

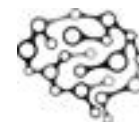


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# **EL PAPEL DEL FILTRO AFECTIVO EN EL APRENDIZAJE DEL INGLÉS COMO LENGUA EXTRANJERA A TRAVÉS DEL MÉTODO BASADO EN EL PROYECTO EN ESTUDIANTES DE LA ESCUELA SECUNDARIA DE UNA ESCUELA EN COLOMBIA**

**THE AFFECTIVE FILTER ROLE IN LEARNING ENGLISH AS A FOREIGN LANGUAGE THROUGH PROJECT BASED METHOD IN HIGH SCHOOL STUDENTS FROM A SCHOOL IN COLOMBIA**

**LE RÔLE DE FILTRE AFFECTIF DANS L'APPRENTISSAGE DE L'ANGLAIS COME UNE LANGUE ÉTRANGÈRE PAR LE BIAIS DE L'APPRENTISSAGE PAR RÉOLUTION DE PROBLÈMES DES ÉTUDIANTS D'UNE ÉCOLE SECONDAIRE EN COLOMBIE.**



**Diana Katherine González<sup>1</sup>**

**Ángela María Córdoba Gonzáles<sup>2</sup>**

**Angie Stefania Giraldo Fúquene<sup>3</sup>**

Unidad Central del Valle del Cauca, Colombia

## RESUMEN

Este artículo reporta los resultados de un estudio cualitativo con un diseño de investigación acción (Nunan 1992) que tuvo como objetivo analizar la incidencia del método Aprendizaje Basado en Proyectos (ABP) en el nivel de Filtro Afectivo presentado en estudiantes de media técnica en una institución educativa. La implementación de un cuestionario inicial sobre el nivel de filtro afectivo arrojó resultados altos en niveles de ansiedad y bajos niveles de motivación y auto confianza. De este modo, se organizaron las implementaciones del APB a través de dos proyectos basados en la cultura colombiana. Las intervenciones se estudiaron mediante el análisis de diarios de campo, rubricas de observación semi-estructuradas y un grupo focal en contraste con el cuestionario de filtro afectivo final. Los resultados del cuestionario final evidenciaron una reducción de la ansiedad

de niveles altos a medios y de niveles bajos a altos del auto confianza y la motivación. Los estudiantes reportaron que el APB tiene una incidencia positiva en su producción oral, específicamente con variables socio afectivas como la toma de riesgos y el compromiso con el aprendizaje de una lengua extranjera, así mismo los diarios de campo soportaron el uso de un output controlado, en el que la práctica permanente incidió de forma positiva en la fluidez verbal.

## ABSTRACT

The following paper reports the results of a qualitative study with an action research design (Nunan 1992) sought to analyze the incidence of Project Based Learning (PBL) in the affective filter reduction presented in high school students from a Colombian institution. The initial Affective Filter questionnaire detected high levels of anxiety along with low motivation and self confidence levels. After these results, a set of

1 *Professor Unidad Central del Valle del Cauca. 27st A. 48-144 Km 1 South. [dkgonzalez@uceva.edu.co](mailto:dkgonzalez@uceva.edu.co) Es magister en Enseñanza del Inglés como lengua extranjera de la Universidad Internacional Iberoamericana de Puerto Rico. Trabaja como Profesora en el Programa de Lenguas Extranjeras con énfasis en Inglés de la Unidad Central del Valle del Cauca, Uceva, en Tuluá Colombia. Es miembro activo del grupo de investigación en Lingüística aplicada de la misma universidad y actualmente coordina la línea de investigación: Procesos de aprendizaje de las lenguas extranjeras. Orcid: <https://orcid.org/0000-0002-4523-0673>*

2 *cordobaangela11@gmail.com, Student Unidad Central del Valle del Cauca. 27st A. 48-144 Km 1 South. <https://orcid.org/0000-0002-2582-8344> Son egresadas del Programa de Lenguas Extranjeras con énfasis en Inglés de la Unidad Central del Valle del Cauca, Uceva, en Tuluá Colombia. Se desempeñan como investigadoras del grupo Lingüística aplicada en la línea Procesos de aprendizaje de las lenguas extranjeras y actualmente trabajan como docentes de inglés en Básica Primaria y Bachillerato en instituciones educativas en Colombia.*

