

Addressing Affective Factors of Young Learners

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Submitted by

Qualvi Faruqui Hridi

Student ID: 14303022

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Addressing Affective Factors of Young Learners

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Abstract

This report is based on the experience on my internship at Mohammadpur Preparatory Higher Secondary School with a focus of identifying the affective filters among learners and my effort to reduce the influence of the affective filters. I tried my level best to mix with the students and tried to find out which things and facts were creating the affective filters. During my internship I tried to apply my knowledge that I acquired from different courses of ELT. In this paper I have also given some recommendation and suggestion to handle the affective filter.

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Chapter 1: Introduction

English is an international language. A lot of people of the whole world speak in English and in many countries English is considered second language. Mahu (2012) stated that “English language has been the common language of the world for decades. It is now impossible to find a country where learning English has not become a norm” (p.374). Reddy (2012) claimed that English is a global language in today’s world because it is the only language that is spoken by so many in the world. In addition, Boonkit (2010) claimed that English is the most commonly accepted language used when people from different countries get together for conferences and debates. In our country Bangladesh, English is used as both academic and official language and in media English is also being used widely. Though English is the second language in our country, the teaching and learning process is still very problematic in majority zone of our education system. Speaking and writing in correct English is one of the basic requirements in the job field and other sectors in our country. Since the majority of the students of our country are under national education curriculum, I found it wise to do my internship in a school which is under our national board. I choose Mohammadpur Preparatory Higher Secondary School ; (Girls’ wing). I was a student of this school. Thus a lot of memories are linked with this school and place. I could not chose Bangla medium due to time clash with my classes in BRAC. Thus I had to do my internship in English version.

Mostly I took classes in class 2 where I observed and taught young learners but I also took classes in class four and seven. Thus I observed the overall learning of their L2 and teaching learning process in the classroom. In my report I will mainly focus on the affective filters that usually influence in L2 learning in classroom and beyond classroom. In my overall

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internship experience I tried to lessen the influence of the effective filters by applying different teaching techniques that I learned in different ELT courses.

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Chapter 2: Literature Review

The issues which are widely fall under affective filters are very common in SLA. Krashen's hypothesis has a prominent place in this topic. According to Spada and Lightbrown (2006), the affective filters will be a figurative obstruction that displays learners starting with securing target language significantly when appropriate information is accessible. I want to relate the idea through working in practical field. Mclaughlin (1987) stated that "According to the affective filter hypothesis, comprehensible input may not be utilized by second language acquirers if there is a mental block that prevents them from fully profiting from it" (p.51). Krashen (1982) stated that the affective filter is like a barrier to acquisition. When the filter is down the input is obtained by the language acquisition device and becomes acquired competence. On the other hand, when the filter is up, the input is blocked and does not reach the language acquisition device. When the affective filter is up, the learner can comprehend what is seen and read, but the input will not go toward the language acquisition device. This happens when the learner is not motivated, does not have enough self-confidence, and is faced with failure. The filter is down when the learner is not anxious and is interested in becoming a part of a group that speaks the target language.

2.1) Affective factors influencing ESL students:

Anxiety:

According to Ni (2012), anxiety is a specific emotional factor. It is a standout amongst the most focused and inescapable emotions. Language uneasiness "positions high among factors impacting language adapting, paying little mind to whether the setting is

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casual (learning on the streets) or formal (in the classroom)". Students with anxiety cannot concentrate in the lesson properly. They feel nervous to participate and ask question to the teacher. As a result their learning remains incomplete. According to Krashen (1981), the students who feel calm in the classroom and preferences the instructor may search out more admission by volunteering and may not be more tolerating of the instructor as a source of information (p.23).

