

Universidad Nacional Autónoma de Nicaragua

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Analysis of the high affective filter affecting the learning process of the second language acquisition in EFL learners in primary school.

 **Author:**

Priscila Abigail Silva Ruiz

 **Tutor:**

Dr. Alber Sánchez

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Dedication

I dedicate this dissertation to my beloved family, especially my parents and grandparents, who have supported me through thick and thin. Their teachings have instilled in me the value of perseverance and personal integrity, guided by the principles of love and faith in the Lord Jesus Christ.

Acknowledgment

From an early age, I was taught by my parents to be thankful for all things, both positive and negative. Thus, I wish to express gratitude primarily to God for allowing me to reach this point in good health and with wisdom.

I acknowledge that this research was only made possible due to the support of those who have accompanied me throughout, including my dear parents and family, of which my grandparents have especially provided attentive care during this period. I would like to express my gratitude to Carlos, my partner, for supporting me throughout the research process and supplied me with all that I needed. Additionally, I would like to thank my tutor and all of the educators who provided positive feedback.

Without your assistance, none of this would have been possible. I extend my sincere appreciation to you all and to God, for bringing you into my life.

Abstract

The present research was aimed to identify the cause of the low performance of English as a foreign language in second grade students at the San Antonio Sur public school, Managua Nicaragua. This study examines affective filters' role in second language acquisition within a controlled educational environment. Emotional and attitudinal factors, referred to as affective filters by Stephen Krashen, could affect language learning success. This study employs a quasi-experimental research design to investigate the degree to which these affective factors influence language acquisition results.

The study involves language learners from a population who go through a series of instructional interventions. These interventions aim to manipulate affective variables such as motivation, anxiety, and attitude towards language learning. The quasi-experimental design allows for the language proficiency outcomes comparison between the experimental group, which is subjected to affective filter manipulation, and the control group, which receives minimal affective intervention. The results of the study show that the low performance in the acquisition of English as a foreign language is due to the fact that the majority of second grade students have a high affective filter.

1. RESEARCH SCOPE

1.1 Introduction

The present research refers to the subject of how the affective filter affects the acquisition of a at the child level –theory raised by Krashen, Dulay and Burt in the 80s- which is defined as an affective level block due to many reasons, such as: anxiety, stress, low self-esteem and lack of self-confidence. It is important to mention that throughout the research whenever we talk about affective filter, we refer to emotional or attitude factors can influence in the second language acquisition of EFL learners from primary school at 2nd grade level.

This affectation refers to the role that affection plays in the lives of children from an early age. Its main characteristics are usually a lack of motivation, low self-esteem and lack of confidence, which are fueled by situations to which children are exposed in their development environment such as home and school. Is important to highlight the importance of socio-emotional development in childhood, this can help define or build personality in people when we are children because affection is one of the determining factors in it.

The investigation for this problem was born out of the interest to know if the children of the San Antonio public school in San Antonio community, Managua, Nicaragua have a high affective filter that prevents the correct acquisition process in the English language. On the other hand, to learn more about this theory, which is usually very common, in order to provide recommendations to teachers on how to help reduce said filter in children with a higher risk of blocking.

Within the framework of education, this search was carried out through interviews with center authorities (base teacher and director) and two questionnaires applied to 2nd grade Children from San Antonio school to measure the level of self-esteem and anxiety (high, low) present in minors.

The questions asked during the interview with the teacher and principals referred to methodologies and strategies applied by the English teacher in class. Related to the surveys, these were carried out implicitly with the children through drawings and multiple selections, both instruments carried out successfully.

1.2 State of art/ literature review

One can find a lot of research where quasi- experimental is used. A quasi- experiment refers to “information that allows us to accurately predict what will happen to people who receive a particular social work intervention” Thyer (2012) The quoted statement emphasized the importance of obtaining information that enables accurate predictions to be made about the outcomes experienced by individuals who are exposed to a particular social work intervention. In the realm of quasi- experimental designs involve a structured investigations in which researchers carefully manipulate certain variables while adhering to ethical boundaries, allowing for a more refined understanding of cause and effect relationship. By using quasi- experimental methods, researchers aim to make robust predictions about the potential effects of social work interventions, contributing to evidence based practice.

There are many studies that report the power of stress in language development according to the affective filter theory. Krashen cites that stress is responsible of the high affective filter, therefore, it is a direct responsible of the low performance in terms of the second language acquisition. In several occasions, students feel under high pressure that is related with their environment (family, teachers, friends) to obtain the highest score possible at the end of the course.

There are many more reasons that contribute to the increase of the affective filter, but being under pressure and going through stressful situations are the most common. In May 2020, “Liberal arts social science international journal” carried out research with the same focus, and the information gathered led them to the conclusion that without a doubt, stress has a negative impact on student’s development.

“Anxiety can wreak havoc with the neurological conditions in the prefrontal lobe of the brain” according to Arnold and Brown (1999 p.02) a takeaway from this is that Anxiety affects crucial elements of the process of acquisition of a second language such as memorization which allow us to retain new vocabulary words. It is important to mention that in a child learning process, drilling exercises represents a very common way of acquisition in general. The quote also suggests that anxiety has a detrimental impact on the prefrontal lobe, which is responsible for cognitive functions. Anxiety acts as a disruptive force in terms of the affective filter, impeding

decision making, emotional regulation, and overall executive control. This emphasizes the importance of considering emotional well-being in understanding cognitive processes.

"The brain is designed for: survival... When we are confronted with a learning when faced with a learning situation, there is a part of our brain that asks: Do I need this learning to survive? yes or no? If yes, we can go on with the learning. However, if the answer is no, let's forget all about it". (Gilbert, 2005, as it is stated in Carrillo 2009). The brain discriminates information for external reasons that affect motivation, this can create a mental barrier or hurdle, hindering the learning process due to lack of motivation before beginning new activities. This perspective aligns with the concept that emotions and survival instincts have a substantial impact on shaping learning experiences. This implies that brains prioritize information deemed critical for survival, showcasing a cognitive filtering mechanism intertwined with emotional responses to the perceived importance of the data to well-being and also highlights the role of emotions and survival instincts in shaping our learning experiences.

1.3 Objectives

General Objective

- ✓ Examine how emotions, attitudes, and motivation impact the language acquisition among learners by analyzing the role of the affective filter, a psychological barrier.