3 *angiegiraldo-1997@hotmail.com Student Unidad Central del Valle del Cauca. 27st A. 48-144 Km 1 South Son egresadas del Programa de Lenguas Extranjeras con énfasis en Inglés de la Unidad Central del Valle del Cauca, Uceva, en Tuluá Colombia. Se desempeñan como investigadoras del grupo Lingüística aplicada en la línea Procesos de aprendizaje de las lenguas extranjeras y actualmente trabajan como docentes de inglés en Básica Primaria y Bachillerato en instituciones educativas en Colombia. <https://orcid.org/0000-0002-0405-7704>*



implementations based on Colombian culture projects were carried out. The sessions were studied by analyzing field diaries, observation rubrics and a focus group in comparison to the final questionnaire results. The final questionnaire results showed anxiety reduction from high to medium levels, and medium to high self-confidence and motivation levels. The students reported PBL has a positive incidence in their oral production, particularly in socio affective variables such as risk taking and engagement. Subsequently, the field diaries evidenced controlled output to increase fluency in English.

**KEYWORDS:** Project-based learning (PBL), Affective Filter, Anxiety, Self-Confidence, Motivation , EFL.

## RESUMÉ

L'article cherchait à analyser l'incidence d'APP (projet basé sur l'apprentissage) dans le niveau de filtre affectif présenté chez des étudiants anglais dans un établissement secondaire. Ainsi, la mise en œuvre des PBL a été réalisée par le développement de deux projets basés sur la culture colombienne. Les mises en œuvre ont ensuite été analysées en analysant des journaux de terrain, une rubrique d'observation des filtres affectifs et un groupe de discussion. Les résultats du questionnaire ont démontré faible motivation, niveaux d'anxiété élevés et faible confiance en soi. Après la mise en œuvre, une réduction importante des niveaux de filtre affectif a été présentée, de même qu'une sortie contrôlée et un engagement dans la production orale anglaise.

## 1.INTRODUCTION

Strengthening the mastery of a second language is a fundamental requirement for any society that intends to be part of the global dynamics that today lead to new opportunities for their individuals (Ministerio de Educación, 2016).

Taking the English language as a second language and Colombia as a society that wishes to join these global dynamics, either academic, economic or cultural, it is possible to affirm that the improvements that are applied to the levels of competence of this language lead to the emergence of new opportunities for Colombians. Because of this Torres,(2010), mentions that the importance of the English language in the world is something that does not have to be discussed, since in Colombia, the importance of dominating a second language is recognized, especially English, since it is the working language of many international organizations, such as OTAN and the European Union, and is the language of global advertising. For many people, learning English is a way to access a wider range of information, connections and opportunities.

The findings of "bilingualism in Colombia" also reveal that 75% of English teachers can not speak the language with the European standard B2 or "intermediate high". Even more worrying, 14% struggle to pass level A1, or "Beginner". (El espectador, 2015) It is not surprising then that more than 90% of the student population in Colombia does not meet the objectives of the "National Bilingual Program", whose purpose is to ensure that Colombians achieve at least B1 in the English language. In this sense it would be very feasible that many of the Colombian students are not performing correctly when they come into contact with the language, either for the reasons mentioned or also due to lack of comprehension of the texts due to the low reading in English, the incorrect use of grammar rules, lack of vocabulary and / or affective factors that influence the learning of English as they are the non-linguistic variables, motivation, fear, nervousness, fear of failure, anxiety, and low self-confidence.

In the construction of knowledge appear affective variables associated with the success or failure of acquiring a second language, called



*affective filter* that is an invisible psychological barrier that can facilitate or hinder the production of language; when this is high, people can experience stress, anxiety and lack of self-confidence that can inhibit success in acquiring a second language, on the other hand if the affective filter is low, it facilitates risk-taking behavior with regarding the practice and learning of a second language. Thus, a relevant aspect that motivated the development of this research was the *demotivation, high anxiety and low self-confidence* presented in the population under study factors that hinder the learning of a second language, these being unfavorable psychological conditions, since some students had a mental block that prevented the learning process will be complete. Given all the aforementioned influences and reasons, ninth grade students evidenced the need to construct teaching strategies related to their context that could expand their abilities to improve their learning of English, also design teaching and learning processes that facilitate communication and seek the development of various forms of participation, both individual and group and that these in turn facilitate the construction of meaningful knowledge in the language, on the other hand, it is imperative that ninth grade students have a positive learning environment that promotes safety, affection, trust, respect and understanding so that this will generate a more active and more fluid participation in students and finally, create different activities so that they feel safe, understood and motivated to be facilitated in the process of learning a new language.

