

**EFFECT OF AFFECTIVE FILTERS IN SLA: BEGINNER LEVEL SCENARIO**

**FairuzBinteMasud**

**ID: 15263007**

**Department of English and Humanities**

**April 2018**



**BRAC University, Dhaka, Bangladesh**

**EFFECT OF AFFECTIVE FILTERS IN SLA: BEGINNER LEVEL SCENARIO**

**A Thesis**

**Submitted to the Department of English and Humanities**

**of**

**BRAC University**

**by**

**FairuzBinteMasud**

**ID: 15263007**

**In partial fulfillment of the requirement for the degree**

**of**

**Masters of Arts in ELT**

**April 2018**

## **Acknowledgement**

First of all, I want to thanks to the Almighty Allah for giving me the strength to do this work and to finish this work. I am grateful to my supervisor, S.M. MohibulHasansir for his support and guidance throughout my research otherwise it would have been difficult for me to accomplish my work.

I want to give thanks to my parents and husband who have been supportive towards me throughout my research, and my friends especially, Tasnia and Hani. They have motivated me to conduct the survey and to finish the paper.

## **Abstract**

Nowadays second language learning has become a matter of concern for the teachers. Affective filter is important while conducting a class of SLA. It is important to consider the psychological and emotional issues of the student during class time to get an effective output. Children are very sensitive, if they do not feel comfortable in the class, it will be very difficult for a teacher to teach them properly. The purpose of the study is to examine (a) how various affective filters can facilitate or hamper the production of SLA and (b) how a teacher can make the affective filters lower in L2 classroom. The researcher tried to show the attributes in Bangladeshi context. To make the research more valid, the researcher did a survey among some teachers and students of beginner level of some schools. The researcher followed a mixed of qualitative and quantitative questionnaire to do the survey. The result of the survey showed the effect of affective filters in SLA in the classroom of beginner level students.

**Table of Content**

**Chapter-1**

**Introduction.....8-9**

1.1 Introduction.....8

1.2 Purpose of the Study .....8

1.3 Problem Statement .....8

1.4 Research Questions.....9

**Chapter-2**

**Literature Review.....10-20**

2.1 Introduction.....10

2.2 Affective Filter Hypothesis.....10

2.3 Affective Variables .....11

2.3.1 Motivation.....12

2.3.2 Self-Confidence.....13

2.3.3 Anxiety.....14

    ❖ Communication apprehension.....14

    ❖ Test anxiety.....15

    ❖ Fear of negative evaluation.....15

2.3.4 Other Factors.....16

    ▪ Environment.....16

    ▪ Personality .....16

2.4 Second Language Acquisition theories and their relationship with affective filter....17

2.4.1 Acquisition Hypothesis.....17

2.4.2 Natural Order Hypothesis.....18

2.4.3 Monitor Hypothesis.....18

2.4.4 Input Hypothesis.....19

2.5 Teaching methods mostly focused on affective filters.....19

2.5.1 The Natural Approach.....19

2.5.2 Total Physical Response.....20

2.5.3 Suggestopedia.....20

**Chapter-3**

**Methodology.....21-24**

3.1 Introduction.....21

3.2 Methods of Data Collection.....21

3.3 Designing Instruments .....21

3.4 Sampling of the Study .....22

3.5 Data Collection Procedure.....23

3.6 Data Analysis.....23

3.7 Limitation of the Study.....24

**Chapter-4**

**Findings and Discussions.....25-47**

4.1 Introduction.....25

4.2 Results Found from Students’ Questionnaire Survey (Quantitative).....25

4.3Results Found from Teachers’ Questionnaire Survey (Quantitative).....30

4.4Results Found from Teachers’ Questionnaire Survey (Qualitative).....36

4.5 Discussion of the Students’ Questionnaire Survey.....38

4.6 Discussion of the Teachers’ Questionnaire Survey.....40

4.7 Researcher’s Own Evaluation Using the Checklist (Students).....43

4.8 Researcher’s Own Evaluation Using the Checklist (Teachers).....45

**Chapter-5**

**Conclusion and Recommendation.....48-49**

5.1 Conclusion.....48

5.2 Recommendation.....49

**References.....50-51**

**Appendices.....52-56**

**Appendix I.....52**

**Appendix II.....56**

**Appendix III.....56**

## **Chapter-1 Introduction**

### **1.1 Introduction**

Students are the most important part of teaching learning process of a classroom. It is important for a teacher to value the emotions of the students while teaching to get a predictable output. In SLA, affective filter is a term to explain the emotional variables associated with L2. Affective filters are considered as a psychological filter, which has a great impact on second language acquisition. So, teachers and students both need to maintain the emotions to get a better production of L2. Affective filters are not only depending on the mood of the students but also depend on the environment of the classroom. Many people might naturally have a low affective filter in the classroom because of their personal quality. On the other hand, many people struggle to have a low affective filter in this type of situation. The environment of the classroom should be organized strategically by the teachers in order to lower the affective filter of learners in their classroom.

### **1.2 Purpose of the Study**

The purpose of the study is to find out the effect of the affective filters in SLA classroom in primary level. This paper also attempted to find out how is it important to low the affective filters while teaching L2 in primary level.

### **1.3 Problem Statement**

Sometimes teachers are least bothered about the affective filters of the students while teaching. As a result, students cannot concentrate the whole time in the classroom. On the other hand, as



there are different types of students, it is difficult for the teachers to find out the most challenging affective filter for the students in the classroom.

#### **1.4 Research Questions**

1. How various affective filters can facilitate or hamper the production of second language learning?
2. How a teacher can make the affective filters lower in the L2 classroom?

## **Chapter 2- Literature Review**

### **2.1 Introduction**

Ni (2012) stated that SLA and English Teaching have the most important factors which are known as Affective factors. These factors consist of ‘emotion, feeling, mood, manner, and attitude’ and so on. The input and output of SLA mainly depend on ‘motivation, self-confidence and anxiety’ (p. 1508). The affective factors will surely help the teachers to improve their teaching quality and students to cultivate an overall development. The theoretical basis of the affective filter hypothesis is the affective filter theory. Due to the theory, success of second language acquisition depends on the learner's emotional factors (Lou, 2016, p.139). So, this factor cannot be overlooked while teaching second language.

### **2.2 Affective Filter Hypothesis**

Krashen (1982) argued that as a psychological difficulty, language learners are not allowed to absorb available input ideas entirely in affective filter. He also observed that affective filters also lessen the amount of language input that the learner is able to understand (Ni, 2012, p.1508). According to our mood, affective filter opens or closes its factors. For instance, relaxed and pleasant learning environment have more input in LAD, on the other hand tense or negative environment will not have the same input in LAD. That is why teachers need to provide appropriate classroom environment to alleviate anxiety as well as they can encourage the students to feel free to acquire the language in the classroom (Abukhattala, 2013, p.130). It has a close relationship with the language learners input and intake. It can be said that affective factors determine the quantity of language learners’ input and intake. There are five hypotheses in

Krashen's theory among which the affective filter hypothesis is the fifth hypothesis, explain the impact of affective factors on second language acquisition (Ni, 2012). The affective filter hypothesis states the relationship between affective factors and second language acquisition process. Affective variables such as 'fear, nervousness, boredom, and resistance to change' can stimulate the acquisition of a second language by averting information about the second language from accomplishment of the language areas of the mind.