Specific Objectives

- ✓ To identify, through a survey, the possible affective factors that prevent the acquisition of the second language among the second-grade students of the San Antonio Public School in Managua.
- ✓ Determine if there is a relationship between the high affective filter and the student's ability to learn the language at their level.
- ✓ Propose methodological strategies with the purpose of reducing the possible high affective filter on the second-grade students at San Antonio Public School, based on the analysis of the results of the information gathered through the survey.

2. Rationale

Have you ever thought about how important the affective filter is in the learning process of children? This research focuses on analyzing and raising awareness of the possible affective factors during the English language learning process at San Antonio Public School during the first semester in 2022. We decided to run this research because we noticed the contrast between the score of the foreign language class and the rest thus, through an observation method in the second grade, we found how students present high affective filter during the English language lesson such as; lack of motivation, poor attitude toward language, too much communication apprehension (anxiety, shyness, low confidence and fear of failure) and poor self-confidence.

For this reason, we have chosen this topic because we want teachers, principals and tutors involved in the education of children to be aware of the importance of the low affective filter in the learning process of children from primary school. In other words, we are focused on providing possible advice to solve this problem through steps to be followed when such a situation is presented in the classroom. At the same time, we hoped that this research may bring benefits to other facilitators who participate in the language learning process from different schools. However, we would like to make it clear that this research is not looking for the cause of the high affective filter, only to demonstrate the presence of it.

3. Hypothesis

The low level of second language acquisition during the first semester in second-grade students at San Antonio Sur School can be attributed to the presence of a high affective filter in the English Language classroom.

3.1 Research Questions

Such as pedagogical context, we ask the following questions:

- ‡ What are the affective factors that students are facing during the second language acquisition?
- ‡ What kind of strategies can we implement to reduce the high affective filter inside the classroom?

‡ What is the affective filter?

‡ Why is it an important characteristic in the teaching-learning process?

4. THEORETICAL FRAMEWORK

In this theoretical framework, we examine the fundamental components of the Affective Filter hypothesis, assess its practical implications for language acquisition, and analyze its relevance in the context of second language acquisition. By analyzing the interrelation between motivation, anxiety, attitude, and self-confidence in language acquisition, the aim is to provide a complete comprehension of the Affective Filter's function and importance in the field of second language acquisition.

4.1 Affective Filter Definition

Affective filter is a term used by Stephen Krashen, a specialist researcher on second language acquisition, in the 80's. This term describes how some emotional or attitude in all factors can influence in the second language acquisition. "The affective filter is a psychological condition that impact in different ways in student's life" (Figuerola, 2019)

Stephen Krashen describes affective filter as a set of emotional and social factors that affect these second language acquisition. This filter works as a wall in a person's mind that blocks concept, knowledge or any information from the learner's brain. Some factors that help to increase the affective filter are: stress, anxiety, insufficient self-confidence, or lack of motivation.

Identifying affective filter in students is essential because in this way it will be much easier to take measures to reduce it. Teachers and parents should be attentive to the signs that children present when it comes to self-esteem and anxiety; In childhood, emotions play a very important role in children's lives that can benefit or harm in the short or long term in terms of learning, personal life, decisions, relationships and interaction with their environment, therefore it is essential to apply measures for the solution of the problem, in this case the high affective filter in kids can get worse in adolescence for this reason, it is essential that schools create comfortable spaces where expressing ideas can be normal and safe hence, relaxation techniques ought to be implemented to alleviate anxiety or other factors that augment this filter. Doing so shall ease the process of language acquisition pupils. (Gonzalez, 2020)

4.1.1 Learner with high affective filter

Children with a high affective filter can show many signs, they tend to feel unable to put into practice the abilities in a foreign language and classes can cause stress when feeling under pressure to ask, read or to speak in another language. Other Students may be nervous or afraid of participate or use the language in class, but practicing is a crucial issue in the acquisition of a language, students must make use of it to improve their skills.

Many students may be affected by this high filter unconsciously. Many times, students want to participate and be part of the class, but sometimes cannot due to the effect of this filter on learning, most of the time people who present high levels in this subject unconsciously say incorrect things and that is the reason why fear rejection from peers or the judgment of teachers. It is very different to deal with this high filter when learning a new language because the brain cannot be strengthened in the acquisition but, quite the contrary, this wall begins to work in minds until it becomes another burden and cause of stress at the same time making it difficult to freely express ideas and interact in class Gonzalez (2020) The high affective filter can be reduced in classes through the using of methods and techniques that help students to be more effective in class and in the acquisition as well.

4.1.2 Learners with low affective filter

On the other hand, there are students who have a low affective filter; in this case, learner feels self-confident and enjoys being part of the class, which makes the imaginary wall in the brain decrease, which causes more effective objectives to be obtained regarding the acquisition of a foreign language, therefore the learning process is lived in a full and safe way for each student and teacher and classes will be developed in a more open way. This type of students could have a better development in the language acquisition.

Reducing the affective filter is a key factor in achieving enhanced academic outcomes. It falls upon the teacher to establish an environment of uniformity among students and to foster relationships that foster values like self-assurance and esteem for each individual.

5.2 Affective Variables that affect language acquisition

5.2.1 Motivation

Souders (2019) Stated ‘ Motivation is an internal process. Whether we define it as a drive or a need, motivation is a condition inside us that desires a change, either in these for the

environment” so, we can describe the term motivation as an internal feeling of a reason to do something, this feeling start a process where people can establish, have goal, maintained and achieve.

There are two types of motivation:

- ✦ Extrinsic motivation that means that the person needs rewards to feel motivated; it is about external reasons.
- ✦ Intrinsic motivation this is an internal feeling that is doing just for self-gratification and arises from within the individual (Cherry, 2022)

Why motivation is important?

Regarding the importance of motivation, it is considered that if there is no motivation about something, therefore, the goals cannot be met because the person will be absent.

Components of motivation:

- ✦ Activation is the decision to change something and start doing it in a different way.
- ✦ Persistence is the desire to continue working on the goals.
- ✦ Intensity denotes the resources that are allocated towards attaining predetermined goals.

The role of motivation in learning:

- ✦ From the perspective of education, motivation takes one of the most valuable places in learning because this is the sense of being or doing something, in this case, the acquisition of a new language. In education, motivation helps children to focus attention on a key goal or outcome.
- ✦ The lack of motivation is quite common in foreign language learners because many times students only learn it out of necessity or luxury, which can become a negative factor when it comes to acquisition as such. Motivation help student to go deeper in class and get excited about learning new things.

5.2.2 Self-confidence

According to Jerald Moneva (2020) as is stated in Merriam-Webster ‘‘Self-confidence refers to as someone’s power and abilities to perform the required Tasks’’. This is the capacity that every human being has, it is a term that has become popular in recent years. In childhood it is essential to establish bonds of self-confidence between children from home to school, this helps the child to grow up knowing that is capable of achieving goals and objectives if works hard for it.