In accordance with the aforementioned and after making the analysis of the literature, it was considered that within all the possibilities of approach, the project-based learning was constituted as the most appropriate for this problem found in the population under study, since it is a methodology that allows students to be active in their own learning, allowing them to

build their learning and socialize it through a final product. Likewise, project-based learning in his idealism managed to respond to the problems of affective type that affected the learning process of English in these students.

Taking into account the previous approaches and the needs mentioned in the population under study, the following research question was formulated:

What is the effect of the implementation of the Project Based Learning method with regards to the Affective Filter level in the learning of English as a foreign language in ninth graders at a high school institution in Colombia?

## 2. THEORETICAL FRAMEWORK.

### A. Acquisition of a second language.

Language must be understood as one of the superior functions in human beings. There are different authors that indicate a strong relationship between thought and language, from the classical position that places the last aspect as determinant of the first. (Sapir, *El Lenguaje*, 2004, pág. 19).

Sapir (2004) argues that language is a non-instinctive method and that it is only found in humans and that it is used for the communication of emotions, ideas and desires through a system of symbols that are produced in a deliberate manner. Taking into account the above, it could be said that the processes of knowledge and language development, are delimited and influenced by social and biological factors, because it is understood that the development of knowledge derives from the innate abilities pre-established in the child or, on the other hand, that experience regulates the development of children's thinking through the offer of stimulation for the progress of knowledge.



## **B. Models of acquisition of a second language.**

In the last decade, research on the acquisition of a second language was widely disseminated, abounding approaches, theories, models, and principles. An example of them is the Acculturation model Schumann (1978) based on social and psychological factors, defining "acculturation" as the process of gradual adjustment of an individual (or a group of these), from one culture to another where there is continuous and direct contact, without the need to abandon patterns of their culture of origin.

The contact is derived from mutual cultural influences in which changes are shared in one or both cultures. According to the author, acculturation has to do with the social and psychological distance that exists between the learner and the culture of the target language. The social variables determine whether the learning context is good or bad, otherwise the psychological factors are affective in nature, among them, they include: The linguistic shock, the cultural shock, the motivation and the permeability of the ego.

For Giles (Ellis, Understanding second language acquisition, 1989), the L2 competence is largely based on motivation, which is affected by the way students perceive themselves in terms of ethnic identity.

## **C. Affective filter ( Self- confidence, motivation and anxiety).**

In the construction of knowledge, emotional variables appear associated with the success or failure of acquiring a second language, called affective filter. Krashen (1985) expresses that it is an invisible psychological barrier that can facilitate or hinder the production of language when it is high, people can experience stress, anxiety and lack of self-confidence that can inhibit the success of the acquisition of a

second language, on the other hand, the low affective filter facilitates risk-taking behavior with respect to the practice and learning of a second language. Which can increase or decrease the entry of understandable information. When the filter is active, the input can not reach the parts of the brain where the acquisition occurs. Many language students realize that the reason they have problems is because they are nervous or ashamed and simply can not concentrate. This theory in the light of Krashen, is made up of three variables; motivation, self-confidence and anxiety.

Motivation, as expressed Parra M (2018), it plays an important role since it helps in the achievement of students to carry out activities satisfactorily, if the level of motivation towards it is adequate. The teacher's activity and his relations with the student become a motivational element. It continues with the self-confidence recognized by (Krashen, 1983.) Quoted by Parra, (2018) as the product of the risk derived from the uncertainty with respect to the intentions and actions of other people on whom it depends. Finally, in terms of the affective filter it is worthwhile to delve into the last of the variables, anxiety, defined in the light of (Parra, 2018) quoting Krashen (1985) as a threat to the safety or self-esteem perceived by students, it can be direct in the case of a low grade in a test, or indirect, such as the perceived threat with respect to the integrity of one's identity. A degree of intense anxiety can interfere with the ability to use specific and necessary skills for learning the foreign language.