According to Hashemi (2011), language learners generally express tension, fear and anxiety when talking in another language. Language uneasiness can begin from students' own feeling of 'self', their self-related innatism, language learning troubles, contrasts in students' and target language societies, contrasts in economic wellbeing of the speakers and conversationalists, and from the dread of losing self-personality. Language fear may be an outcome and in addition a reason for lacking charges of the target language. It might be experienced because of semantic troubles L2/ EFL students look in learning and utilizing the objective language. Inside social settings, language uneasiness might be experienced because of outward/extrinsic motivation.

Lack of students' autonomy:

In Bangladesh, learner autonomy is a relatively new area. Here, schools and colleges mainly follow a teacher centered approach. Even in universities, mostly classes are lecture-based (Bashir, 2012). Consequently, it becomes a challenge to implement learner centered approaches appropriately since many learners might not be prepared for it. Sometimes availability of resources encourages autonomy. Still autonomy is not always a matter of availability of resources, but a matter of attitude and perception, thus it is needed to assess the level of autonomy among learners.

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There are again some common misconceptions like autonomy means only self-instruction and no interference from the part of teachers and so on (Borg & Busaidi, 2012). All these misconceptions are needed to be addressed and clarified for the development of autonomy, and in order to do that knowing learners perceptions and attitudes is the first thing to be done.

Ignorance:

According to Oroji (2013), the target language speaker knows everything and foreign language speaker is pretty much oblivious. Middle language or inter language is, consequently, a result of ignorance. An inter language is a rising phonetic framework that has been produced by a student of a second language (or L2) who has not turned out to be completely capable yet but rather is approximating the objective language: safeguarding a few highlights of their first language (or L1), or over generalizing target language controls in talking or composing the objective language and making advancements. It can fossilize, or stop creating, in any of its formative stages. The between language rules are asserted to be molded by a few components, including: L1 exchange, exchange of training, strategies of L2 learning (e.g.simplification), procedures of L2 correspondence (or correspondence techniques like bypass), and over generalization of the target language design.

2.2) The ways to decrease the influence of affective filters:

Motivation:

Henter (2014) believed that motivation is one of the affective variables that can affect language learning. Dornyei (1994a) defined it as the main determinant in learning a foreign language. Dörnyei and Otto (1998) defined motivation as “the dynamically changing

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cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, and (successfully or unsuccessfully) acted out” (p.65). Gardner (1985) defined motivation to learn a second language as the entity that human beings work or make a great effort to learn the language because of a strong wish to do so and the satisfaction experienced in this activity.

According to Durbey (2008), students require quality direction, information, collaboration, and open doors or important and worthy output, to gain ground, as well as to keep up inspiration for language learning. A good teacher, at that point, must take advantage of the wellsprings of natural inspiration and discover approaches to interface them with outer motivational variables that can be conveyed to a classroom setting. This is particularly critical when English is not viewed as essential to the students' prompt needs, other than to pass exams. Since students have distinctive purposes to concentrate on a language, it is imperative for teachers to recognize students' motivations and needs, and to create appropriate motivational techniques. Students ought to comprehend why they have to attempt, to what extent they should support a movement, how hard they should seek after it, and how inspired they feel toward their interests.

Increasing autonomy of the learners:

Learner autonomy in language learning is nothing new, but in the last twenty years it has had a significant influence on English learning, be it English as a Second Language (ESL) or English as a Foreign Language (EFL). Today achieving learner autonomy is a universal educational goal (Sinclair, 1997, 2000b, cited in Bashir, 2012). Autonomous

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learners are those who take responsibilities of their own learning. They are active decision makers in the process of curriculum development (Nunan, 1988). It is like empowering learners for taking decisions about their own learning, monitoring their progresses and evaluating their performances (Bashir, 2012). Benson and Voller (1997) mention five different uses of this term: for situations for self-learning, for the skills appropriate for self-learning, for exercising the inborn capacity to learn independently, for exercising learners' sense of responsibility and lastly for learners' right to self- direct their learning. In this way, this is a very important issue in the global educational context.