Self-confidence can help increase or reduce the affective filter, the presence or lack of it marks a guide for what is being doing and where is going. At this point, it helps students to trust in the abilities to acquire and speak a completely unknown and new language. This point will help to have a better development in language skills and effective growth Rivero (2019)

Self-confidence creates a suitable environment for social interaction and problem solving; it also provides security for students and facilitates communication among the group, which favors learning. The absence of this important factor creates mental insufficiency in the person who acquires the language, making feel unable to achieve it.

5.2.3 Anxiety

Anxiety refers to ‘‘feeling of worry, nervousness, or unease, typically about an imminent event or something with an uncertain outcome.’’ (oxford languages definitions)

Anxiety is linked to the emotional health of each person. It is characterized by being a disease that affects a psychological level with crises, about thoughts about certain things, which creates a concern for the unknown that manifests itself with physical symptoms.

Here are some symptoms that anxiety causes:

- ✚ Excessive worry
- ✚ Stirring feelings
- ✚ Restlessness
- ✚ Fatigue
- ✚ Difficult to focus
- ✚ Irritability

- ✦ Tense muscles
- ✦ Insomnia
- ✦ Panic attacks

Anxiety in children is much more common than it seems and can significantly affect emotional, social and cognitive development because its symptoms and consequences affect the body and also the most important muscle, the brain. This circumstance is normal to a certain degree, when the body is subjected to too much stress, anxiety begins to be noticeable, it is the response to external factors that are unconsciously absorbed, and such can affect the child's life in the long term if left untreated. This can become a negative factor in learning and therefore in the acquisition of a second language Julson (2020)

Relationship of anxiety with the acquisition of a second language.

Anxiety can be caused by the pressure that a person has, in this case a child, who is being exposed to such, but does not feel capable of achieving it due to the pace or learning style. This phenomenon can lead children to frustration which makes feel to use less to achieve a goal in language development, as soon as cause instability when expressing in front of others through failure or rejection by their peers. The biggest cause of anxiety is stress, therefore physical activities must be carried out that allow lease of pressure at the mental level so that the block age caused by it decreases, thus feeding self-confidence which helps children to express without fear to be judged Gangora (2022)

5.3 International Scale

5.3.1 Scale CAS- Infant anxiety

5.3.1.1 Definition

MAY research (1950) already highlighted the rise of the anxiety studies that emerged in the aforementioned decade, considered by the author itself as “The age of Anxiety” Magnusson (1976), by situating anxiety among the top priority topics of interest of psychologist, this contributed to the fact that 500 identified jobs in 1950 in a single decade it grew to more than 2000, being difficult to determine the exact number of it nowadays.

In 1980 it was established the “Society for The Test Anxiety Research” (STAR) that boosted, through annual conferences, the exchange of experiences between experts that aim to find the best evaluation method, as well as the design of software to modify, reduce and control anxious behaviors. As of 1988 these contributions are exposed in the Anxiety Research Magazine.

While it is true that the proliferation of the studies that we already mention highlights the possible repercussions of anxiety in the modern society and that they are intended to explain from different points of view the origin of these anxious behaviors. Nevertheless, there are few jobs that deal with children anxiety as well as the impact on different stages of their life.

Frequently, school counselors, psychologists, psychiatrists and, in general, health care teams often lament the fact that they do not have the opportunity to attend programs of early intervention nor preventive intervention. Given these requirements, it seems that those in charge of the educational administration are realizing of the effectiveness of the early diagnose of emotional problems.

It has been proved that among children subjected for long periods to antigenic situations, a high percentage of them tend to seek evasion in the experiences with drugs and other antisocial behaviors.

The lack of reliable procedures to run an early diagnose in early childhood, represents a serious challenge to health professionals because it makes it more difficult, and even make impossible their task. However, it is important to remember, as Gillis (1980) mentions that there are certain childhood experiences, such as those described by Anderson (1984) and O’doherly (1984) in which it is difficult to consider intervention as an objective.

The possible prevention of emotional and behavioral disorders depends to a large extent on the context of the affected yet, as mentioned by Gillis (1980) a big percentage of these antisocial behaviors (drug addiction, alcoholism and crime) have as an explanatory cause the high levels of anxiety in the subjects.

The effectiveness of the treatment of anxious behaviors is subject to the lesser or greater prevalence of the aforementioned conducts. Hence the necessity of early diagnosis by way of the instruments as the one presented: Children Anxiety Questionnaire CAS, designed by Gillis

(1980) by which it is intended to detect, in early years of schooling, possible anxious diseases to immediately begin with the proper treatment.

5.3.2 scale- A-EP Questionnaire Self-Confidence

5.3.2.1 Definition

This test was designed not only to be applied in an individual level, but also a collective level. In both cases, the person in charge of the evaluation must ensure that there are the optimal conditions to run the test (lighting, temperature, no distractions, the children must not be tired) also, this person needs to seek creating an affective environment that allows the children to answer with peace and security, without tension or stress.

In case of being applied individually it will be following, as much as possible, the collective instructions (showed in the specific application rules). Once the student knows what he is going to do, you can leave them alone and he will let you know once the test is completed. In case of being applied individually with a child with some kind of disability (Blindness, reading difficulties) the person in charge will follow the normal procedure of reading the questions and after that, he will write the answers of the student.

Although the test has no time limit, most children complete it within 15 to 20 minutes.

5.4. Relation between Academic Performance vs Self-Confidence

In the previous decades, educational experts have been focused on the language learning process associating the academic performance with the learner motivation. We cannot separate the learner motivation with filter affective that each learner contract such as; the motivation, the anxiety level, the self-esteem level affecting the learning. Coopersmith (1975) states that found that self-esteem is highly correlated with academic success and also with IQ.

For that reason, we have to conscious in measure the students' self-esteem in the classroom at least at the beginning of the scholar cycle because we can identify the learner behavior toward learning

5.5 Mined – Evaluation Criteria

5.5.1 Evaluation Criteria

According to Mined to assess the academic performance of school children, the general regulation of primary education was considered, in which it is established in chapter V in its

art.54, for evaluation purposes and as a guide, the following evaluation regulations and student grades;

- a) Periodic evaluations by subject.
- b) Semester evaluations for all subjects.
- c) Final exam of the year for the subjects of annual regime.

As a result, we present the updated evaluation criteria in Chapter VII of the regulations for the evaluation of learning for basic education.