## **D. Project Based Learning.**

The teaching of a foreign language has been modified throughout history, since teachers and researchers have always sought to generate methodologies that benefit the teaching of a foreign language. This has allowed the teaching of English to be favored with the creation of different approaches that allow it to adapt to a

specific educational context or to the learning needs of students of the foreign language.

Project-Based Learning (PBL) is established as one of the most popular learning methods of the current era, as it is affirmed by Blumenfeld, Krajcik, & Phyllis (2006) It has many faculties that manages to attract students and in turn produce significant learning. (Blumenfeld, Krajcik, & Phyllis, 2006).

Another of the PBL's most important faculties is that it immerses students in significant and real problems that are important or of interest to them. This factor allows students to get involved in the class by giving them the opportunity to investigate, express ideas and opinions. Despite the many conceptions that can be had of the PBL, it can be concluded that it is basically a method that involves projects with "complex tasks, based on challenging questions or problems that involve students in the design, problem solving, decision making or research activities. Giving students the opportunity to work relatively autonomously for long periods of time and culminate in realistic products or presentations " (Karaman & Celik, 2008)

### 3. Methodology

The research study carried out responded to the qualitative approach by implementing data collection instruments that responded to the same as they were, observation rubrics, field diaries and a focus group, since as they expressed it Hernández & Fernández (2010) the collection of the data consists in obtaining the perspectives and points of view of the participants. Allowing glimpse and interpretation, affective and emotional variables after the implementation of project-based learning that was evidenced through the characteristics thrown by the subjects. The study that was carried out was descriptive in scope, which sought to discover and verify the influence of the PBL with regards to the affective filter level in

the population under study, as well as to specify the characteristics of the situations that occurred during the implementation describing in detail the particularities of the phenomenon analyzed.

#### A. Design.



Figure 1: Phases of the action research (Nunan, 1992)

Source: González, Córdoba, Giraldo (2018)

The research method used was action research, allowing a deep investigation on the work of the research teacher to improve the educational practices used in the class. Nunan (1997) highlights the link between theory and practice, also emphasize that this type of action research is much more than carrying out interpretations and descriptions of what happens in a classroom, is also propose improvements and changes in what happens there. Its main function is focused on the production of changes and not only is to emphasize what. Taking into account the above, the phases of the action-research cycle are offered by the following graphic.

#### B. Sample.

The place on which the research was developed was Nuevo Horizonte high School, a private school. There was a group of ten students (eight



men and two women) of the ninth grade. When carrying out the research with this group, an advantage was presented since it was possible to manage a more personalized teaching and make the execution of projects in a more focused way since the group did not have a large volume of students.

**C. Instruments.**

In order to collect information about the problems presented in the population under study, a detailed observation was carried out as a first step, then unstructured interviews were carried out to subsequently carry out the affective filter questionnaire, in order to diagnose the level of the same present in the ninth grade students, this was done in two moments: Diagnosis and final. The items were divided taking into account the aspects to be measured: motivation, self-esteem and anxiety. This instrument consisted of 30 items, which were evaluated through a Likert scale that has ranges of totally agree to strongly disagree (5-1).

It is important to know what were the ranges of each of the variables to perform the evaluation of the instrument, the evaluation is done individually by each of the elements of the affective filter, the first part of the test as already mentioned is 10 motivation questions which have a minimum score of (10-23) indicating a low motivation, an average score that is between (23.5-35.5) indicating that the student is moderately motivated and then a maximum score (35,5-50) which indicates that the student is highly motivated, in the same way the variables of self-confidence and anxiety are evaluated; The items of the instrument are evaluated through a Likert scale that has the ranges of totally agree to strongly disagree. Each of these is added and a medium and low level is established.

Table 1: Affective Filter levels based on the analysis of the questionnaire.

