Affective Teaching and its Effect on English Language Classroom

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Abstract

IF YOU LOVE ONLY WHO LOVE YOU
WHAT MERIT IS THERE IN THAT ? (LUKE 6.32:HOLY BIBLE)
In recent decades,ESL/EFL Curriculum, teaching methods and teaching materials have been developed to meet the changing needs of the ESL/EFL population. Teaching English as second-language in classroom demands incorporating the aspects of the affective dimension . Analysing the affective filters has been taken into strong consideration to enrich the language learning process. The canalization on Affective factors towards teaching learning process is apparent as a major need on language learning and learning outcomes. If a language teachers pay attention to students'cognitive and affective natures and needs, their learning process can be built on a stronger foundation. Studies about roles of affectivity can lead to greater understanding of the language learning process and improve language teaching methods.

Affective domain in Language Learning:

The idea for the taxonomies arose in the late 1940s out of the work of Benjamin Bloom, a pioneer in the area of educational evaluation The three major domains of learning are1) Cognitive 2) Affective and 3)Psychomotor. Bloom's taxonomy of learning domains remains a widely used system to organize objectives and activities in education globally. In the education dome, there is taxonomy of learning domains developed to assist in the design and assessment of educational objectives.
The Cognitive Domain relates to learner knowledge. The Psychomotor domain relates primarily to the acquisition of technical skills. The Affective Domain relates to those values and attitudes that result in action. To classify these types and levels of learning in the affective domain, the best-known classification was developed by Krathwohl, Bloom, and Masia in 1964 (Smith & Ragan, 1999). The Krathwohl taxonomy, as it is known, has five major categories, each with several sub-categories.

These levels are:

Receiving / Attending - willingness to become aware

Responding - appreciating or internalizing

Valuing - accepting, preferring, becoming committed to

Conceptualizing / Organizing - incorporating into a value system

Characterizing by value - orientation toward / identification with.

As Smith and Ragan (1999) have stated ,"any 'cognitive' or 'psychomotor' objective has some affective component to it (if at no deeper level than a willingness to sufficiently interact with learning resources to achieve the learning)" (p. 250, parentheses in original).The affective domain refers to emotions as well as their outward expression. The affective domain encompasses physiological, cognitive and behavioural processes related to emotion. A variety of definitions has been provided for emotion and its relation to the affective domain. Goleman (1995) defined emotion as, "a feeling and its distinctive thoughts, psychological and biological states, and range of propensities to act" (p. 289). The practicality with emotions, the evaluation apparatuses, the scopes of affective expression and the methods with positive response tendencies are the essence of learning in the affective domain.

Affective filters in second language learning :

Stephen Krashen believed in the reasons behind the difficulties in learning a language better , and he named his theory "the affective filters". The main Affective Filters are **Inhibition, Attitudes, Levels of Anxiety, Self-Esteem, and Motivation.** The impact of affective filters plays a prominent role in the learning process of second language. **Affect can be regulated through the use of affective strategies (White, 2008)**,The Affective Filter Hypothesis has significant implications for foreign language teaching. A low filter should be created and promoted for the effective language teaching. Learners affective filters will be inclined by teachers' feedback. Attempts should be made to lower the affective filter and learners should feel less stressed and more confident in a comfortable learning atmosphere.
In the English language learning process, if the affective filter is high, students may experience stress, anxiety, less motivation and lack of self-confidence.But with a low affective filter, they facilitate risk-taking attitude in practicing and learning a

second language. Some students naturally have low affective filter which might affect them to come out with anxiety and inability to comprehend or communicate effectively in the second language classroom.

When there is an affective filter interruption in learning language, it naturally results in lowering student motivation and confidence while increasing anxiety. Teachers must unify the environment of students to lower the affective filter in their second language learning classroom.

In general terms, the filter is related to how learners learn a language,when a specific activity is given as the positive tool of learning . Attitude towards a language learning will lower the filter, while a negative learning attitude will increase it differently. Creating a friendly environment and establishing a good atmosphere for learning helps to avoid stress in the classroom .When placed in a safe and encouraging environment, many students will flourish and develop their language learning.

Teaching with Affect :

Hargreaves (1994) stated: Good teaching is charged with positive emotion. It is not just a matter of knowing one's subject, being efficient, having correct competencies, or learning all the right techniques. Good teachers are not just well-oiled machines. They are emotional, passionate beings who connect with their students and fill their work and classes with pleasure, creativity, challenge and joy. (p. 835).

An affective teacher is a teacher who tries and brings out the best from every single student by developing their capabilities through eradicating their mental blocks towards learning better . Each and every student is unique with his or her own potential. If a student fails to learn better, it cannot be considered as their own problem. It is a problem attributed to several social and emotional situations. A positive self-image will help them bring out their best potential which is innate. The image can be created high through an affective teacher by teaching through love which scrubs their low self-esteem. Learning with pleasure gives positive development as a result of an affective instruction. By making students to feel good, appreciated, supported , trusted and loved in the classroom will help them to be a better learner of language emotionally.