Art. 32 in disciplines with a semester regime, the final quantitative evaluation will be the average of the marks corresponding to the two evaluative cuts.

Art.35 the learning assessment criteria for primary education students are:

- a) **Advanced Learning (AA)**; the achievement indicators have been achieved successfully.
- b) **Satisfactory Learning (AS)**; Most of the performance indicator have been achieved satisfactorily.
- c) **Fundamental Learning (AF)**; It is evidence of minor achievement of the performance indicator; although the student has developed some learning levels.

5.5.2 Academic Achievement Classification

From here on, Mined presents the academic achievement classification which is represented by competence level and quantitative value.

Competences Level	Qualitative	Quantitative
Competencies Reached (AL)	Advanced Learning.	90-100
Competency in Process (EP).	Satisfactory Learning Fundamental Learning	76-89 60-75

In summary, the affective filter hypothesis offers valuable insights into the emotional and psychological aspects of language acquisition. Recognizing and addressing the affective filter can enhance language learning success. Educators can cultivate a favorable, inspiring, and culturally

aware learning environment to assist learners in unlocking their full potential in language attainment.

The affective filter plays a crucial role in language acquisition, and comprehending its function is imperative for both instructors and learners alike. It underscores the significance of cultivating an atmosphere that fosters motivation, diminishes anxiety, and advances positive attitudes, ultimately culminating in more productive language learning experiences.

6. METHODOLOGICAL DESIGN

6.1 Research matrix

Specific Objectives	Variable	Indicators	Sources	Techniques for gathering data
Identify through a survey the possible affective factors that avoid the second language acquisition on the second grade students at Santa Rosa public school in Ciudad Sandino.	Affective Filters (Self-esteem /Anxiety)	The data will be recollected through a survey to 20 students.	Teacher Principal, Students	A-EP Selfesteem questionnaire for education primary/
Reveal if there is a relationship between the high affective filter and the student's ability to acquire the language at their level.	Academic performance	The data will be recollected through a interview to the English teacher.	English teacher	Interview: Grades Obtained in the First Semester.

Research method

In this Research Analysis of the high affective filter affecting the learning process of the second language acquisition from students of 2nd grade at San Antonio public school located in San Antonio community in Managua municipality, 2023. It was taken a universe of 30 students and the sample taken was 12 students of 2nd grade.

Finally, the sample is composed by 12 students which the 67% of them were around the 7-8 ages and the other 33 % were around 10-14(see chart # 1). On the other hand, the sample was composed by 75% males and 25 % females (see chart # 2).

The method employed was a quasi-experimental study of the data collected during the research process. The instruments used were questionnaires and interviews. Between the questionnaires were the A-EP Self-esteem questionnaires and the CAS-child anxiety questionnaire. These tests are used by experts to reflect the level of Self-esteem and anxiety in children. Previously the questionnaires applications there were a requested a parental consent regarding to obtain the parents approval. Consequently, the questionnaire applications were coordinated and programmed with the principal and base teacher the date of the application tests.

Two different groups were selected but just one receive treatment during 2 weeks, the pre-tests (A-EP self steem and CAS-child anxiety questionnaire) were applied to both groups but the post-test was applied just to group ‘‘A’’. Once, the information is collected and analyzed regarding the standard questionnaires revision and obtained the statistic percentiles. The results were shown in statistics charts and diagrams in the annexes pages.

6.2 Data collection tools

6.2.1 Anxiety-level test

In order to make the application of the scale and to guarantee the maximum uniformity of the scale, it is proposed the possibility of recording the questions. However, if the above-mentioned modality were to be chosen, experience suggests that it would be necessary to make some comments to the subjects before playing the recording.

With the aim of solving possible doubts in the way of answering the elements of the questionnaire, it is recommended to do a practice exercise in a sheet of paper. Children should be trained in how to answer the questions marking with either crosses or blades in the circle or the square.

Playful training of children is proposed, resorting to multiple ways to catch their attention, as well as repeated illustrative essays on how to answer, addressing the children by means of direct indications. “Kids, this is how you are going to mark to the questions you are going to listen. You will put an “X” in the circle (Point out) if you agree with the first statement. If you agree with the second statement, put the “X” in the square.

Children must be sufficiently motivated to pay attention to each of the questions. It is recommended to point out each drawing corresponding to the question with the finger, this to guarantee the best answer.

The age of the children for whom the CAS is intended requires multiple warnings to keep their attention in order to ensure the proper answer and avoid contaminating the information received.

Once the warnings have been reiterated, it will be necessary to continue with the questionnaire. Seeking to ensure that everything contributes to the subjects to answer individually.

Specific Instructions

“Good morning, my name is _____ and I want to do..... ask you a few questions to know your opinion. Please answer the question by marking with an “X” in the place I will explain (Proceed to explain).

“Look that in each side of the picture you have a circle in the left and a square in the right.”

“Now, remember what you have to do, I am going to ask the questions and each one of you will answer by marking with an “X” in the circle or the square. Now, put your finger in the first picture (butterfly)”

“Do you think you do most of the things you try to do right? Yes (Circle) No (Square)”

“If you think that you do most of the things you try right, put an “X” in the circle. If you think that most of the things you try go wrong put the “X” in the square.”

“Let’s move on, try to answer according to the way we explained, if you have any doubt about what you are supposed to do, raise your hand and I will help you.”

Any doubts that may arise will be resolved and, if a child doesn't understand questions, it will be repeated. It must be taken into a count the tone of voice in order to avoid possible biases in one direction or the other.