<b>Motivation</b>	<b>10-23</b> <b>low</b>	<b>23,5-33,5</b> <b>average</b>	<b>33,5-50</b> <b>high</b>
<b>Self Confidence</b>	<b>10-23</b> <b>low</b>	<b>23,5-33,5</b> <b>average</b>	<b>33,5-50</b> <b>high</b>
<b>Anxiety</b>	<b>10-23</b> <b>low</b>	<b>23,5-33,5</b> <b>average</b>	<b>33,5-50</b> <b>high</b>

Source: González, Córdoba, Giraldo (2018)

The observation rubric was elaborated with the categories of the affective filter (motivation, self-confidence, anxiety) as well as the criteria stipulated in the PBL and in the affective filter theory were taken into account, for the criteria of the affective filter the questionnaire items were chosen of the affective filter were those that allowed the Krashen theory to be more evident, then the evaluation criteria for each of the categories will be specified.

Motivation Criteria: "Attitude towards the execution of the project" "Active participation", "Use of English" and "Interest"

Anxiety criteria: "communication with others", "security", "communication strategies"

Criteria of self-confidence: "teamwork", self-confidence "" autonomous work "

For the evaluation of the observation rubric, a rating scale was taken into account that starts from high grade, half grade and low grade indicating that the students fully comply or not with the purpose of the characteristics of each criterion, the rubric was applied every three interventions, that is, one per week for each individual; the rubric allowed observing and evaluating students' attitudes, as well as keeping track of how this was reacting to the projects, the results of the observation rubric were descriptive since it allowed reviewing the progression of each of the criteria, that is, yes, whether or not there was a reduction of the affective filter or if it remained the same, so the student had the intervention of the PBL methodology



During each session a field diary format was used to describe the relationship between the implementation of the Project Based Learning and the level of affective filter in the ninth grade students, the instrument was created by the researchers and validated through the evaluative judgment of an expert in educational research. Likewise, an observational rubric was applied, elaborated with the categories of the affective filter (motivation, self-confidence, anxiety), the

criteria stipulated in the PBL and in the affective filter theory were taken into account. Finally, before implementing the final affective filter questionnaire, a focus group was carried out at the end of the implementations, nine questions were designed in order to know the perceptions and impressions that the students had regarding the executed projects in order to generate a deep understanding of the experiences and beliefs that the students evidenced.

#### 4.Results.

##### A. Diagnostic test.

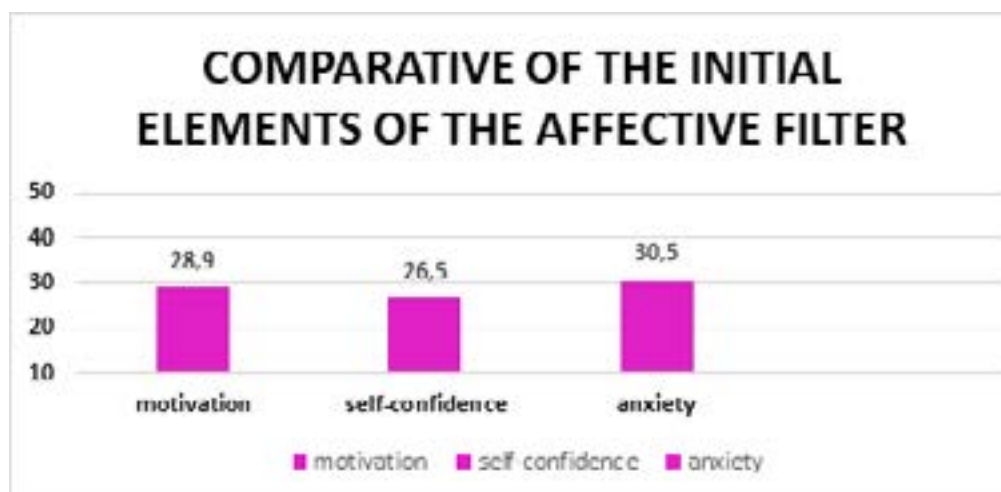


Figure 2: Averages obtained from the motivation, self-confidence and anxiety variables present in the ten ninth-grade students Nuevo Horizonte high School Source: González, Córdoba, Giraldo (2018)

