



AFFECTIVE FILTERS TO LEARNING ENGLISH: TEACHERS' EXPERIENCES AND REDUCTION STRATEGIES AS BASES FOR RETOOLING ACTIVITIES

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ABSTRACT

This qualitative research aimed at determining the English teachers' experiences and reduction strategies to affective filters to learning English in the District of Janiuay I, Schools Division of Iloilo, during the Schoolyear 2023-2024 as bases for retooling activities. Emergent themes were drawn in terms of how English teachers view affective filters to learning English, affective filters to learning English they experienced, reduction strategies they employed, and how they managed affective filters in their classes. English teachers viewed affective filters to learning as emotional factors, attitudes that impede language acquisition and feelings that hinder learning. English teachers experienced affective filters to learning English like lack of motivation, low self-confidence, and anxiety. As to reducing or lowering the affective filters, English teachers established rapport, used task-based activities, and affective strategies. English teachers managed affective filters, by understanding student's background, creating safe, supportive, and

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positive atmosphere; and providing collaborative work. Retooling activities were proposed as a result of the study.

Keywords: *Affective filter, experiences, reduction strategies, retooling activities*

INTRODUCTION

English is widely spoken as a second language in the Philippines. For a variety of reasons, many Filipino students find it challenging to speak and use the language.

English teachers encounter difficulties when teaching the language at some time in their careers. The difficulties faced by English teachers are frequently severe. A learner must feel secure and at ease in the classroom to learn properly. During the learning process, the students shouldn't feel a lot of worry or anxiety.

Even if instruction is made understandable to learners, it is still insufficient in the classroom of today. One objective for teachers should be to help students believe that the English language is exciting and valuable, as the emotional domain deals with student attitudes and beliefs. English teachers should also assist all learners in achieving success in the classroom to foster self-confidence.

As an English teacher in the district of Janiuary I, the researcher also observed students who had a bad attitude toward the language. Their bad attitude stems from their inadequate

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language proficiency, which keeps them from engaging in class activities. This mindset is one of the main obstacles to successful teaching and likely the main reason for their failure or success in learning a language.

To decrease students' pessimistic mood and increase their motivation to learn, language teachers should establish cozy, less affective filtering, and motivation-boosting study spaces where students can grow in self-worth and sense of fulfillment and confidence (Stephen Krashen, as cited in Grace Hui Chin Lin, 2018).

However, learning doesn't take place because the learner is blocking the learning process because of the psychological filter that hinder or inhibit success in acquiring the second language.

The researcher observed that language teachers focus only on the cognitive domain of learning in their classroom instruction leading them into a not lively and engaging discussions where students are not engaged totally in learning.

It was also noticed that most research conducted by other researchers focused only on the students as their participants and few on the teachers. The researcher finds it interesting to provide additional representations regarding teachers' experiences and reduction strategies toward affective filters to learning English.

For this reason, the researcher thinks that this study is necessary to investigate English teachers' experiences, particularly regarding resolving affective filters from their students, which are a common barrier to learning. It can also help teachers become more effective by taking the

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affective domain into account while developing lesson plans, delivering lectures and activities, and assessing student learning.

MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, respondents of the study, data-gathering procedures, research instrument, and data analyses used in the study. The purpose of the study is to ascertain teachers' experiences and reduction strategies to affective filters in learning.

Research Method

The study used descriptive research method using in-depth interview to describe and provide interpretation for the experiences and reduction strategies of English teachers to affective filters in learning.

Stangor and Wallinga (2014; in Cabalonga,2023) stated that descriptive research seeks to elicit solutions in the current scenario in which the study explores the experiences and reduction strategies by the participants of the Affective Filters to Learning that served as bases for retooling activities.

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Research Design

The study employed the qualitative design using phenomenological approach. According to Smith (2005), the primary goal of the research is to "describe an experience as it is lived by a person." It is focused on the analysis of experience from an individual's point of view. According to Patton (2002), phenomenology is the study of how individuals experience, characterize, assess, recall, and engage in discourse about a particular phenomenon. As a result, the researcher tried to comprehend how English teachers view, characterize, evaluate, recall, and talk about their varied experiences and methods for reducing affective filters in the classroom.

To give detailed information about actual classroom experiences and reduction strategies used by English teachers in affective filters to learning, a narrative inquiry was used.

Participants of the Study

A method known as "purposeful selection" was used to choose the study's participants (Maxwell, 2005). This is known as a "selective strategy," where specific locations, people, or activities are chosen on purpose to offer knowledge that cannot be obtained from other options.

The participants in the study were the selected 18 secondary school English teachers from the different secondary public schools in the District of Janiway I. The primary informants of the study were purposively chosen according to the objective set at the beginning of the study and selected on the basis of following determiners: One (1) English teacher in each grade level from Grade 7 to Grade 12 and with all grade levels represented. There were 6 English teachers chosen from

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each secondary school (both Junior High School and Senior High School) for a total of eighteen (18) secondary English teachers in three (3) selected secondary schools in the District of Janiuary I.