3.3. ELEMENTOS DEL CAS

1. (mariposa)	¿Crees que te salen bien la mayoría de las cosas que intentas? Si (redonde) No (cuadrado).	11. (libro)	¿Pensas que estás demasiado lento cuando estás leyendo en el colegio (redonde) o no? (cuadrado).
2. (cuchara)	¿La gente piensa que normalmente eres bueno (redonde) o que eres malo? (cuadrado).	12. (hoja)	¿Quieres terminar tus deberes a tiempo (redonde) o necesitas más tiempo para terminarlos? (cuadrado).
3. (nube)	Cuando te preguntan, ¿contestas antes que los demás niños (redonde) o los demás niños contestan antes que tú? (cuadrado).	13. (lechuga)	¿Los demás niños son siempre buenos contigo (redonde) o algunas veces te molestan? (cuadrado).
4. (pez)	¿Tienes buena suerte (redonde) o mala suerte? (cuadrado).	14. (león)	¿Los otros niños pueden hacer las cosas mejor que tú (redonde) o peor que tú? (cuadrado).
5. (manzana)	¿Pensas que solamente eres bueno a unos pocos (redonde) o a todo el mundo? (cuadrado).	15. (tarta)	¿Siempre meo cuando estoy oscuro (redonde) o no? (cuadrado).
6. (señal)	¿Algunas veces te han dicho que hablas demasiado (redonde) o no? (cuadrado).	16. (sol)	¿Tienes muchos problemas (redonde) o pocos problemas? (cuadrado).
7. (raptor)	¿Puedes hacer las cosas mejor que la mayoría de los niños (redonde) o los demás niños las hacen mejor que tú? (cuadrado).	17. (mano)	¿Pensas que la gente a veces habla mal de ti (redonde) o que no es así? (cuadrado).
8. (luna)	¿Crees que te pasan muchas cosas malas (redonde) o pocas? (cuadrado).	18. (bandera)	¿Crees que haces bien casi todas las cosas (redonde) o sólo algunas? (cuadrado).
9. (botella)	¿Estás contento y alegre casi siempre (redonde) o casi nunca? (cuadrado).	19. (corazón)	¿Tienes siempre sueños agradables (redonde) o casi siempre son de miedo? (cuadrado).
10. (avión)	¿Te parece que las cosas son demasiado difíciles (redonde) o demasiado fáciles? (cuadrado).	20. (paraguas)	Cuando te haces una herida, ¿te asustas o te mareas (redonde) o no te preocupas? (cuadrado).

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The establish time to do this test is 15 minutes, it may be more, remember to take into a count the age, the level of comprehension and the number of tests being applied.





















Nº 174 **C A S - Hoja de Respuestas**

Nombre y apellidos: _____ Edad: _____ Años _____ Meses _____ Sexo: V M

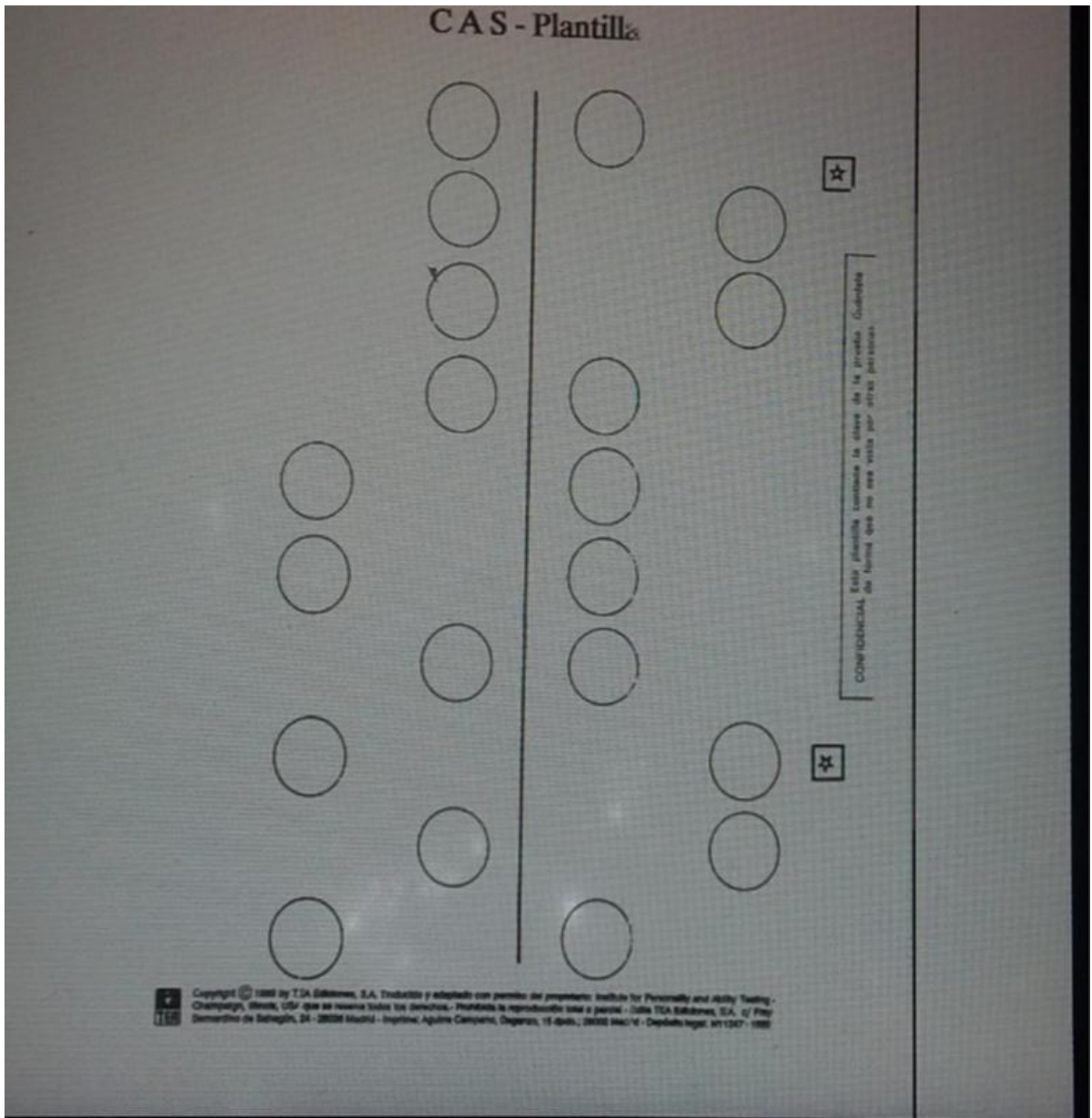
Colegio: _____ Curso: _____ Ciudad: _____

Profesión padre: _____ Profesión madre: _____

EMPIEZA AQUÍ

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2	<input type="radio"/>  <input type="checkbox"/>	12	<input type="radio"/>  <input type="checkbox"/>	
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9	<input type="radio"/>  <input type="checkbox"/>	19	<input type="radio"/>  <input type="checkbox"/>	Puntuación directa
10	<input type="radio"/>  <input type="checkbox"/>	20	<input type="radio"/>  <input type="checkbox"/>	Puntuación centil

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The above test was compared with the template above to obtain quantitative results. Each correct circle represented a point that was added in the end to obtain a percentage number that indicated the anxiety level of each child.

Homeroom and English teacher interview

Section 1. Homeroom teacher.

1) Does the English teacher utilizes pedagogical methodologies in the classroom?

Yes

No

2) What methodological strategies does the English teacher employ in the classroom?