The figure 2 shows that the motivation variable obtained an average of 28.9. Here it is recognized that in general students present weakness with respect to experiencing an integrating satisfaction of English in their daily life; there is still no clear interest that each one of them with respect to a second language and no real participation is encouraged. Likewise, it is evident that with regard to the self-confidence variable, the students obtained an average of 26.5. This means that the students have a bit of difficulty in recognizing their achievements with respect to the process of learning a second language, that

is, they constantly think that the other students have a better performance than they do in the English class, some prefer work individually since it is difficult for them to express themselves to their classmates. Finally, in terms of anxiety, an average of 30.5 was obtained. Obtaining evidence, which is the highest incidence showed in the questionnaire developed with students, this variable is recognized as a behavioral, psychological, experiential, cognitive and assertive response where the students of the educational institution express their mood and an attitude of alert, which adds a psychological





reaction which results in an emotional state of intimidation at the time of speaking in English and feel afraid of receiving a bad grade by the teacher or the teasing from his/her classmates.

**B. Field diary and focus group.**

Motivación	Ansiedad	Autoconfianza
<ul style="list-style-type: none"> <li>• <i>"This is a more dynamic way of working in the classroom". (S1)</i></li> <li>• <i>"I really liked the activity and the effort that we all put in for this". (S8)</i></li> </ul>	<ul style="list-style-type: none"> <li>• He was shy with little confidence when speaking, an example of this was his body posture, which during some interventions was not adequate.(S2)</li> <li>• When participating, he feared that someone would mock or ignore what he mentioned.(S10)</li> </ul>	<ul style="list-style-type: none"> <li>• <i>"I'm not good at English, but I collaborated as best I could". (S3)</i></li> <li>• <i>"Sorry to say it in Spanish, but I want to make me understand". (S6)</i></li> </ul>

Table 1: Results obtained by the students in the focus group and field diary

Source: González, Córdoba, Giraldo (2018)

It was possible to show that the subjects were improving little by little during the interventions evidencing notable changes with respect to motivation, self-confidence and anxiety. Thanks to the interventions the students managed to increase their confidence and thus take risks in the English class, although the students did not show very high progress in terms of fluency, coherence or grammar in the learning of English, it was evident that despite of not present a very high level of English if controlled output was achieved which was possible through internal motivation and trust. Finally, initially the students showed a low commitment with respect to the activities carried out in English, although it was noted that with the interventions it was possible for the students to become more committed to their learning process.

English because the class was monotonous but through the projects and activities implemented throughout the sessions it was obtained that the population under study felt comfortable with the activities carried out. Regarding anxiety, it was reduced through projects, however, some students expressed by means of their answers that they took risks in some moments of the class being selective with the moment in which to do it. Finally, in terms of self-confidence, the population under study showed adequate perceptions, evidencing that one of the subjects, even after the implementation of the projects, continues to feel that their performance is not good, thus demonstrating low self-confidence in recognizing their own successes.

Regarding the results obtained through the focus group, it was evidenced that the students had initially expressed not feeling motivated to learn