Research Instrument

The study used an in-depth interview guide prepared by the researcher. Since this is a structured interview, prepared questions were asked from one respondent to another. The interview guide contained questions that explored the actual teaching experiences and reduction strategies of English teachers in affective filters to learning.

Validity of the Research Instrument

The researcher-made instrument was submitted to the research adviser and a panel of experts for content-and- face validation. Content-and-face validation was done to determine the appropriateness of the items and for further analysis and suggestions. Based on the experts' comments during the validation, the interview schedule was finalized.

Data Gathering Procedure

The following were the procedures followed by the researcher in the conduct of this study. This procedure adapted the suggested procedure research format in conducting qualitative-phenomological studies by Creswell (2009).

An in-depth questionnaire guide was prepared by the researcher. The questions explored the meaning of the experiences by the respondents. In the study, the questionnaire guide focused

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on the teaching experiences and reduction strategies of English teachers to affective filters in learning as bases for retooling activities. This instrument was subjected to validation, specifically its face-and-content validity, and was examined by four expert validators in the fields of English and research.

After the instrument was validated, the researcher wrote a letter of permission to conduct the study and was signed by the Dean of Graduate School (PHINMA-University of Iloilo), the thesis adviser, and the researcher.

Permits from the Office of the Schools Division Superintendent of the Department of Education, Schools Division of Iloilo, and school administrators were obtained to allow the researcher to conduct the study. The researcher personally went to the schools, passing through the principal's office for proper protocol.

When permission was granted, the researcher set an appointment with each study participant to ensure the availability and convenience of their schedule. Also, during the conduct of the interview, minimum health protocols were strictly observed for the safety of both the researcher and the respondents.

Since the interview was a structured one-time affair, the researcher only met the respondents one at a time. The same questionnaire guide was used to ask all the respondents. During the interview, the researcher coded all the responses of the respondents.

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Following the collection of responses, the researcher arranged and read through the data before starting a thorough analysis using the coding process. The researcher then used the coding process to produce a descriptive cluster of meanings, or themes, for analysis, chose how to present the themes, and made an interpretation of the data collected.

The researcher wrote a report of the findings to make readers understand more clearly the essential structure of the experience of the respondents.

Data Analysis Procedure

The data gathered were analyzed using thematic analysis. Emergent themes from the responses of the participants were identified and discussed comprehensively.

Thematic analysis is a type of pattern recognition within the data, according to Braune and Clark (2006). It offers a clear explanation of the themes and patterns seen in the data collection, along with a straightforward interpretation. After the data has been coded and categorized, the overall process is a thorough examination of the raw data to pinpoint the themes. Braun and Clark (2006) described the most used stages for doing theme analysis, which was followed in the study using a six-step process.

The first step was to gather all the responses from the respondents, after which they were transcribed to find meanings and patterns. Then, the researcher coded all the data and identified those codes which were similar.

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After that, the researcher arranged a lengthy list of codes and categorized them according to themes. It was feasible to categorize and create primary or supporting themes. To ascertain whether the data fit into each theme, the researcher reviewed the codes. The essence of each subject and sub-theme, as well as how each linked to the overall essence of the data, were then disclosed by the researcher.

Finally, the researcher provided a thorough and insightful explanation of the study's findings in a clear and cohesive report.

RESULTS AND DISCUSSIONS

The purpose of the study was to ascertain the experiences and reduction strategies of English teachers toward affective filters to learning English as bases for retooling activities.

The participants in the study were the eighteen (18) secondary school English teachers in the District of Janiway I, Schools Division of Iloilo.

The study used an In-depth Interview guide under the qualitative research method.

The researcher-made interview guide used to gather the data was subjected to validity test and was found valid and appropriate to use. Thematic analyses were used to analyze and interpret the results of the study.

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The following are the findings of the study:

English teachers viewed affective filters to learning English as emotional factors, attitudes that impede language acquisition, and feelings that hinder learning.

Regarding affective filters experienced by English teachers, the themes identified were lack of motivation, low self-confidence, and anxiety.

As regards the reduction strategies used by English teachers, the themes identified were: establishing rapport, use of task-based activities, and use of affective strategies.

In terms of how English teachers managed affective filters, the themes identified were: understanding students' background; creating safe, supportive, and positive atmosphere; and (3) providing collaborative work.

To fully equip the secondary school English teachers with knowledge and skills on the affective filters to learning English reduction strategies, a retooling activity was proposed.

Based on the findings of the study, the following insights were gathered:

Reduction strategies, also known as lowering affective filters, could be highly effective in facilitating language learning, particularly in the context of learning English as a second language. By reducing anxiety, stress, and other negative emotions that can impede learning, English teachers can create a more conducive learning environment that promotes motivation, engagement, and confidence.