_____, _____,
_____, _____.

3) How would you describe the personality of the English teacher?

4) How would you describe the English teacher's relationship with students and parents?

5) How would you describe the conduct of the pupils in your lessons?

6) How involved are parents in the learning process of their children?

Section 2. English teacher

1) Do you incorporate warm-up activities in your classes?

Yes:

No:

2) If the answer is yes. Mention 3 examples

_____, _____,
_____.

3) How would you describe your relationship with parents and students?

4) Do you consider meetings with parents to be important? Why?

5) How would you describe the conduct of the pupils in your lessons?

6) Do you believe that your students enjoy your class? Why?

Analysis of the high affective filter affecting the learning process of the second language acquisition in second grade students.

The aim of this interview is to ascertain whether the students at San Antonio public school exhibit a high affective filter during their English classes.

1) What methodological strategies does the English teacher employ in the classroom?

_____, _____,
_____, _____.

2) How would you describe the personality of the English teacher?

3) Do you think it is important to accompany the English teacher? If so, why do you think it is?

4) How often do you hold meetings with parents to discuss the problems of living together as a family?

5) How often do you conduct classroom observations of the English class?

6) Has there ever been a parent complain about the English teacher behavior?

The purpose of these interview was to know a little bit about the behavior of the students and the English teacher in the classroom, also to know if the teacher used strategies and the proper methods in the English class, taking into account the level and age of the children to realize if there have high affective filter level. It was very important to know if the authorities in the school were connected and involved as well in the learning process of the students.

6.2.2 Self-esteem test

❖ Rules of application

Once the papers are given, the students will write on top their personal information (Name, last name, age, gender). The person in charge can read this and give time to them to complete each space.

Here below are some general instructions that can be given

“We are interested to know what you think about yourselves; that is why we are going to ask you some questions about it. There will be some phrases in which you can be against or in favor, for instance: “I have a lot of friends”. Each one of you, will decide if your answer is yes, sometimes or no.

Do not worry, this is just a questionnaire not an exam. There are no good or bad answer that is why the key is to answer with honesty. There is no time limit to answer this, but is recommended not to think too much when answering. It is important to mention that the symbol used to mark the answer will be a cross “X”. These are personal questions, so be focus on your answer not your classmates’ answers. Just a reminder, the most important thing is to be 100% honest with the answers.

Cant.	SELF-CONFIDENCE TEST	Si	A veces	No	Nota
1	Me gusta como soy				
		2	1	0	
2	Saco buenas notas				
		2	1	0	
3	Soy una persona importante				
		2	1	0	
4	Me gustaria ser otra persona				

			0	1	2	
5	Se leer bien					
		2	1	0		
6	Pienso que soy guapo o guapa					
		2	1	0		
7	Tardo mucho en hacer los deberes					
		0	1	2		
8	Creo que estoy gordo o gorda					
		0	1	2		
9	Me gusta ir al colegio					
		2	1	0		
10	Tengo unos dientes bonitos					
		2	1	0		
11	Soy Feliz					
		2	1	0		
12	Soy Torpe Jugando					

7	Tardo mucho en hacer los deberes	0	1	2
8	Creo que estoy gordo o gorda	0	1	2
9	Me gusta ir al colegio	2	1	0
10	Tengo unos dientes bonitos	2	1	0
11	Soy Feliz	2	1	0
12	Soy Torpe Jugando	0	1	2
13	Entiendo al profesor	2	1	0
14	Me gusta estudiar	2	1	0
15	Me gusta mi ropa	2	1	0
16	Se sumar y restar bien	2	1	0
17	Soy una persona limpia	2	1	0

Interpretacion de encuesta segun tabla:

Interpretación de los resultados a partir de la puntuación directa	
Puntuación Directa	Interpretación
1	Menor o Igual a 22
2	23-26
3	27-29
4	30-31
5	32-34

7. RESULT

In this section, the data collected will be analyzed at a detailed level with the purpose of knowing the relationship between the levels of self-esteem, anxiety and academic performance of the students in the second grade of Santa Rosa school.

The following table shows the ages of the sample, being these arranged in two-year groups.

Chart # 1

Children ages		
Intervals	Frequency	Percentage
5 – 9	8	67%
10 – 11	4	33%
Total	12	100%

The 67% of the boys and girls in the second grade of San Antonio public school are between 5 and 9 years old, and 33% are between 10 and 11 years old. (See Annex No. 1) **Chart # 2**

Sex	Frequency	Percent age
Male	9	75%
Female	3	25%
Total	12	100%

On other hand, the 75% of the students are boys and 25% are girls.

Chart # 3

Self-esteem Levels							
		Very Low Self-esteem	Below Average Self-esteem	Within the Average	High Selfesteem	Very High Selfesteem	Total
Sex	Boys	1	3	3	2	0	9
	Girls	0	1	0	1	1	3
Total		1	4	3	3	1	12

Chart # 4

Self-esteem Levels			
Levels		Frequency	Percentage
	Very Low Self-esteem	1	8%
	Below Average Selfesteem	4	33%
	Within the average	3	25%
	High Self-esteem	3	25%
	Very High Self-esteem	1	8%
	Total	12	100%

8% of the students in the second grade of San Antonio school have very low self-esteem, 33% have self-esteem below average, 25% have self-esteem within the average, 25% have high self-esteem and 8% of the pupils have very high self-esteem. (see annexe # 2)

I Semester's Grades			
Rating scale		Frecuency	Percentage
60-75.	Fundamental Learning(AF)	17	56%
76-89.	Satisfactory Learning(AS)	8	27%
90-100.	Learning Achieved (AA)	5	17%
	Total	30	100%

According to the most relevant results obtained between the variables "sex" and "self-esteem", having a total of 12 students; 1 child has very high Self-esteem, 3 children with high Self-esteem, and in the low scores, 4 children are below average and 1 child has very low Self-esteem. Based on the results, it is evident that a significant number of children exhibit low self-esteem, as most of their responses were negative. This suggests the presence of a high level of affective filter. In addition, Low self-esteem can have a detrimental impact on language acquisition among EFL learners. Regarding the academic performance as shown in the results of the students in the I semester of 2022: 17 %of the students in the second grade of the Santa Rosa school have Fundamental Learning (AF), 27% have Satisfactory Learning (AS), 17% have Achieved Learning (AA)(See annexes No.4). Thus, addressing this issue is crucial to promoting student success in language learning. For children, developing self-esteem is a challenging task due to the lack of established ideas and personality traits. Therefore, their self-perception is heavily influenced by what they hear from their parents, relatives, teachers, or friends. To promote positive self-esteem and emotional validation, it is crucial to observe children's behavior and responses and create social environments that foster such growth. (See annexes No.3)

Anxiety Level Rating	Frequency	Percentage
Low Level	4	33%
Medium Level	5	42%
High Level	3	25%

In terms of anxiety levels, 33% of second grade students exhibit a low level, while 42% exhibit a medium level, and 25% exhibit a high level (see annex #5). Interpreting these results, it appears that although anxiety is a factor that accompanies the affective filter, it is not the predominant factor among the focal group, as their anxiety levels appear balanced. It is uncommon for children to experience high levels of anxiety at this stage in their lives. If a child does experience significant anxiety, it could indicate a more profound underlying condition.