Affective variables and the process of second language acquisition works as a filter between the speaker and the listener that decreases the amount of language input the listener is able to understand (Lou, 2016, p.139). When the affective filter blocks comprehensible input, acquisition fails or occurs to a lesser extent than when the affective filter supports the intake of comprehensible input. The affective filter, therefore, accounts for individual variation in second language acquisition. Second language instruction can and should work to minimize the effects of the affective filter.

### **2.3 Affective Variables**

According to the affective filter hypothesis, certain emotions, such as anxiety, motivation and self-confidence interfere with the process of acquiring a second language. Learners with low motivation, little self-confidence and high anxiety have high filters and so receive little input and allow even less input (Johnson, 2013, p.1). It has a long history about interest in affective factors in education abroad. Since 1970s, the interest in the field of foreign language learning and teaching has been raised. Inferences of affective factors have become the major concern in this research field. Ni (2012) mentioned in his article that three factors 'motivation, self-confidence and anxiety' have been chosen to state their important functions (p. 1509).

### 2.3.1 Motivation

Dornyei (2001) stated that “the study of motivation has been a prominent area for research in psychology and education for many years” (as cited in Ushida E. 2005). Motivation is considered to be one of the most important factors, which influence the learner’s language input and intake. A person's motivation behind learning a second language and the views she or he holds regarding the L2-speaking community both come into play in speed of SLA and degree of proficiency achieved. Brown H. (2001) defined it as a level to which people can make choices of their goals to follow and also their devotion to that expedition (p.34). So motivation is a purpose to encourage the students to reach their goal of learning. It is the fixation which can help the student to hold on their interest into the subject of their learning. Here, Jakobovits (1970) divided the factors into four sets: ‘aptitude, intelligence, motivation and other factors’. These factors are responsible for the various degrees of success or failure for a foreign language learner. He also set up the following table of the percentage of these four categories:

Aptitude	33%
Intelligence	20%
Motivation	33%
other factors	14%

From the given table, we can assume the importance of motivation in second language acquisition. It holds 33% of aptitude whereas intelligence holds 20%. Motivation is more important rather than the intelligence for the student to have the interest to learn and acquire second language. As mentioned in Du (2009) there are mainly two types of motivation. One is

‘instrumental motivation’ and the other one is ‘integrative motivation’. A student who sees language as a mean to achieve some reward such as- good grades, employment, would reflect instrumental motivation. Integrative motivation is more helpful in SLA and proficiency because there is more desire for interaction with the community and the language that helps language acquisition. Students mainly with instrumental motivation are less likely to seek out situations where their language skills will be needed and will be improved (McCain, 2002). So it can be said that, motivation is the process by which goal-directed behavior is encouraged in language learning.

### **2.3.2 Self-Confidence**

Self-confidence is considered to be another significant factor, which strongly influences the learners’ language performance. The students who have lack of confidence are usually found to be extremely fearful and nervous. They are unwilling to express their opinions and even unable to utter a complete meaningful sentence in class. As a result, they cannot hold their interest into the learning goals. It is very difficult to deal with the student who does not have self-confidence. Brown (2001) phrased this factor as “I can do it” or “self-esteem principle, a learner believes in his or her own ability to accomplish the task” (p.23). So, confidence is a significant issue for second language acquisition. Successful language learning only takes place in an environment where learners’ values and positive attitudes are encouraged, where learners can use the target language effortlessly. Students must have the positivity in their mind to learn new things. They should have self-confidence which can help to enhance their learning process.

### 2.3.3 Anxiety

Anxiety is another significant affective factor. It is one of the most important and invasive emotions. Students with anxiety attending the class will feel nervous and afraid to cooperate with teachers and then they cannot concentrate on the learning points and waste their energy or they just want to escape from the learning task. "In a second language class, learners' anxiety may be affected by the way the teacher delivers the lesson" (Rohani, p.5). Researchers found that second language learners' anxiety is due to their competitive natures. They tend to become anxious when they compare themselves with other learners in the class and found themselves less proficient. The anxiety will decrease when they see themselves becoming more skillful, and therefore better able to compete. According to Du (2009), there are correlations between anxiety and performance (p.163). Foreign language classroom anxiety has three types:

#### ❖ **Communication apprehension**

Communication apprehension (CA) has been defined as an "individual level of fear or anxiety associated with either real or anticipated communication with another person or persons" (Du, 2009). So it can be said that, fear of communication with other person is the communicative anxiety. The person who is learning second language always has the feeling of doing mistakes and thinks that other person knows better than him or her. As a result, they choose the option to be quite. A teacher can help the student to decrease the anxiety by ensuring the positive environment of learning.

### ❖ Test anxiety

Du (2009) has described test anxiety as a psychological condition that interfere the normal learning process of the learner because the learner ‘experiences distress before, during, or after an exam or other assessment’ to such a level that this anxiety causes poor performance of the person (p.163). This is the most common type of anxiety because more or less every student has this problem. Nervousness of the students in an exam is a natural process even though they have good preparation for their exam. Hence, there is nothing to worry about this problem. Worrying about how anxiety will affect you can be as unbearable as the anxiety itself. Students who have experienced, or have a fear of, blanking out on tests can develop anticipatory anxiety. “Lack of confidence, fear of failure, and other negative thought processes may also contribute to test anxiety. The pressure to perform well on exams is a great motivator unless it is so extreme that it becomes unreasonable” (Du, 2009, p.163).

### ❖ Fear of negative evaluation

The feeling of L2 learners of being unable to make the proper social impression occurs because of the fear of negative evaluation. Others’ evaluation, avoidance of evaluative situations, and the expectation are also considered as anxiety. A strong source of language anxiety is the fear of negative evaluation (Du, 2009, p.163). In this case, people are more concerned about others’ opinion. Learners hesitate to interact in new language. So it is important to overcome the fear of negative evaluation while learning second language.

### **2.3.4 Other Factors**

From the article of Du (2009), some other variables such as environment and personality of the students can be found in the classroom which influences the affective filters. Class environment which is less stressful may give the opportunity of meaningful communication between the teachers and the students. Moreover, students' personality plays the vital role in second language acquisition. Introvert and extrovert both students behave totally differently in the classroom. It is complicated to deal with the introvert students while teaching L2 because they are not comfortable with expressing themselves. So teachers need to be more conscious with these kind of students to get good output from them.

#### **❖ Environment**

As mentioned in McCain (2000), the environment also affects SLA. To get the better output of i+1 level, students need to get encouraging environment which is beneficial for them to learn SLA. While creating sentences, a person always tries to be grammatically perfect when the affective filter is over-used. When the affective filter is under-used the speaker does not follow any rules that he/she is aware of. The ideal users of the affective filter speak naturally and often and eventually integrate more rules into their speech. In this manner, more experience and input can be provided to the brain and the speaker can also progress toward more fluent speech.