In those context where English is learnt as a second language hence opportunities to practice the language is not always and everywhere available. Consequently students are needed to be autonomous more in an ESL setting as students have to find settings for learning and using the language (Bayat, 2011). Though many factors like those mentioned above influence learners' motivation and readiness for autonomy. There are again some common misconceptions like autonomy means only self-instruction and no interference from the part of teachers and so on (Borg & Busaidi, 2012). The suggestion of Phan (2014) can be related here which was based on a survey on Bangladeshi students. According to him, to increase autonomy in a country like Bangladesh, the first step that needs to be taken is that to lessen down cultural barriers as much as possible, so that teachers and pupils could work in harmony keeping aside racism, social prejudice, gender complexity etc.

Implementation of Multimedia:

Gilakjani (2012) presented three reasons and the rationale for the use of multimedia in the classroom. He stated that, use of multimedia increases students' level of interest, elevates their understanding, and increases their memorizing ability. Learning styles differ in every

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student and multimedia provides a large number of learning styles at the same time to cater for the requirement of different students and address individual differences. In spite of some potential disadvantages of multimedia aided teaching, the advantages in the teaching and learning process have been documented. Meaningful learning environment recommended by cognitivism and constructivism can best be created with the help of multimedia. The students are better able to learn and retain the material when the lectures are presented through Power Point Presentation (PPT), as indicated by Atkins-Sayre et al. (1998), Mantei (2000), and Szabo and Hastings (2000). Multimedia in education can create a non-threatening environment for learners since it does not only focus on learning, rather it catches student's attention and interest since it is more than just learning. If information is presented via two or more of these channels, there will be additional reinforcement and, consequently, greater retention, thereby improved learning (Ellis, 2004). Wolfgram (1994) states, "People only remember 15 percent of what they hear and 25 percent of what they see, but they remember 60 percent of what they interact with" (Pg 70). Most people often tend to forget the detailed plot of a story book, but people do not usually forget when they see it in a movie. Because a movie connects mental, visual and auditory senses, whereas a book catches only mental senses of the audience. Schade (1992) believes that "Multimedia improves sensory stimulation, particularly due to the inclusion of interactivity"(Pg:64). Multimedia approach proved to be more favorable for low achievers as compared to high achievers according to Sahni and Sharma (2012). As stated by Gilakjani (2012), "Multimedia that is effective in learning and teaching doesn't simply consist of using multiple media together, but combining media mindfully in ways that capitalize on the characteristics of each individual medium and extend the learning and teaching experiences."

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Proper Classroom Management:

Classroom management is vital to make language instruction and learning effective. As indicated by Aliakbari and Heidarzadi (2015) 'Classroom administration is profoundly imperative for understanding and enhancing instructive process' as it offers students a perfect learning condition, and influences both students and teachers to feel more secure and more joyful (p.3).

In a classroom, learning occurs as well as teachers put endeavors on students, and once in a while take care of students' social and enthusiastic issues. For this reason, classroom administration is exceptionally urgent for both students and teacher. Naglar (2015) brought up some basic worries that a classroom manages and these are discipline, inspiration, taking care of students' social and enthusiastic issues, next to zero help from the guardians, viciousness, and working with a custom curriculum or incorporation students' (p.163)

Implementing Group Work:

Weimer (1986) proposed that regardless of the amount we loathe or cherish group work; it is one of the viable strategies of learning a lesson that makes an effective learning experience among learners (pg.2). Wiemer (1986) has called attention to that movement as group work has the potential to create students' progression in new information, which quickens learning. Salas (2005) likewise called attention to the group work can diminish students' timidity and influence them to feel strong (p.4). She also said that group work energizes the students in learning and taking duties. Sheedi and Region (n.d), pointed out that group work not just frequently help to build up the social and language aptitudes yet in addition help the students to help each other while working in an innovative task. Researcher

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proposed that group work has the potential to create students' psychological aptitudes and fortify their considerations, change their state of mind and cause students resistance to others (Livingstone and Lynch, 2000,p.326).