C. Post test.

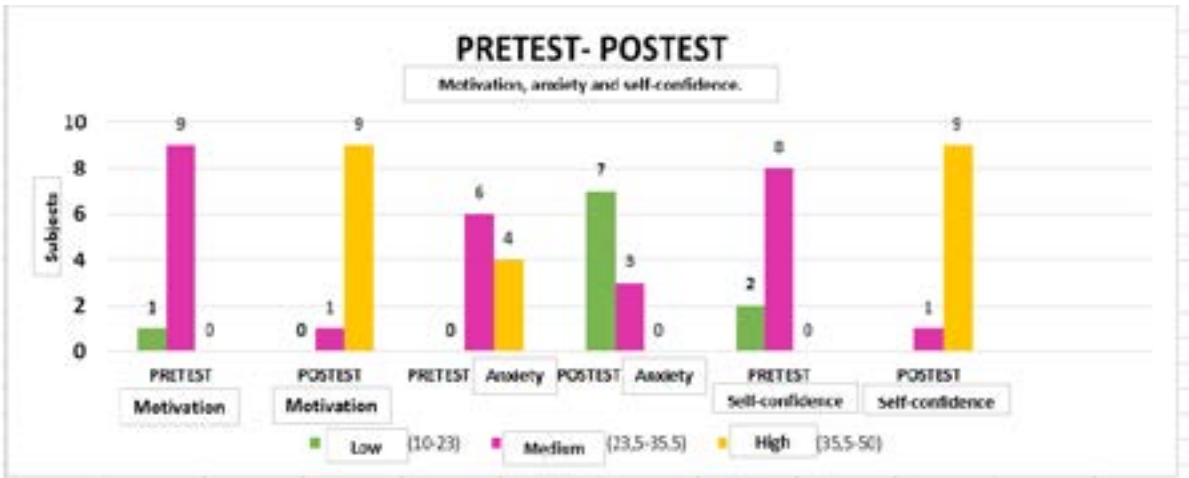


Figure 3: Distribution by ranges of the results of the initial and final application of the group of questions related to the motivation, anxiety and self-confidence variables with the ninth grade students at Nuevo Horizonte high School Source: González, Córdoba, Giraldo (2018)

Likewise, after finishing the twenty-one sessions by means of instruments such as the observation rubric, it was possible to demonstrate the progress presented by the population under study with respect to the criteria mentioned above. Regarding the motivation, it was observed that initially they were not very participative, they rarely used English as a vehicle of communication and they also showed low interest during the execution of the projects, however, the students as they advanced the interventions presented a higher level of participation in the classroom, development of favorable attitudes for the different phases of the project. Regarding anxiety, the students presented high levels that did not allow them to participate comfortably during the English class, nevertheless it was evidenced by means of the rubrics that the students were improving little by little with respect to the communication with others, security and the use of communication strategies. Finally, as regards self-confidence, the population under study could reduce the negative results obtained during the other weeks in which it was possible to show that they were at a high level, that is, they had good teamwork,

greater self-confidence and the ability to work autonomously, increasing the results gradually, allowing the students to recognize their own successes.

5.DISCUSSION.



Figure 4: Triangulation of data obtained in the research the Role of the Affective Filter in the Learning of English as a Foreign Language through the PBL Method at Nuevo Horizonte high School

Source: González, Córdoba, Giraldo (2018)



Thus, the results found in this research found that most students increased their motivation by demonstrating a more propitious attitude, reflecting enthusiasm and commitment on a permanent basis during postulated English classes that, when compared to research realized by Arias (2017) they show important advances for the reduction of the affective filter since as Arias (2017) affirms that language acquisition should be promoted through the use of activities that contribute to the reduction of the affective filter, motivation being one of the important factors to reduce it and which through the implementation of project-based learning as affirmed by Krajcik y Blumenfeld (2006) The PBL has important repercussions on students' motivation, which allowed students to generate their own initiative, an interest in being involved in topics of interest, and students actively participated expressing their own ideas, opinions and making proposals, aspects that Krajcik y Blumenfeld (2006) they affirm that they are in the PBL and in the same way aspects that Monsalve (2016) it is important to generate motivation since it increases the willingness of students to carry out the activities of the class. Similarly Pizarro (2011) in his research called "the effect of the affective filter on the learning of a second language" he resolves that the factors capable of diminishing the affective filter are: The relevance of the environment, the sociocultural relationship of the student and the teacher's performance and the main factor emotional development that must be developed in the student is motivation.

This motivation, in turn, helped to reduce the affective filter through the PBL, which had a significant influence because it produced an *engagement* in the students, which according to (Nelson, 2016, pág. 10) "Project-Based Learning is successful in enhancing student engagement" that in relation to the affective filter has an influence on the interest on the part of the student since, being attracted to the class avoids distracting elements that deviate from

the general purpose (acquisition of a second language). This can be evidenced, through of the field diary where information could be collected regarding the ten students where it was obtained that as the projects were developed, the students demonstrated an attitude of interest with respect to the class, and that is, they were more participatory.