#### **❖ Personality**

According to McCain (2000), personality can affect SLA by discouraging the learners or encouraging them with increased opportunities. Nervousness can affect a student's ability to



speak fluently rather they are afraid of becoming embarrassed in front of others and avoid opportunities. Teachers' statement can shut down a shy student so they have to be very careful while giving feedback to the students. Emotional and environmental factors affect the process of language acquisition which is already stored in the brain. The study of Zhang (2008) states that, one's personality builds on earth. Introvert and extrovert are two types where introvert people take time to learn something. On the other hand, an extrovert person learns second language easily and quickly. He also mentioned that environment is also responsible to build one's personality. Dewaele (2012), mentions that personality might vary in different task in different situation. For instance, a learner may behave as an extrovert in one task but can become an introvert in another task (p.43).

## **2.4 Second Language Acquisition theories and their relationship with affective filter**

There are five theories within Second Language Acquisition theories from which Krashen (1983) bases his natural approach pedagogy. These five hypothesis are; 'the acquisition hypothesis, the monitor hypothesis, natural order hypothesis, the input hypothesis and discussed above the affective filter hypothesis'.

### **2.4.1 Acquisition Hypothesis**

Language acquisition is a subconscious process not unlike the way a child learns language. Language acquirers are not consciously aware of the grammatical rules of the language, but rather develop a feel for correctness. Robertson (2011) mentioned that the acquisition-learning hypothesis distinguishes acquisition as the process similar to how children learn their first language (p.9). In this way, language learners are aware that they are using their target language

to communicate, but do not notice they are acquiring language. In acquisition, confidence in their language ability increases as the language is acquired. The learner is likely unaware of the rules of language or grammar they are using but can use their target language to communicate. "Learning" can be distinguished more directly as understand of the language such as syntax and grammar. Students who are "learning" their second language often can be relative experts on the grammar rules of their target language but unable to speak or use it in most situations.

#### **2.4.2 Natural Order Hypothesis**

The natural order hypothesis states that "the acquisition of grammatical structures proceeds in a predictable order." For a given language (Wilson), some grammatical structures tend to be acquired early, others late, regardless of the first language of a speaker (p.2). However, this does not mean that grammar should be taught in this natural order of acquisition. For learning a language grammar, rules and regulations of that specific language need to be taught consciously. Without knowing the grammar of a language, a student can produce sentences but it will be very difficult to produce correct sentences in the right place.

#### **2.4.3 Monitor Hypothesis**

Krashan said that the language that one has subconsciously acquired "initiates our utterances in a second language and is responsible for our fluency," whereas the language that we have consciously learned acts as an editor in situations where the learner has enough time to edit, is focused on form, and knows the rule, such as on a grammar test in a language classroom or when carefully writing a composition. This conscious editor is called the Monitor (Wilson, p.2).

Students do not use their conscious knowledge of grammar in normal conversation, but will use it in writing and planned speech.

#### **2.4.4 Input Hypothesis**

Input hypothesis answers the question of how a language acquirer develops competency over time. It states that a language acquirer who is at "level i" must receive comprehensible input that is at "level i+1." However, instead of aiming to receive input that is exactly at our i+1 level, or instead of having a teacher aim to teach us grammatical structure that is at our i+1 level, we should instead just focus on communication that is understandable (Roberton, 2011, p.9).

#### **2.5 Teaching methods mostly focused on affective filters**

Popular language teaching methods today include grammar-translation, audio-lingualism, cognitive-code, the direct method, the natural approach, total physical response, and suggestopedia. While studying the methods, I have found three methods that have given importance of affective filters in language teaching in the classrooms.

##### **2.5.1 The Natural Approach**

In the Natural Approach the teacher speaks only the target language and class time is dedicated to providing input for acquisition. Students may use either the language being taught or their first language. Errors in speech are not corrected; however, homework may include grammar exercises that will be corrected. Goals for the class emphasize the students being able use the language "to talk about ideas, perform tasks, and solve problems" (Wilson, p.5). This approach aims to fulfill the requirements for learning and acquisition, and does a great job in doing it. As the students are not bound to speak in target language in the classroom, they will not be nervous

to express their opinion in the class and they can also participate in the conversation the way they feel comfortable. Its main weakness is that all classroom teaching is to some degree limited in its ability to be interesting and relevant to all students.

### **2.5.2 Total Physical Response**

Total Physical Response, or TPR, involves the students listening and responding to commands given by the teacher such as "sit down" and "walk," with the complexity of the commands growing over time as the class acquire more language. In this method of teaching, the students will not feel any anxiety to talk in the class. Students will only speak when they will feel comfortable to produce any speech in the classroom. Student speech is delayed, and once students indicate an eagerness to talk them initially give commands to other students.

### **2.5.3 Suggestopedia**

Suggestopedia classes are mainly focused on the environment of the classroom. This type of class is small and intensive, and focus on providing a very low-stress, attractive environment in which acquisition can occur. Some of the students' first language is used at the beginning, but most in the target language (Wilson, p.5). The role of the teacher is very important in creating the right atmosphere and in acting out the dialogues that form the core of the content. Suggestopedia does not give much emphasis to grammar while providing prime input. Generally, a soft music plays in the classroom and teacher tells the story with actions. This type of class is applicable for the beginners. They enjoy the surroundings of the classroom and also enjoy their lessons. As a result, they can adjust mentally as well as physically with the classroom setting to learn new things

## **Chapter- 3 Methodology**

### **3.1 Introduction**

In the methodology chapter, the researcher has discussed about the method of collecting and analyzing data from different schools.

### **3.2 Methods of Data Collection**

There are three methods that are used for this paper are:

- Students' Questionnaire Survey (Quantitative)
- Teachers' Questionnaire Survey (both Quantitative and Qualitative)
- Researcher's Own Evaluation Using a Checklist

Quantitative data collection method involves the use of numbers to assess the information. This information can then be evaluated using statistical analysis which offers the researcher the opportunity to dig deeper into the data and look for greater meaning.

### **3.3 Designing Instruments**

The researcher made questionnaires for both the teacher and the students. In the questionnaires, statements/points are same but the language is changed to match the respondents. The questions were designed in a manner by which the respondents feel comfortable to give the answers. The statements were about the respondents' thoughts towards affective filters and its effect in second language learning. It is a mixer of qualitative and quantitative method. The respondents have to put a tick mark on a particular option from four options for each statement, which the respondent

thinks are appropriate. Moreover, there will be some open ended questions. For analysis, the responses have converted into mathematical figures:

Entirely Disagree=1, Disagree=2, Not Sure=3, Agree=4, Entirely Agree=5

The researcher used a checklist while observing some classes to evaluate the effect of affective filters and the importance of affective filters in language classroom, which is in the form of questions rather than statements.

### 3.4 Sampling of the Study

The researcher has chosen 5 schools of Dhaka City to do the study and collect data. For the study, the number of the respondents was 10 teachers and 134 students and all of them were so cooperative and supportive to fill up the questionnaire.