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To address the waning interest, motivation, and confidence of English language learners in the District of Janiuary I, employing varied reduction strategies towards negative affective filters to learning English such as but not limited to establishing rapport, use of task-based activities, and affective strategies could be the best remedies to address these affective filters that impede students' learning. This implies that incorporating these reduction strategies in language lessons makes learners feel comfortable in expressing themselves and in studying the language. However, it cannot be solved by reduction strategies alone but also how the English teachers manage their English classes. Hence, classroom management such as understanding students' background, creating positive learning atmosphere and providing collaborative work should be considered by English teachers in their respective classes to efficiently ensure a stress-free learning environment and enhanced learner's emotional well-being.

The proposed retooling activities can create more innovative language teaching strategies, techniques, methods, and approaches to improve English teachers' competence and pedagogical skills and to address the language learners' affective needs towards learning the second language.

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CONCLUSION

Based on the results and findings of the study, the English teachers in secondary schools are urged to create a welcoming classroom atmosphere and to keep evaluating their methods to foster an environment of transparency and support.

Affective learning tactics are used by students when learning a language, hence course materials such as textbooks and self-study modules need to incorporate them.

Since these tactics are thought to be helpful to them, language learners are encouraged to continue using them as learning strategies when completing their language-related tasks.

School heads should include topics about reducing an affective filter to learning English like establishing rapport, use of task-based activities and affective strategies in yearly In-Service Training for teachers.

English Department heads should include topics/objectives in Learning Action Cell (LAC) to address affective filters to learning English.

The Department of Education may continually retool, reskill, and upskill secondary English teachers on how to manage students' negative emotions towards learning English like lack of motivation, low self-confidence, and learning anxiety.

Parents should assist their children in the process of second language acquisition and learning English as a second language.

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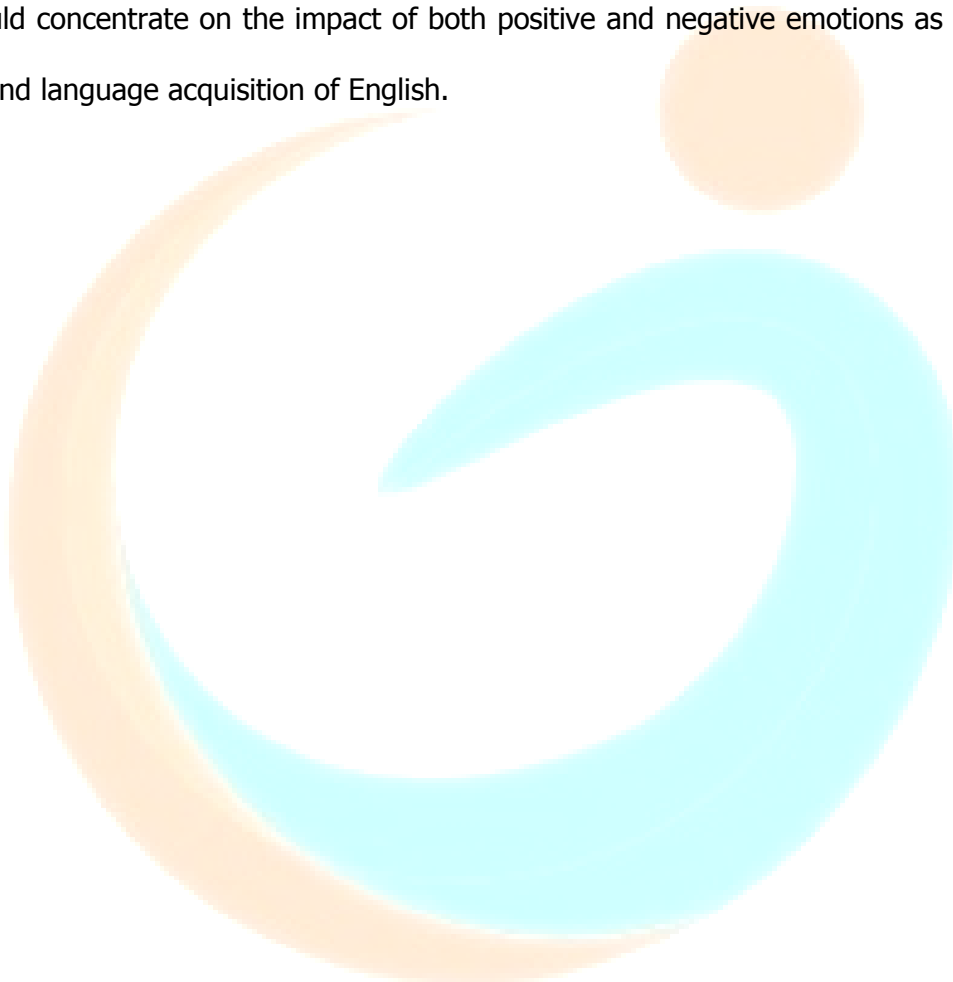
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The proposed retooling activities may immediately be implemented by secondary schools to provide immediate answers to the needs of teachers and learners in the process of language teaching and learning.

Studies of a similar nature might be carried out in other Iloilo districts or towns, but they should concentrate on the impact of both positive and negative emotions as affective filters on second language acquisition of English.



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