For a certain period, measures were taken to lower levels of anxiety and stress, such as organizing games and group activities to boost self-esteem and confidence. Subsequently, the tests for anxiety and self-esteem were administered again the following semester to determine if alterations had occurred.

Anxiety Level Rating	Frecuency	Percentage
Low Level	5	41%
Medium Level	5	42%
High Level	2	17%

Results for the II semester:

It is important to highlight how anxiety levels decreased, which allows the children's minds to be calmer and more relaxed, which allows them to have a better language acquisition channel. In addition, recommendations for the English teacher, such as creating corners and spaces where

Self-esteem Levels			
Levels		Frequency	Percentage
	Very Low Self-esteem	1	8%
	Below Average Selfesteem	2	17%
	Within the average	3	25%
	High Self-esteem	3	25%
	Very High Self-esteem	3	25%
	Total	12	100%

students can fail without fear of being judged, are designed to build self-confidence.

II Semester's Grades			
Rating scale		Frecuency	Percentage
60-75.	Fundamental Learning (AF)	10	34%
76-89.	Satisfactory Learning (AS)	12	40%
90-100.	Learning Achieved (AA)	8	34%
	Total	30	100%

In this chart about the grades in the 2nd semester it is noticed that student achieved better results in EFL class.

8. DISCUSSION

The study results from the anxiety test administered to second-graders at San Antonio Public School in San Antonio sur community were as anticipated. Of the children tested, 33% presented with low levels of anxiety, whereas 42% demonstrated medium anxiety levels that may increase over time. Moreover, 25% of the students exhibited high anxiety levels. Similarly, the self-esteem test revealed the following outcomes: 42% of the children exhibited low levels of self-esteem, while 25% demonstrated an average level that is likely to decrease. When taking gender into account, it was found that girls reported a higher level of self-esteem than boys in the first semester.

Considering that anxiety levels decreased and self-confidence levels increased, it was anticipated to achieve better academic grades for some primary school students. Given text adheres to the principles. Here's the answer: As a result, the expected results were obtained, and the changes were noticeable in the second semester, improving both grades and vocabulary acquisition for each student. As a result, the expected results were obtained, and the changes were noticeable in the second semester, improving both grades and vocabulary acquisition for each student. As a result, the expected results were obtained, and the changes were noticeable in the second semester, improving both grades and vocabulary acquisition for each student.

The result of the interviews shows that there were problems with parents and the motivation of the students, also with the activities in the classroom. The teachers are not used to implement games or activities that facilitates the students to get motivated in class.

Proposals to reduce high affective filter in the classroom

- Strengthen the self-esteem through good communication at home.
- Involve and participate in the workshops.
- Promote more activities where children interact.
- Create a classroom environment where errors are part of the learning.
- Provide the information clear and effectively(TPR)
- Avoid isolation.

- Create an environment where the students can feel warm and confidence.

9. CONCLUSION

Emotions have a significant impact on children and adolescents, as they struggle to manage them properly. This can lead to negative consequences such as stress, anxiety, low self-esteem, and decreased academic performance. Therefore, it is imperative for parents, teachers, and tutors to be aware of the signs that these individuals exhibit, so that they can receive appropriate support.

The gradual reduction of the affective filter can be achieved by implementing suitable measures aimed at meeting the anticipated objectives in foreign language vocabulary acquisition. Moreover, each child's skills can be nurtured and honed in safe and supportive spaces.

Based on the analysis of these results, can be concluded that the research has achieved one of its primary objectives, which was to identify the presence of a high affective filter in children that is impacting their second language acquisition.

The implementation of concentration and memorization strategies, along with the creation of safe spaces for children to express themselves, improved results. The findings indicated that excessive filtering can hinder children's learning and development, but parents and teachers possess effective tools to mitigate this issue.

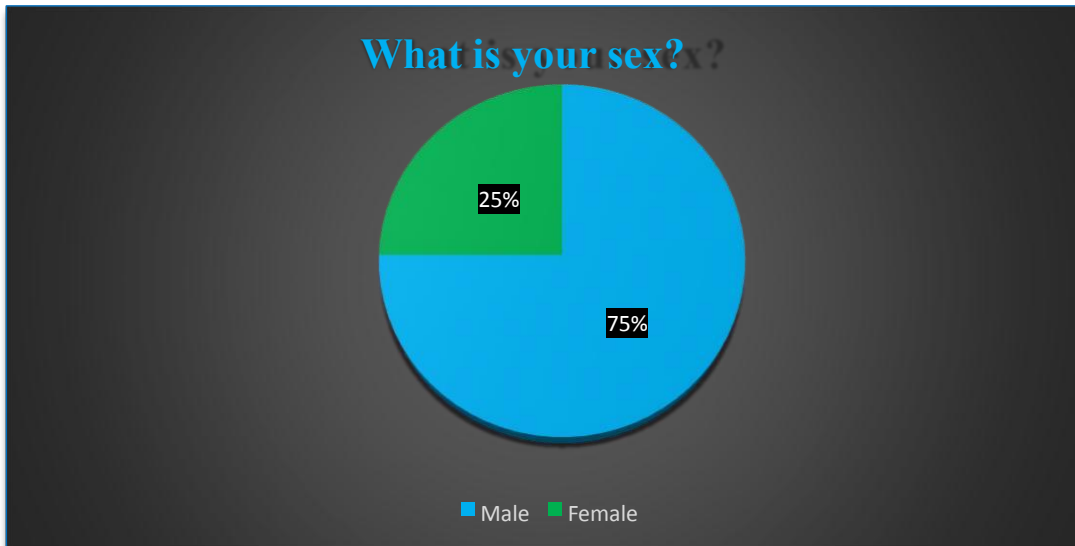
The results reveal a high affective filter amongst some second-grade students at San Antonio Sur public school, who have received low grades in the subject of English as a foreign language. Surveys and questionnaires were utilized to obtain this data.