Samples that are assigned for the survey are given below:

Table 1: Samples for the survey

Type	Number
1. Students' Questionnaire	134
2. Teachers' Questionnaire	10

The names and the numbers of the institutions are given below:

**Institutions:**

1. Bangladesh International School & College
2. Bangladesh International Tutorial (BIT)
3. Mastermind School
4. Turkish Hope International School
5. Stamford School & College

**3.5 Data Collection Procedure**

All data were collected from 5 different English Medium/ English Version schools. At first, the researcher had to take permission from the university authority and then from the department by showing a recommendation letter. After that, the researcher had to contact with the subject teachers to get the permission to observe their classes and to conduct the survey in their classes.

**3.6 Data Analysis**

The data for Quantitative questionnaire are collected by using the instruments and samples, analyzed by using mean score. According to Best and Kahn (1998), in all statistical calculation, mean is perhaps the most useful among them (p, 343). The mean is the sum of all scores of all subjects in a group divided by the number of subjects,  $[X = \sum X/n]$  (Seliger and Shohamy, 1989).

The data for Qualitative questionnaire are collected by using samples, ideas those are supported by most of the people.

### **3.7 Limitation of the Study**

Due to lack of time, it was not possible for the researcher to cover a good number of schools of Dhaka City. Moreover, the researcher has covered only five schools, the size of the sample become small. Though it is small in size, the sample was examined closely and carefully to evaluate whether the students are effected by affective filters in SLA or not. The researcher also tried to sort out the importance of affective filters for the students and the teachers in language classroom in Bangladeshi context. To make this study valid and objective, the researcher tried her best.



## Chapter-4- Findings and Discussion

### 4.1 Introduction

This chapter covers the analysis of the research data which were collected from the teachers and the students of different schools. The research has been done in two ways, one is quantitative and the other one is qualitative questionnaire.

### 4.2 Results Found from Students' Questionnaire Survey (Quantitative)

The students had to put a tick mark on an option from five options for each statement of students' questionnaire, which the student thinks are appropriate. The responses were converted into mathematical figures for analyzing. Figures are given below:

Entirely Disagree= 1

Disagree= 2

Not Sure= 3

Agree= 4

Entirely Agree= 5

The result is presented in table below:

(In each box the number on the top indicates the number of scorers and the number at the bottom indicates the score after conversion into mathematical figures. The bottom ones are calculated for means.

**Table: 1**

No.	Statements	Entirely disagree	Disagree	Not sure	Agree	Entirely agree	Mean Score
1.	Lack of self-confidence makes me hesitate to communicate in the class room.	1 1	2 4	3 9	67 268	61 305	4.38
2.	Shyness makes me hesitate to communicate in the class room	2 2	4 8	8 24	75 300	45 225	4.17
3.	Anxiety makes me hesitate to communicate in the class room	4 4	15 30	13 49	58 232	44220	3.99
4.	Behavior of the teacher let me hesitate to communicate in the class room	1 1	4 8	18 54	76 304	35 175	2.74
5.	Friendly environment and friendly teachers make me feel comfortable and	4 4	23 46	20 60	31 124	56 280	3.38

	feel free to speak English in class.						
6.	Same proficiency level makes me feel comfortable and free to speak English in class.	1 1	4 8	12 36	66 264	50 250	4.17
7.	Known topics make me feel comfortable and feel free to speak English in class.	3 3	17 34	35 105	53 212	26 130	3.61
8.	Motivation can lower the affective filters in the class room	4 4	7 14	18 54	63 252	42 210	3.99
9.	Sharing own story can lower the affective filters in the class room	0 0	19 38	23 69	60 240	32 160	3.78
10.	Getting help in task can lower the affective filters in the class room	3 3	6 12	19 57	63 252	43 215	4.02
11.	Difficult words can distract the concentration from learning.	5 5	6 12	44 132	48 192	30 150	3.66
12.	Unknown faces and the environment can	1	5	7	81	40	

	also distract the concentration from learning.	1	10	21	324	200	4.15
13.	Motivation from the teachers inspires me to learn English.	4	5	19	35	71	4.22
		4	10	57	140	355	
14.	Interesting activities (video clip, role play, storytelling) and topics inspires me to learn English	3	8	13	58	52	4.10
		3	16	39	232	260	
15.	In the classroom affective filters can develop or reduce the learning process	8	9	28	60	29	3.69
		8	18	84	240	145	

The details of the students' survey are given below:

For item no. 1, 1 student responded 'entirely disagree', 2 students responded 'disagree', 3 students responded 'not sure', 67 students responded for 'agree', and 61 students responded for 'entirely agree'. Here, the mean score is 4.38.

For item no. 2, 2 students responded 'entirely disagree', 4 students responded 'disagree', 8 students responded 'not sure', 75 students responded for 'agree', and 45 students responded for 'entirely agree'. Here, the mean score is 4.17.

For item no. 3, 4 students responded 'entirely disagree', 15 students responded 'disagree', 13 students responded 'not sure', 58 students responded for 'agree', and 44 students responded for 'entirely agree'. Here, the mean score is 3.99.

For item no. 4, 1 student responded 'entirely disagree', 4 students responded 'disagree', 18 students responded 'not sure', 76 students responded for 'agree', and 35 students responded for 'entirely agree'. Here, the mean score is 2.74.

For item no. 5, 4 students responded 'entirely disagree', 23 students responded 'disagree', 20 students responded 'not sure', 31 students responded for 'agree', and 56 students responded for 'entirely agree'. Here, the mean score is 3.38.

For item no. 6, 1 student responded 'entirely disagree', 4 students responded 'disagree', 12 students responded 'not sure', 66 students responded for 'agree', and 50 students responded for 'entirely agree'. Here, the mean score is 4.17.

For item no. 7, 3 students responded 'entirely disagree', 17 students responded 'disagree', 35 students responded 'not sure', 53 students responded for 'agree', and 26 students responded for 'entirely agree'. Here, the mean score is 3.61.

For item no. 8, 4 students responded 'entirely disagree', 7 students responded 'disagree', 18 students responded 'not sure', 63 students responded for 'agree', and 42 students responded for 'entirely agree'. Here, the mean score is 3.99.

For item no. 9, no student responded 'entirely disagree', 19 students responded 'disagree', 23 students responded 'not sure', 60 students responded for 'agree', and 32 students responded for 'entirely agree'. Here, the mean score is 3.78.

For item no. 10, 3 students responded 'entirely disagree', 6 students responded 'disagree', 19 students responded 'not sure', 63 students responded for 'agree', and 43 students responded for 'entirely agree'. Here, the mean score is 4.02.

For item no. 11, 5 students responded 'entirely disagree', 6 students responded 'disagree', 44 students responded 'not sure', 48 students responded for 'agree', and 30 students responded for 'entirely agree'. Here, the mean score is 3.66.

For item no. 12, 1 student responded 'entirely disagree', 5 students responded 'disagree', 7 students responded 'not sure', 81 students responded for 'agree', and 40 students responded for 'entirely agree'. Here, the mean score is 4.15.