Affective teaching demands training or knowledge of the subjects, with humanistic approach in the classroom. It keeps students motivation alive for positive effect in the learning environment. Teachers' care with positive attitude presents a responsiveness with the students and subsequently trust is built. This bond between them facilitates effective teaching learning process. This humanistic touch not only serves the average learners to be better but also encourages the slow learners to participate in the classroom activities more effectively.

Effect of Affectivity in Language Classroom:

In a language classroom interaction, a teacher should not only be concerned with 'language goals', but also with 'deeper aims' and 'pursuing new life goals' (Stevik, 1998 cited in Arnold & Brown, 1999). Affective psychology has a considerable effect on language teaching methodology. The affective aspects can lead to more effective language learning. The major purpose of leading attention on affect in the language classroom reaches beyond language teaching and even beyond what has conventionally been considered in the academic territory. Brown(1982) believed effective teachers understand the problems of students. They are empathetic, considerate and reflective. They know the diversity of issues associated with students and plan how to solve their problems. The Aspect of affective theory is to bring out the students' mind and heart together in the classroom. Learners' affective factors, especially attitudes and motivations, influence their performance in learning. Motivation is an important requisite for successful language learning. Gardner (2001) emphasizes that an integrative motivated learner "is motivated to learn the second language, has a desire or willingness to identify with the other language community, and tends to evaluate the learning situation positively" (p. 6)."without sufficient motivation, even individuals with the most remarkable abilities cannot accomplish long-term goals" . (Dörnyei, 1998b, p.117.) When dealing with the affective side of language learners, the attention needs to be given to overcome problems created by negative emotions and how to create and use more positive emotions for better results in learning.Jensen (1998:71) points out that "the affective side of learning is the critical interplay between how we feel, act, and think. There is no separation of mind and emotions; thinking and learning are all linked". In fact, there is growing evidence that many educational programs are successful when the affective side is given thoughtful attention. Affective teaching emphasizes the need and importance of the inner world to the learners. It offers an emotional touch to analyze their thoughts, feelings and emotions to learn better and to develop in a positive way which improvise their ability towards language competence.. Affective teaching and learning focuses on the learners' emotion, empathy, encouragement and their involvement . When teaching English as a Second Language in classroom, the role of a teacher involves and demands affective teaching methods, strategies, activities, attitudes, values and perceptions.

Brown and Richard (2008) stated teachers' attitude also affects their own abilities. Positive approach in teaching enables the teachers to create a learning community where every student has access to meaningful learning opportunities. Teachers with positive attitude do not point out the mistakes of the students, rather they work to improve their talents. The better relationship and environment between them plays as a key factor of motivation for students toward learning language in a better way. Creating a sense of security and affective atmosphere provides a positive platform for students towards learning which is important to capture their interest and desire for success in classroom.

Resources and Ideas for Affective Learning:

Hurd (2008) states that "affective strategies are as crucial as cognitive and metacognitive strategies for successful language learning." Through affective teaching strategies a teacher can instill positive motivation in students, which will help them to remain focused, learn differently and learn faster. Role play. Reading materials (situational/target based). Pair and share. Challenging assumptions. Recognizing emotions (re-experiencing family values). Story telling. Sharing experiences. Interaction. Submissive behavior worksheets. Telling/writing autobiography. Talk /write on random facts. Realizing goals – worksheets. Situational talk /situational writing. Peer review (writing/speaking). Movie application/view /review.

Presentation. Who am I?. Problem based discussion. Class room interaction. Critical questioning. Creating Stories from images. Interpretation of information from graphics. Dialogue writing worksheet. Hints developing (speaking/writing)

Conclusion:

(Bednar & Levie, 1993) As attitudes cannot be directly observed, they are often inferred from behavior through verbal response or observed reactions. A more fundamental goal of a language teacher is to encourage students to think for themselves and develop their skills to become independent individuals. Empowering students' skills to explore what they believe in, how they believe and why they believe becomes a predominant aspect of affective teaching. To assess affective characteristics requires the measurement of attitudinal and behavioral development. Positive affect can provide invaluable support for learning just as negative affect can close down the mind and prevent learning from occurring altogether. As an important part of the classroom teaching, teachers need to be concerned with the students' affective side.

Chomsky (1988, 181) attached great weight to the role of affect in the learning process when he wrote: "The truth of the matter is that about 99 percent of teaching is making the students feel interested in the material." These words make sense to think that affective issues and its effect in learning prevails predominant in language teaching. The knowledge of the language learning and teaching process is to ensure the effective learning outcome from students.

Language teachers need to take into consideration all the possible impacts of language skills on learners' emotions and feelings. Care should be taken in every aspect or factor which can affect and influence learners' emotions in order to create a positive mind and environment for the development of learning of their students. It can be concluded that it is essential to help students to manage, regulate, and control their emotions and feelings in language classrooms through affective teaching for effective learning process.

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