Chapter 3: Theories into Practice

As I was also a student of national curriculum background, I never felt the importance to improve my proficiency in English because in our time getting good numbers and passing the exams were the main objectives. When I joined university, I used to face many problems due to lack of my practical knowledge and poor fluency in English. Especially I faced problems in giving presentations and understanding class lectures which were totally in English. Gradually I tried to improve my English through various practice and learning. I learnt different techniques to learn English and how to face the affective filters that used to influence me the most.

During my internship, I tried to implement different methodologies, techniques to decrease the affective filters which I found negatively influencing the learners. I worked as an observer, as a teacher and as an examiner.

3.1 As an Observer:**Implementing Proper Classroom Management:**

In one and half week of my internship, my task was to only observe the classes. I was taken to class 2 section B. The class teacher explained me the routine and syllabus of the class. There were 45 students in that section. First class that I observed was a grammar class. The teacher was explaining the use of articles. The use of 'the', 'an' 'a'. The class time was only 40 minutes. I found it as a very weak point as the teacher had no time for any ice breaking session or other discussions which would be indirectly motivating for their lessons to be more interesting. Thus, the teacher only had time for the confined lessons and exercises of the book. Another thing I observed, in case of young learners, the instructor should make a

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mixture of L1 and L2, here the teacher was only using L1. If the students do not have minimum exposure in L2, they might not learn it or even try to learn it. Since young learners are not self-motivated, teacher should use different techniques to push them to speak in English. According to my knowledge of ELT courses, the young learners learn through *here & now* process (Brown,1994). They cannot keep things in their brain for long time. That is why the teaching process should be different. They need more visual exposure rather than only writing and listening to the teacher's lecture. Another thing I found really hampering that there was no time and opportunity for group works. Group work is very important for better result of a task and gaining better understanding among the learners. Due to the time shortage and fixed seating arrangement, the students do not get any chance for group work. Another very negative thing which is still present in the classroom seating arrangement is that the seats have been fixed for the students according to their merit positions in the exams. That means the seats for the advanced students and weak students are different. Thus this kind of seating arrangement makes a class conflict among the students. The weaker students feel inferior and less motivated.

I also observed and took classes in class 4 and 7. First day I just observed the classes, students and the way of teaching and learning in the class. The thing I observed that the teacher do not use sufficient amount of English. Use of L1 is sometimes important but the main focus should be on L2. Though I had observed a good thing that the students of class 7 were very much enthusiastic but they needed much more motivation from the instructor. When I started teaching them I observed that some were very interested and some were not at all interested due to fear of being mocked by the other fellow mates if they had made any mistakes.

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Again the teachers who are assigned for the courses believe that the students who are weak in English, they are actually weak from the beginning or primary level and they do not give proper motivation to the weak students to improve. Although I observed that if the students are given a bit more attention and care, they will feel more interested to learn. Lack of knowledge, backdated syllabus, lack of group work are the most influencing affective filters.

3.2 As a Teacher:

Addressing students' Motivation and Anxiety

Mainly I took majority classes in class 2 and I took few classes in class 4 and seven. When I started taking classes, I was worried about the fact whether I could mix with the young learners and figure out the affective filters which were mostly prominent in the teaching learning environment. Gradually with time and experience, I blended with them and managed to find out the factors and tried to decrease the influence of those factors as far as I could.

My first class as an intern was with class two section B. It was a small classroom accommodating 45 students. It was a grammar class. I taught them the use of short forms. Like That is – That's, I am—I'm, I will—I'll etc. I tried to create a fun environment. I gave them a short story of five lines which has long forms. I underlined those and told them to write in short forms. Rather giving them different sentences I gave them a story consisting five lines which were connected with each other. I tried to make a context for the task rather than just different isolated boring sentences. I often had to design surprise test for them. I used to change the sentences by keeping rules and structure same. Since they were very

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young I could not do much experiment. Due to the time constraint and huge number of students it quite impossible to design different communicative tasks.