For item no. 13, 4 students responded 'entirely disagree', 5 students responded 'disagree', 19 students responded 'not sure', 35 students responded for 'agree', and 71 students responded for 'entirely agree'. Here, the mean score is 4.22.

For item no. 14, 3 students responded 'entirely disagree', 8 students responded 'disagree', 13 students responded 'not sure', 58 students responded for 'agree', and 52 students responded for 'entirely agree'. Here, the mean score is 4.10.

For item no. 15, 8 students responded 'entirely disagree', 9 students responded 'disagree', 28 students responded 'not sure', 60 students responded for 'agree', and 29 students responded for 'entirely agree'. Here, the mean score is 3.69.

### 4.3 Results Found from Teachers' Questionnaire Survey (Quantitative)

The teachers' questionnaire survey is same as the students' survey. Here, the respondents also had to put a tick mark on an option from five options for each statement of teachers' questionnaire, which the teacher thinks are appropriate. The responses were converted into mathematical figures for analyzing as it was done in students' questionnaire survey. Figures are given below:

Entirely Disagree= 1

Disagree= 2

Not Sure= 3

Agree= 4

Entirely Agree= 5

The results of teachers' questionnaire survey are presented in table below:

(In each box the number on the top indicates the number of scorers and the number at the bottom indicates the score after conversion into mathematical figures. The bottom ones are calculated for means.)

**Table: 2**

No.	Statements	Entirely disagree	Disagree	Not sure	Agree	Entirely agree	Mean Score
1.	Affective filter is responsible for individual variation in Second Language Acquisition.	0 0	0 0	0 0	2 8	8 40	4.8
2.	A raised affective filter can block the input from reaching Language Acquisition Device (LAD).	0 0	0 0	1 3	1 4	8 40	4.7
3.	Anxiety and Shyness make a student hesitate to communicate in the class room.	0 0	00 0	2 4	6 24	2 10	3.8
4.	Lack of self-confidence makes a student hesitate to communicate in the class room.	0 0	0 0	1 3	3 15	6 24	4.2
5.	Friendly environment and friendly teachers make a student feel comfortable	0 0	0 0	0 0	3 12	7 35	4.7



	and feel free to speak English in class.						
6.	Same proficiency level makes a student feel comfortable and free to speak English in class.	0 0	0 0	2 6	3 12	5 25	4.3
7.	Known topics make a student feel comfortable and feel free to speak English in class.	0 0	0 0	0 0	5 20	5 25	4.5
8.	Motivation can lower the affective filters in the class room	0 0	1 2	1 3	5 20	3 15	4.0
9.	Sharing own story can lower the affective filters in the class room	0 0	0 0	2 6	3 12	5 25	4.3
10.	Helping the students in their task can lower the affective filters in the class room.	0 0	0 0	1 3	2 8	7 35	4.6
11.	Whatever the teachers understand and believe will influence in students' teaching practice.	0 0	0 0	0 0	3 12	7 35	4.7

12.	It is necessary for a teacher to consider affective filters while teaching in the classroom	0	0	0	3	7	4.7
		0	0	0	12	35	
13.	Friendly talking can motivate a student in the classroom.	0	0	0	6	4	
		0	0	0	24	20	4.4
14.	Appreciating the students can inspire them to learn English in the classroom.	0	0	0	5	5	
		0	0	0	20	25	4.5
15.	'Affective filter' is one of the sensitive issues in SLA especially for beginners.	0	0	0	2	8	4.8
		0	0	0	8	40	

The details of the teachers' survey are given below:

(For each item the number of total responded was 10)

For item no. 1, no teacher responded 'entirely disagree' as well as 'disagree' and 'not sure', 2 teachers responded for 'agree', and 8 teachers responded for 'entirely agree'. Here, the mean score is 4.8.

For item no. 2, no teacher responded 'entirely disagree' as well as 'disagree', 1 teacher put tick mark for 'not sure', 1 teacher responded for 'agree', and 8 teachers responded for 'entirely agree'. Here, the mean score is 4.7.

For item no. 3, no teacher responded 'entirely disagree', 2 teachers responded for 'disagree', no teacher put tick mark for 'not sure', 6 teachers responded for 'agree', and 2 teachers responded for 'entirely agree'. Here, the mean score is 3.8.

For item no. 4, no teacher responded 'entirely disagree' as well as 'disagree', 1 teacher put tick mark for 'not sure', 3 teachers responded for 'agree', and 6 teachers responded for 'entirely agree'. Here, the mean score is 4.2.

For item no. 5, no teacher responded 'entirely disagree', 'disagree', 'not sure', 3 teachers responded for 'agree', and 7 teachers responded for 'entirely agree'. Here, the mean score is 4.7.

For item no. 6, no teacher responded 'entirely disagree', no teacher responded for 'disagree', 2 teachers responded for 'not sure', 3 teachers responded for 'agree', and 5 teachers responded for 'entirely agree'. Here, the mean score is 4.3.

For item no. 7, no teacher responded 'entirely disagree' as well as 'disagree' and 'not sure', 5 teachers responded for 'agree', and 5 teachers responded for 'entirely agree'. Here, the mean score is 4.5.

For item no. 8, no teacher responded 'entirely disagree', 1 teacher responded for 'disagree', 1 teacher responded for 'not sure', 5 teachers responded for 'agree', and 3 teachers responded for 'entirely agree'. Here, the mean score is 4.00.

For item no. 9, no teacher responded 'entirely disagree', no teacher responded for 'disagree', 2 teachers responded for 'not sure', 3 teachers responded for 'agree', and 5 teachers responded for 'entirely agree'. Here, the mean score is 4.3.

For item no. 10, no teacher responded ‘entirely disagree’ and ‘disagree’, 1 teacher responded for ‘not sure’, 2 teachers responded for ‘agree’, and 7 teachers responded for ‘entirely agree’. Here, the mean score is 4.6.

For item no. 11, no teacher responded ‘entirely disagree’, ‘disagree’, and ‘not sure’, 3 teachers responded for ‘agree’, and 7 teachers responded for ‘entirely agree’. Here, the mean score is 4.7.

For item no. 12, no teacher responded ‘entirely disagree’, ‘disagree’, and ‘not sure’, 3 teachers responded for ‘agree’, and 7 teachers responded for ‘entirely agree’. Here, the mean score is 4.7.

For item no. 13, no teacher responded ‘entirely disagree’, ‘disagree’, and ‘not sure’, 6 teachers responded for ‘agree’, and 4 teachers responded for ‘entirely agree’. Here, the mean score is 4.4.

For item no. 14, no teacher responded ‘entirely disagree’, ‘disagree’, and ‘not sure’, 5 teachers responded for ‘agree’, and 5 teachers responded for ‘entirely agree’. Here, the mean score is 4.5.

For item no. 15, no teacher responded for ‘entirely disagree’, ‘disagree’, ‘not sure’, 2 teachers responded for ‘agree’, and 8 teachers responded for ‘entirely agree’. Here, the mean score is 4.8.

#### 4.4 Results Found from Teachers’ Questionnaire Survey (Qualitative)

In qualitative research 10 teachers have been participated. Each of them has their own opinion on the selective questions. Here the researcher has showed the answers that are major and common.