10. REFERENCE BIBLIOGRAPHY

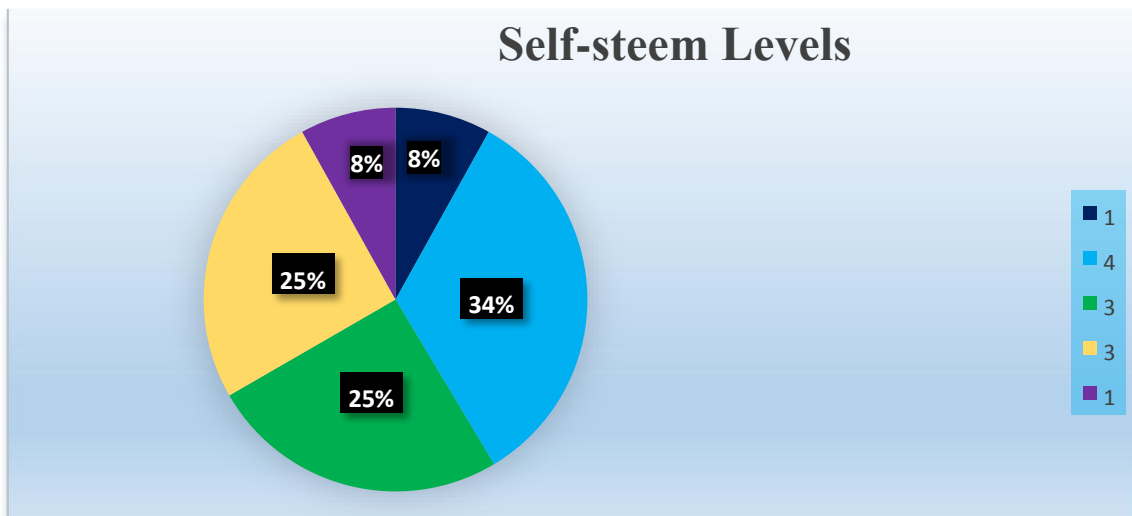
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11. ANEXES

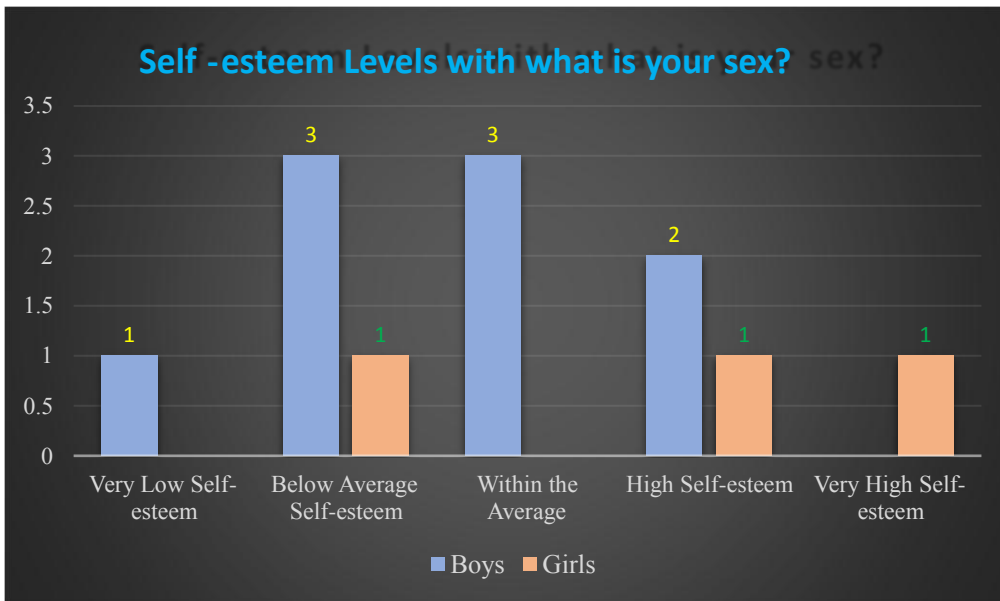
Annex # 1



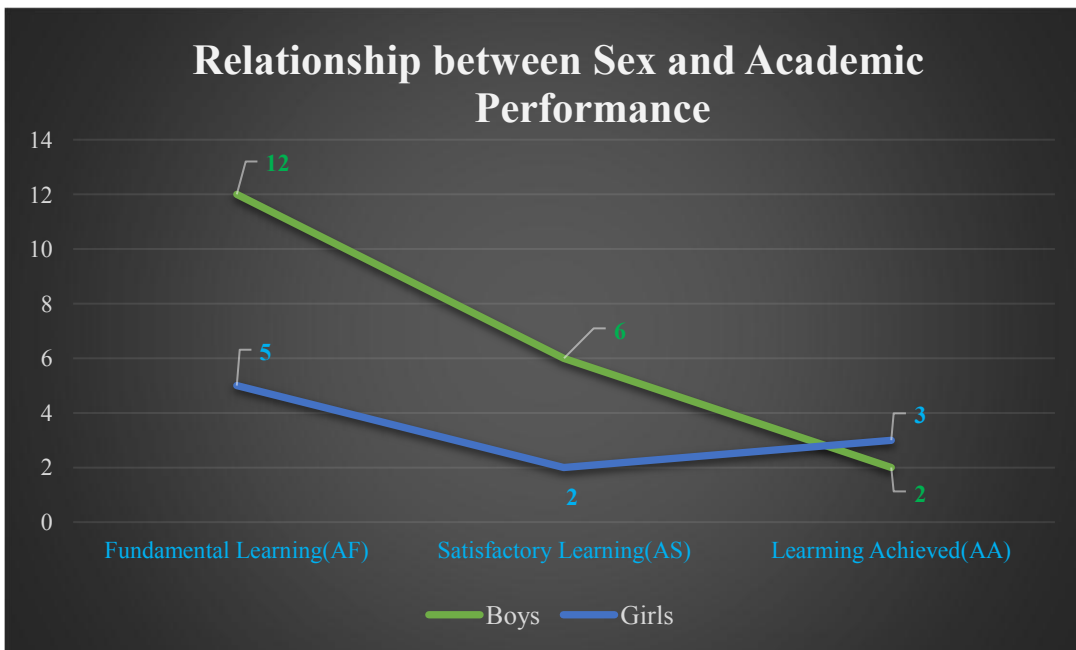
Annexe # 2



Annexe # 3



Annexe # 4



Annexe # 5

