra Porque a veces me confundo y puedo sacar mala nota.

4. ¿Cómo me siento cuando el profesor me corrige algún error al hablar en inglés?

Me siento triste porque yo no me quería confundir.

5. ¿Cree usted que estos sentimientos y emociones que me has comentado tienen relación con tu rendimiento en las clases de inglés?

Sí, porque yo saco diploma todos los años y no quisiera que mis papás se enojen cuando no reciba.

6. ¿Qué juegos o actividades te gustaría que el profesor implemente al momento de practicar la habilidad de inglés?

Me gustaría que el profesor implemente juegos en línea y también en clases o que podamos estar en clases jugando con nuestros dispositivos mientras aprendemos a hablar mejor el inglés con juegos.

SPEAKER 3

1. ¿Qué sentimientos de los que te voy a mostrar tienes cuando hablas en inglés en el aula de clases? ¿Por qué?

Me siento feliz cuando hablo inglés porque ahí puedo responder las preguntas y porque a veces me preguntan palabras en inglés y yo puedo responder y yo estoy alegre porque yo ya sé pronunciar

2. ¿Cómo reaccionan mis compañeros cuando pronuncio o digo mal una palabra en inglés? Esto, ¿cómo te hace sentir?

Ellos se ríen cuando yo pronunció mal una palabra y yo me siento muy triste por eso.

3. ¿Siento confianza al hablar en inglés en frente de mis compañeros y mi maestro?

Sí me siento muy seguro y confiado de hablar en inglés porque mis papás me ha enseñado hablar sin temor al frente de otras personas.

4. ¿Cómo me siento cuando el profesor me corrige algún error al hablar en inglés?

Me siento preocupado porque el profesor me corrige y yo sí sé sí no es que a veces me olvidó y digo las cosas mal.

5. ¿Cree usted que estos sentimientos y emociones que me has comentado tienen relación con tu rendimiento en las clases de inglés?

Porque si nosotros nos sentimos triste o con miedo no ponemos atención entonces no vamos a tener un buen rendimiento.

6. ¿Qué juegos o actividades te gustaría que el profesor implemente al momento de practicar la habilidad de inglés?

Me gustaría seguir jugando el juego del capitán manda cuando el profesor nos da un papelito es decir la pronunciación y yo como soy el capitán tengo que dar la palabra correctamente y también dibujarla.

SPEAKER 4

1. ¿Qué sentimientos de los que te voy a mostrar tienes cuando hablas en inglés en el aula de clases? ¿Por qué?

Me siento emocionada cuando el profesor me dice que hablen inglés porque estoy aprendiendo a pronunciar mejor.

2. ¿Cómo reaccionan mis compañeros cuando pronuncio o digo mal una palabra en inglés? Esto, ¿cómo te hace sentir?

Ellos algunas veces se burlan cuando pronuncia mal una palabra y yo me siento triste porque ellos se ríen y no me gusta que se ríen de mí.

3. ¿Siento confianza al hablar en inglés en frente de mis compañeros y mi maestro?

No, me siento avergonzada.

4. ¿Cómo me siento cuando el profesor me corrige algún error al hablar en inglés?

Me siento triste porque no me gustaría equivocarme en ninguna palabra.

5. ¿Cree usted que estos sentimientos y emociones que me has comentado tienen relación con tu rendimiento en las clases de inglés?

Sí, porque cuando tengo malas notas me siento muy triste porque mi tía me dice que para eso me compró todos los materiales para que saque puros 10.

6. ¿Qué juegos o actividades te gustaría que el profesor implemente al momento de practicar la habilidad de inglés?

Me gustaría que implementará juegos en clases y también dispositivos como computadoras.

SPEAKER 5

1. ¿Qué sentimientos de los que te voy a mostrar tienes cuando hablas en inglés en el aula de clases? ¿Por qué?

Me siento muy feliz cuando hablo inglés.

2. ¿Cómo reaccionan mis compañeros cuando pronuncio o digo mal una palabra en inglés? Esto, ¿cómo te hace sentir?

Mis compañeros a veces se burlan y a veces no, y me siento muy triste y avergonzada porque no me gusta eso.

3. ¿Siento confianza al hablar en inglés frente de mis compañeros y mi maestro?

Me da vergüenza pero igual toca hablar y poco a poco se me va quitando la vergüenza.

4. ¿Cómo me siento cuando el profesor me corrige algún error al hablar en inglés?

Me siento herida porque yo pienso que me saqué una mala nota y mi mamá me puede retar, yo me siento muy asustada.

5. ¿Cree usted que estos sentimientos y emociones que me has comentado tienen relación con tu rendimiento en las clases de inglés?

Sí porque cuando nosotros estamos molestos el profesor nos puede poner una mala nota por estar enojados.

6. ¿Qué juegos o actividades te gustaría que el profesor implemente al momento de practicar la habilidad de inglés?

Me gustaría que implementar juegos aquí en clases donde pueda jugar con mis compañeros y compartir con ellos hablando en inglés.

SPEAKER 6

1. ¿Qué sentimientos de los que te voy a mostrar tienes cuando hablas en inglés en el aula de clases? ¿Por qué?

Me siento muy feliz porque me gusta muchísimo inglés.

2. ¿Cómo reaccionan mis compañeros cuando pronuncio o digo mal una palabra en inglés? Esto, ¿cómo te hace sentir?

Me siento avergonzado porque a veces los compañeros me miran y se ponen nerviosos cuando yo digo una palabra y después a ellos les va a tocar también hablar en inglés.

3. ¿Siento confianza al hablar en inglés en frente de mis compañeros y mi maestro?

Sí me siento confiado cuando hablo en inglés con mis compañeros porque todos cometemos errores.

4. ¿Cómo me siento cuando el profesor me corrige algún error al hablar en inglés?

Me siento emocionado porque esto me motiva a aprender más me gusta que el profesor me corrija mis errores.

5. ¿Cree usted que estos sentimientos y emociones que me has comentado tienen relación con tu rendimiento en las clases de inglés?

No tienen nada que ver con mis notas porque yo pongo mucho empeño en estudiar.

6. ¿Qué juegos o actividades te gustaría que el profesor implemente al momento de practicar la habilidad de inglés?

Me gustaría practicar todos los días el juego “pictionary” esto es de adivinar que dibujó está haciendo mi compañero y adivinar las palabras en inglés.

Annex 4: Photographs of focus group