Questions for the Teachers	Answers of the Teachers
How often students get anxious in the classroom?	From the survey the researcher has found that most of time students get anxious because of

	<p>the environment, classmates and lack of self-confidence. This is why anxiousness is a common scenario of the students in the classroom.</p>
<p>Which activity do you use more to lessen the students' affective filter?</p>	<p>Most of the teachers use different type of video clips to lessen the students affective filter because it takes less time to change the whole environment of the classroom.</p>
<p>How do you motivate the students when they are discouraged and inactive in the classroom?</p>	<p>As a teacher it is easy to tell stories or sharing personal experiences with the students to make them feel comfortable in the classroom. It helps them to grow their interest for learning. In another article of Zaman J. (2015), it is mentioned that teachers can make a classroom enjoyable as well as interesting (p.18).</p>
<p>How does affective filter affect the learning of the students?</p>	<p>Affective filters mainly deal with the emotional factors of the students. As a result, it would be very difficult for the teachers to take the class if the students' are not mentally prepared for the class.</p>
<p>Why does a teacher need to think about affective filters in Second Language</p>	<p>Teachers think that to get the better output from the students it is important to maintain</p>

Acquisition (SLA)?	low affective filters in the classroom.
--------------------	---

#### 4.5 Discussion of the Students' Questionnaire Survey Results

This section will discuss about the results that are found in table: 1.

The interpretation key that is used for the discussion of the results is:

Negative Attitude = 1.00- 2.25

Not Satisfactory = 2.26-3.00

Satisfactory = 3.01-3.75

Very Satisfactory = 3.76-5.00

The students' attitude is 'very satisfactory' for both statements no. 1 and 2.

In statement no. 1 (Lack of self-confidence make me hesitate to communicate in the class room) the mean score is 4.38, which means the students' have 'very satisfactory' attitude.

In statement no. 2 (Shyness makes me hesitate to communicate in the class room) the mean score is 4.17, which means the students' have 'very satisfactory' attitude.

The students' have 'very satisfactory' attitude for statement 3 (Anxiety makes me hesitate to communicate in the class room) as the mean score is 3.99. To verify the mean score the researcher has found that, speaking in front of others is not an easy task for new learners because at that time the anxiety can be strongly increased among certain students (Lim, p.5).

For statement 4 (Behavior of the teacher lets me hesitate to communicate in the class room) they have 'not satisfactory' attitude because the mean score is 2.74.

For statement 5 (Friendly environment and friendly teachers make me feel comfortable and feel free to speak English in class) the students' have 'satisfactory' attitude as the mean score is 3.38.

For statement 6 (Same proficiency level makes me feel comfortable and free to speak English in class) the students' have 'very satisfactory' attitude and the mean score is 4.17.

Statement 7 (Known topics make me feel comfortable and feel free to speak English in class) the students' attitude is 'satisfactory' because the mean score is 3.61.

The students' have 'very satisfactory' attitude in statement no. 8 (Motivation can lower the affective filters in the class room). Here the mean score for statement 8 is 3.99. While doing the research the researcher have found that 'a motivated learner will be able to absorb more information and inputs than a similarly- skilled unmotivated learner' (Lim, p.3).So if the researcher compares this statement with her findings it would be clear that motivation plays a vital role to lower the affective filter in the classroom.

In statement no. 9 (Sharing own story can lower the affective filters in the class room) they have also 'very satisfactory' attitude, and the mean score is 3.78.

The students' also have 'very satisfactory' attitude for the statement no. 10 (Helping the students in their task can lower the affective filters in the class room). The mean score for statement no. 10 is 4.02.

For the statement no. 11(Difficult words can distract the concentration from learning) students' have 'satisfactory' attitude and the mean score is 3.66.

Statement no. 12 (Unknown faces and the environment can also distract the concentration from learning) the students' have 'very satisfactory' attitude. Here the mean score is 4.15.

Statement no. 13(Motivation from the teachers inspires me to learn English) the students' have 'very satisfactory' attitude. Here the mean score is 4.22.

Statement no. is 14 (Interesting activities (video clip, role play, storytelling) and topics inspires me to learn English) seems 'very satisfactory' to the students'. The mean score for this statement is 4.10.

In statement no. 15 (In the classroom affective filters can develop or reduce the learning process) the mean score is 3.69 which suggests that the students' have 'satisfactory' attitude.

#### **4.6 Discussion of the Teachers' Questionnaire Survey Results**

The results which are found in table: 2 will be discussed in this section.

The interpretation key is used for the discussion of the results is:

Negative Attitude = 1.00- 2.25

Not Satisfactory = 2.26-3.00

Satisfactory = 3.01-3.75

Very Satisfactory = 3.76-5.00



In statement no. 1 (Affective filter is responsible for individual variation in Second Language Acquisition) the mean score is 4.8, which means the teachers' have 'very satisfactory' attitude.

In statement no. 2 (A raised affective filter can block the input from reaching Language Acquisition Device (LAD)) the mean score is 4.7, which means the teachers' have 'very satisfactory' attitude.

The mean score for statement 3 (Anxiety and Shyness make a student hesitate to communicate in the class room) is 3.8. Here, the teachers' have 'very satisfactory' attitude.

For statement 4 (Lack of self-confidence makes a student hesitate to communicate in the class room) the mean score is 4.2. The teachers' have 'very satisfactory' attitude here.

For statement 5 (Friendly environment and friendly teachers make a student feel comfortable and feel free to speak English in class) is 4.7. Here, the attitude of the teachers' is 'very satisfactory'.

For statement 6 (Same proficiency level makes a student feel comfortable and free to speak English in class) the mean score is 4.3. The teachers' have 'very satisfactory' attitude here.

In statement 7 (Known topics make a student feel comfortable and feel free to speak English in class), the teachers' attitude is 'very satisfactory' as the mean score is 4.5.

The teachers' have 'very satisfactory' attitude in statement no. 8 (Motivation can lower the affective filters in the class room) as the mean score is 4.00.

The mean score for statement 9 (Sharing own story can lower the affective filters in the class room) is 4.3 as the teachers' have 'very satisfactory' attitude.

The teachers' also have 'very satisfactory' attitude for the statement no. 10 (Helping the students in their task can lower the affective filters in the class room) as the mean score is 4.6.

For statement 11 (Whatever the teachers understand and believe will influence in students' teaching practice) the teachers' attitude is 'very satisfactory' as the mean score is 4.7.

Among the two statements, statement no. 12 (It is necessary for a teacher to consider affective filters while teaching in the classroom) and 13 (Friendly talking can motivate a student in the classroom) the teachers' have 'very satisfactory' attitude. Here the mean score for statement 12 is 4.7 and statement 13 is 4.4.

The statement no. 14 (Appreciating the students can inspire them to learn English in the classroom) seems 'very satisfactory' to the teachers' as the mean score for this statement is 4.5.

In statement no. 15 ('Affective filter' is one of the sensitive issues in SLA especially for beginners) the mean score is 4.8 which suggests that the teachers' have 'very satisfactory' attitude.