At first one and half weeks when I observed the classes, I found that teachers were just giving lectures and exercises from the books. The teaching process was really monotonous and many students were not paying enough attention. That is why when I gave them the task of short form, I divided them in groups and told them it was like a game. I rewarded the group which completed the task at first. I gave them chocolates. I also gave chocolates to everyone to motivate them. I found that they were very happy and some of the students were telling me they wanted to play this type of games again.

Increasing Autonomy of the Learners:

To give the students clear idea of a topic, only lecture and reading out the lessons do not work all the time. In case of young learners, holding their concentration was a big challenge for me. To make them feel more enthusiastic towards the lesson and to push them to use the target language, I had to apply many new things. For example first two classes of the fourth week I taught them a story, ‘Nikhil in Trouble’. At first day we read the story altogether. We imagined the condition of the protagonist. I tried to engage them within the story. Since children like to imagine, I tried to present the story in such a way that they could learn through imagination. For example: I asked them to keep themselves in the shoe of the protagonist. What they would have done do if they were in the situation of the protagonist. I asked them one by one and tried to elicit answers from them in English. When they got stuck I helped them to complete the answer and corrected them very politely with an appreciation for trying. I thought if they had subconsciously tried to speak in English rather than just following the instruction of the teacher like ‘You have to answer in English’, that will be

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more beneficial for them. I tried to make a friendly and supportive environment which is very important to reduce hesitation, fear, ignorance towards learning the second language and I think I could reduce the influence of these affective filters to some extent in my classroom.

In classes I used to check their copies and I used to give them little mock test consisting 5 marks. When I checked their copies, I always used to give them reward like good comments and stars. Whatever the marks were, I never wrote any discouraging comments or cross mark in their copies. For example one student got 0 out of 5 in a mock test. I did not mention the mark in the copy rather I wrote all the correct answers beside her wrong answers. I called her personally and explained the answers to her. Motivating the students in every situation is very important which is a key element to reduce the influence of affective factors.

I had to take classes in class four and seven. Since the lessons are bit broader in class four and seven, I needed to take preparation before going to the class. On the other hand, learners or children of this age are usually mischievous and they try to find flaws in their teachers. I do understand this because I was also like this in that age. I was quite happy that the students of these classes, they try a lot to communicate in English. One thing I did not find alright regarding class seven while observing the first class that the teacher did not always communicate in English rather he made a mixture of English and Bangla. In the first three days of the first week, I took classes in class four. In literature class I taught them "Beauty and the Beast". Since it is a fairy tale they were very much enthusiastic in it. I discussed the grief and happy ending of the story. I always ask my students about the story that which part they like most after finishing the story. I push them to talk so that they get the opportunity to speak in English. Since that was my first lecture in that section, I made the

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environment quite easy and friendly so that they could get out of any kind of fear and hesitation. Fear is one of the major affective factors because in our culture the students do not feel free to talk to their teacher in case of giving any opinion or regarding any queries. Thus, I extrinsically motivate them through my approach, gestures and way of talking. According to Du (2009), taking approach with positive attitude tend to learn L2 easily and with rapid progress; while those with negative attitude make slowly progress. On the other hand in both classes in four and seven I found that many students were very interested to speak, to answer but some were not at all interested. This situation defines that they have fear in them and they are not confident enough to speak in the second language. I tried my level best to elicit information which was a push for them to speak in English.

In the second class I made a task for them. I had to keep in mind that their level might be higher elementary. Thus I had to make the task innovative which would push them to think but it would not be difficult or beyond their proficiency level. I told them to write a response on the story in 6 lines about their liking, disliking, characters or whatever they felt like. When I checked their copies I found that only some students used some good vocabularies others did not. It clearly defines their ignorance in learning new things or new words. The conventional education system has compelled them to think that they can not make any mistake, thus for ensuring no mistakes they do not take any risk of trying something new.