On the other hand, it was also possible to show an advance in students' self-confidence, which generated a capacity in the student to recognize their own successes with respect to the use of the language, allowing the development of planning strategies and monitoring of their learning that are useful for expressing themselves in a second language since thanks to the PBL it was allowed to lead to teamwork, which helped to create a class environment that generated confidence in the students. It was possible to verify, through the field journals, that the students showed greater security when speaking, allowing a collaborative work in an efficient way, aspects that, in their investigation, Parra (2018) points out that they are of great importance for the reduction of the affective filter and as he showed in his research, he managed to increase the self-confidence of the students through pedagogical strategies, with cooperative learning being one of the most outstanding. These, on the other hand, are basic characteristics of the PBL method, because through this methodology, as it is affirmed by Rivet (2004) Collaborative work, discussion of ideas and interaction are important axes.

Thanks to the increase in students' self-confidence, the affective filter was reduce and there was a *risk taking* in students, which in learning English according to Ely (1986) it is understood as the tendency of a student to use the second language in the classroom. It is also stated that taking risks appears in situations in which students face challenging tasks, and the possibility of failure is highly anticipated. It was then the challenging tasks proposed by



the PBL that made the students acquire the *risk taking* since as express it Karaman & Celik (2008) the tasks that students must perform in the PBL must not only be close to them and of their interest, but also challenging. In addition to this, the role of the teacher changes from being an evaluator to a guide that offers tools to students to generate in them an autonomy to learning, which is of great relevance to reduce the affective filter, as Ni (2012) says the role of the teacher is definitive, since it indicates that the orientation and the adequate advice of the teachers encourage a greater willingness to participate and a greater effort to learn from the students, and therefore, greater success in the performance of the language. In this way, he advises that the teachers adopt some practical and effective techniques to promote the affective development of the students and, therefore, actively involve them in class activities.

Subsequently, it was possible to notice through the final questionnaire, the observation rubric and the field diaries; a significant variation in the students' level of anxiety, allowing them to be more confident in speaking in a second language, being calmer when participating in class, allowing students to express their opinions and express themselves in a comfortable way in front of the classmates and teacher. Since through the PBL, it was possible to reduce anxiety levels through collaborative learning, which according to Roberton, (2011) a collaborative learning helps students feel more comfortable and with their practices contribute to reduce anxiety levels in their classes. Affirms that, collaborative learning provides a place where students do not feel bad about making mistakes. Equally expresses that, for the teaching of English should create environments of trust between teacher and student should also include attractive activities for them and finally expresses this author that it is important to constantly recognize the progress that students have in the use of the language goal, so you can reduce anxiety levels.

One of the advances found during the weeks of intervention was the *controlled output* that was achieved through internal motivation and trust; which through a lot of practice can allow the student to become fluent and successful with respect to the use of English, since, students through their notes or through previous planning managed to speak in a second language.

Finally, from this discussion it is verified that thanks to the implementation of the PBL it was found that in the ninth grade students at Nuevo Horizonte high School there was a significant change with respect to the three variables of the affective filter allowing so that advances in peer communication, moderate use of English and teamwork in an efficient manner were evident in the population, which was achieved since the PBL allowed the students to actively build their understanding working and applying their ideas to through cooperative learning.

## 5.CONCLUSIONS.

- It was possible to identify by means of the affective filter questionnaire in the English class, the level of affective filter present in the population under study. It was possible to verify that nine students had an average level of motivation and one of them had a low level. Likewise, in terms of self-confidence, five students presented low self-confidence and the rest mediated. Finally, in terms of anxiety, five students were at a medium level and the others at a high level. Thus allowing evidence that the population in general had a high level of affective filter.
- After the implementation of the PBL through the Friends of the planet and flavors of our department projects, significant progress was made in the students, with respect to their attitude during the English class as the students showed enthusiasm and commitment with respect to the activities, criterion in which security was observed



when participating in the class, the students were calm when they presented their contributions in the class. Finally, the students improved their self-confidence as they managed to work as a team efficiently, integrating and collaborating actively during the execution of the projects.

- The implementation of project-based learning had a considerable impact on students in the ninth grade of the Nueva Horizonte educational institution of Andalucía-Valle, taking into account the results obtained in the diagnostic and final affective filter test in the English class, the advances and findings in the review of the field journals and the observational rubric applied during the interventions. Where it was evidenced that the population went from having a high affective filter to a low one improving the levels of anxiety, motivation and self-confidence.

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