#### **4.7 Researcher's Own Evaluation Using the Checklist (Students)**

This section presents the researcher's own evaluation for the checklist which has been filled up during classroom observation. The results found for each of the items based on the questionnaire have been given in order.

**Response to question no. 1**

Most of the students respond positively with the given statement. They agreed that lack of self-confidence and shyness make them hesitate to communicate in the classroom. As the teaching process varies from teacher to teacher, students feel shy to talk in front of them.

**Response to question no. 2**

The researcher found that the behavior of the teacher can make the students feel hesitate to communicate in the classroom. Moreover, it also increases their anxiety in the classroom. As a result, they cannot speak spontaneously in front of the class.

**Response to question no.3**

According to the students' response, they think without friendly environment, it is very difficult for them to participate in the discussion of the classroom in English.

**Response to question no.4**

The researcher found that, same proficiency level and known topics can allow the students to speak in English during class time.

**Response to question no.5**

The researcher found that, motivation is a key to low the affective filters in the classroom. If a student is motivated enough by the teacher, then he/she can do their work properly and also can communicate spontaneously in the classroom.

**Response to question no.6**

If a student gets a chance to share their own story it would definitely help them to adjust with the new environment of the classroom. So, the researcher found that most of the students respond positively with the given statement. In addition, if the teacher helps them in their task, that will work as motivation for them.

**Response to question no.7**

The researcher found that difficult words and unknown faces distract the concentration of the students from learning. So it is better to give them easy words initially and ask them to discuss with their peers. By this they will feel comfortable in the classroom.

**Response to question no.8**

The researcher found that each of the teachers uses different classroom activities for their teaching purposes. Interesting activities are considered as a vital issue for teaching because it inspires the students to be attentive in the classroom. If the teacher cannot make their activities interesting, it would be difficult for them to conduct the class.

**Response to question no.9**

The researcher found that affective filter has a great impact on learning process. Sometimes it helps to develop the learning of the students. On the other hand, sometimes it has a negative effect on learning process.

#### **4.8 Researcher's Own Evaluation Using the Checklist (Teachers)**

This section presents the researcher's own evaluation for the checklist which has been filled up during classroom observation. The results found for each of the items based on the questionnaire have been given in order.

##### **Response to question no.1**

The researcher found that the given statement has positive response. As affective filters deal with the emotional issues of the students, teachers have to consider this as vital objects of the class. Additionally, the teachers prefer to give the feedback in a sandwich way in the class so that the emotional issues of the students will not be hurt. From this, it can be seen how important the affective filters are for the students.

##### **Response to question no.2**

The researcher found that the teachers respond to the statement positively. It is very evident that a raised affective filter blocks the input from reaching language acquisition device (LAD). If a student becomes nervous, anxious, and feels shy it is very difficult for them to acquire a new language.

##### **Response to question no.3**

Anxiety and shyness make a student feel uncomfortable to communicate in the classroom because they are the learner and they do not know the precise rules and regulations of the new language. In addition, anxiety and shyness both work as a barrier for speaking in the classroom in front of others.

#### **Response to question no.4**

According to the teachers' response, friendly environment as well as friendly teachers helps them to develop their learning skill. Without having these two conditions it is very difficult for them to participate in the discussion of the classroom in English.

#### **Response to question no.5**

The researcher found that most of the teachers agreed with the statement but some of them did not agree. They think new topics can grow the interest of the students while learning new language.

#### **Response to question no.6**

According to the respond of the teachers, it is clear that motivation from the teachers to students always help to lower the affective filter in the classroom. Students like to work and learn if they get positive motivation from the teachers.

#### **Response to question no.7**

Sharing own story as well as getting help from the teachers and the peers help to lower the affective filters. This situation is found by the researcher while doing the survey.

#### **Response to question no.8**

The researcher found that affective filters are considered as a sensitive and vital issue in SLA. While teaching, it is important to think about the psychological condition of the students to get

the effective output from the learners. Keeping this in mind teachers try to make the environment friendly and also they try to give interesting activities while teaching SLA.

## **Chapter-5**

### **Conclusion and Recommendation**

#### **5.1 Conclusion**

In second language acquisition, affective filters can build or break the proficiency level of the students. So, it can be said that affective filter is a very significant matter for both teachers and the students especially for the beginners. The study result has presented that there are so many issues which are dependent on affective filters of the student in the class while learning a second language. In order to lower the Affective filters of learners in a classroom, a teacher of second language learners should purposefully arrange the class environment and instructions. This paper has found various reasons that could lower or increase the affective filters of the students in the class. Moreover, this paper has established many ways of reducing affective filters to get the better output from the students.. It also showed that teacher can control the affective filters of the students to some extent and can conduct their class in a good manner.

This paper has found different perspective from the teachers and students about affective filters. It is very clear that, affective filters cannot be ignored in SLA class, if a teacher wants to get a better and proper output from the students he or she unquestionably has to consider the factors of affective filters.

#### **5.2 Recommendations**

While doing the survey for this paper, I observed different classes; I have become aware of some points and took notes I would like to present them as recommendations.



1. Teachers should avoid traditional teaching methods. Generally, teachers need to talk much in traditional method of teaching which is not appropriate for SLA class. In class, students should get more chances to speak rather than the teachers on the selected topics. It will help them to overcome shyness and anxiety.
2. Teacher should motivate the students in a manner that they will feel comfortable to speak up in front of their companion in the class.
3. It is important to make them understand that they have to participate in the classroom activities willingly.
4. Environment of the classroom is very important for the learners. It is one the major issues to get better output from teaching. If the environment of the classroom is aloof and daunting, it is difficult for the students to focus and learn effortlessly. On the other hand, overwhelming and very relaxed setting is also not good for learning. So teachers should be careful about the setting of the classroom.
5. While entering the class teachers should greet the student to make them feel comfortable. They can also keep some warm up sessions to start the class rather than directly begin the lesson. It helps them to reduce nervousness.
6. Motivation plays a vital role to lower affective filters in the class. Each and every student is different from each other. Motivation is the only thing which can help every student to feel associated with the class.
7. In the classroom there are various types of students with different proficiency level but teachers need to think about all the students in the class. So they (T) need to design their activities in a way that everyone can understand and participate in the activities.

## References

- Abukhattala, I. (2013). Krashen's Five Proposals on Language Learning: Are They Valid in LibyanEFL Classes. *English Language Teaching*, 6(1). doi:10.5539/elt.v6n1p128
- Best, J., & Kahn, J. (1998). *Research in education* (8th ed.). USA: Allyn & Bacon.
- Brown, H. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Beijing: Foreign Language.
- Dewaele JM. (2012) Personality: Personality Traits as Independent and Dependent Variables. In: Mercer S., Ryan S., Williams M. (eds) *Psychology for Language Learning*. Palgrave Macmillan, London.
- Du, X. (2009). The Affective Filter in Second Language Teaching. *Asian Social Science*, 5(8). doi:10.5539/assv5n8p162
- Jakobovits, L. (1970). *Foreign Language Learning: A Psycholinguistic Analysis of the Issue*. Rowley, Mass.: Newbury House.
- Krashen, S. D. (1983). Principles and Practice in Second Language Acquisition. *The Modern Language Journal*, 67(2), 168. doi:10.2307/328293
- Krashen, S. D. (1987). *Principles and practice in second language acquisition*. New York.
- Lim, A. (2012). Reducing Affective Filters in the Classroom.
- Lou, You-gen. (2016). Effect of the Affective Filter Hypothesis on CBI to Non-English-Majored College Students. 10.2991/icassr-15.2016.39.

McCain, J. (2000). Language Acquisition and Affective Variables.

Ni, H. (2012). The Effects of Affective Factors in SLA and Pedagogical Implications. *Theory and Practice in Language Studies*, 2(7). doi:10.4304/tpls.2.7.1508-1513

Roberton, T. (2011). Reducing Affective Filter In Adult English Language Learning Classrooms.

Rohani, R. (n.d.). Krashen's Language Acquisition Hypothesis: A Critical Review.

Seliger, H. W., & Shohamy, E. (1989). *Second Language Research Methods*. Oxford:

Oxford University Press.

Ushida, E. (2005). The Role of Students' Attitudes and Motivation in Second Language Learning in Online Language Courses. *CALICO Journal*, 23(1), 49-78. Retrieved from <http://www.jstor.org/stable/24156232>

Wilson, R. (n.d.). A Summary of Stephen Krashen's "Principles and Practice in Second Language Acquisition" [Review]. *A Summary of Stephen Krashen's "Principles and Practice in Second Language Acquisition"*.

Zaman, J. (2015). Role of Motivation in Second Language Learning: A study of Private University Students in Bangladesh.

Zhang, Y. (2008). The Role of Personality in Second Language Acquisition. *Asian Social Science*, 4(5). doi:10.5539/ass.v4n5p58

## Appendices

### Appendix: I

#### Questionnaire for the Students

##### **A note for the Students**

This questionnaire is meant for a study on “Effect of Affective Filters in SLA: Beginner Level Scenario” for a graduate thesis in English. Your answers will be strictly confidential and used only for the purposes of the research. Your co-operation will be highly appreciated.

##### **Instruction**

Each of the items has 5 points scale where 1= Entirely Disagree, 2= Disagree, 3= Not Sure, 4= Agree, 5= Entirely Agree. Tick the appropriate number for your opinion about each statement.

No.	Statements	Entirely disagree	Disagree	Not sure	Agree	Entirely agree
1.	Lack of self-confidence makes me hesitate to communicate in the class room.	1	2	3	4	5
2.	Shyness makes me hesitate to communicate in the class room	1	2	3	4	5
3.	Anxiety makes me hesitate to communicate in the class room	1	2	3	4	5
4.	Behavior of the teacher let me hesitate to communicate in the class room	1	2	3	4	5
5.	Friendly environment and friendly teachers make me feel comfortable and feel free to speak English in class.	1	2	3	4	5

6.	Same proficiency level makes me feel comfortable and free to speak English in class.	1	2	3	4	5
7.	Known topics make me feel comfortable and feel free to speak English in class.	1	2	3	4	5
8.	Motivation can lower the affective filters in the class room	1	2	3	4	5
9.	Sharing own story can lower the affective filters in the class room	1	2	3	4	5
10.	Getting help in task can lower the affective filters in the class room	1	2	3	4	5
11.	Difficult words can distract the concentration from learning.	1	2	3	4	5
12.	Unknown faces and the environment can also distract the concentration from learning.	1	2	3	4	5

13.	Motivation from the teachers inspires me to learn English.	1	2	3	4	5
14.	Interesting activities (video clip, role play, storytelling) and topics inspires me to learn English	1	2	3	4	5
15.	In the classroom affective filters can develop or reduce the learning process	1	2	3	4	5

**Appendix: II**

**A note for the Teachers**

This questionnaire is meant for a study on “Effect of Affective Filters in SLA: Beginner Level Scenario” for a graduate thesis in English. Your answers will be strictly confidential and used only for the purposes of the research. Your co-operation will be highly appreciated.

**Instruction**

Each of the items has 5 points scale where 1= Entirely Disagree, 2= Disagree, 3= Not Sure, 4= Agree, 5= Entirely Agree. Tick the appropriate number for your opinion about each statement.

No.	Statements	Entirely disagree	Disagree	Not sure	Agree	Entirely agree
1.	Affective filter is responsible for individual variation in Second Language Acquisition.	1	2	3	4	5
2.	A raised affective filter can block the input from reaching Language	1	2	3	4	5



	Acquisition Device (LAD).					
3.	Anxiety and Shyness make a student hesitate to communicate in the class room.	1	2	3	4	5
4.	Lack of self-confidence makes a student hesitate to communicate in the class room.	1	2	3	4	5
5.	Friendly environment and friendly teachers make a student feel comfortable and feel free to speak English in class.	1	2	3	4	5
6.	Same proficiency level makes a student feel comfortable and free to speak English in class.	1	2	3	4	5
7.	Known topics make a student feel comfortable and feel free to speak English in class.	1	2	3	4	5
8.	Motivation can lower the affective filters in the class room	1	2	3	4	5
9.	Sharing own story can lower the affective	1	2	3	4	5

	filters in the class room					
10.	Helping the students in their task can lower the affective filters in the class room.	1	2	3	4	5
11.	Whatever the teachers understand and believe will influence in students' teaching practice.	1	2	3	4	5
12.	It is necessary for a teacher to consider affective filters while teaching in the classroom	1	2	3	4	5
13.	Friendly talking can motivate a student in the classroom.	1	2	3	4	5
14.	Appreciating the students can inspire them to learn English in the classroom.	1	2	3	4	5
15.	'Affective filter' is one of the sensitive issues in SLA especially for beginners.	1	2	3	4	5

### **Appendix: III**

#### **Students Checklist for the Researcher**

1. Do lack of self-confidence and shyness make a student hesitate to communicate in the classroom?
2. Do anxiety and the behavior of the teacher let a student hesitate to communicate in the classroom?
3. Does friendly environment make a student feel comfortable and free to speak in English in the classroom?
4. Do same proficiency level and known topics make a student feel comfortable to speak in English in the classroom?
5. Does motivation own lower the affective filters in the classroom?
6. Do sharing own story and getting help in task can lower the affective filter?
7. Can difficult words and unknown faces distract the concentration from learning?
8. Can motivation and interesting activities inspire a student to learn English?
9. Can affective filter develop or reduce the learning process?

#### **Teachers Checklist for the Researcher**

1. Is affective filter responsible for individual variation in SLA?
2. Can a raised filter block the input from reaching language Acquisition Device?
3. Do anxiety and shyness make a student hesitate to communicate in the classroom?
4. Do friendly environment and friendly teachers make a student feel comfortable to speak in the class?

5. Can well-known topic make a student feel comfortable in the class?
6. Can motivation lower the affective filters in the classroom?
7. Do sharing own story and helping in task lower the affective filters in the classroom?
8. Are the affective filters considering as a sensitive issue in SLA?