Same thing I found out in class seven. There is a “Free Handwriting” portion in their syllabus. There I made another task for them. I gave a controlled free hand writing task. Since their proficiency level is high, I made a task about the refugee issue. I wanted their

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written opinion about the refugee issue. In this case I found out that most of them did not have sufficient knowledge or information about the most recent and important issues about our country. This really disappointed me and I understood that their free hand writing had not been designed to achieve any measurable goal. The objectives of the lessons are not measurable and seem vague. In the “Completion of the story” section stories like, “A little learning is a dangerous thing”, “A thirsty cow” are still being practiced. In our time we also used to practice those. Thus they do not get any opportunity to think anything new; the syllabus was not redesigned according to the time and latest issues. Though I do not have any authority to design the syllabus and add new items, I will propose a list of items to the management of the school and to the authority to keep them under consideration and to think about the issues.

3.3 As an Examiner:

As a part of my internship, I was given some exam scripts to check and mark. The scripts were from class 2. Their final exam question was consisting of 60 marks. In literature or Eng 1st paper they had poem writing, Q/A part, different grammatical parts from the stories which were in their work book. Language or Eng 2nd paper question was also consisted of 60 marks. It was mainly based on grammatical items, one paragraph and a composition. The grammatical items were noun, pronoun, opposite word, verb, article, preposition etc. In grammatical items, one wrong answer would cut directly one mark and full marks for correct answers. For spelling mistake in paragraph and composition for any kind of mistake would cut .5 marks and wrong sentence structure would cut 1 mark. Thus I found the application of *error count method* is on top. Since I was just given the scripts of one section of class 2, I did not have much experience as an examiner. I checked their copies. One thing I did not find

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alright that in their composition part cutting .5 marks for spelling mistake, wrong verb form, punctuation etc and cutting 1 mark for wrong sentence structure were little extreme. For this rule a lot of students were getting poor marks in their composition and paragraph part. Fear of evaluation and poor marks is one of the leading affective factors and the wrong and over strict marks distribution in the exam increases the effect. As a result they did not want to bring variation in sentences. They were afraid that if they had made any mistake, their marks would be deducted and their overall grading would be less.

I was very happy with one thing that in one section I requested the teacher and the students to write the creative part on their own. I checked their copies and I found that they really did try. I was very happy that they tried. However it was, no matter how many mistakes they did, I tried to give them highest marks in the paragraph.

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Chapter 4: Opinion and Overall Observation

As an intern, observer and examiner I felt that, still there are lot of problem in the management of classroom, syllabus and teaching process. My majority experience was with class 2. The books which were assigned for class two are quite good. Those were Indian books and the contents of those books were quite rich but the way teachers were applying the task which are given in the books was not appropriate and communicative. On the other hand, in class four and seven the syllabus do not provide any extra book apart from the book of national curriculum which still provides backdated topics. In the classes, teachers do not use sufficient L2 and the exercises they do in the class are quite monotonous. For example same type of fill in the blanks, Q/A and home works. That is why young learners do not feel interest in learning. As a result, students are following the syllabus just as a part of their course but ultimately they are not learning the skills of L2. Though we cannot just blame the student and the teachers, the overall system is actually problematic. Due to huge number of students, time constraint, small classroom, problematic guardians and strict evaluation system, to try anything new and innovative is quite hard and challenging. Again the subject is only practiced in the classroom, still not perfectly which is instructed by the teacher and participated by the students. The students are not getting enough opportunity of practical implementation of L2. Lack of outdoor activities and broad and monotonous syllabus do not push them to practice the L2 which increases influence of the affective factors.

While working as an intern, I found that fear in speaking English was very prominent among students because they thought teacher would scold them or other students would mock them. Thus while taking the class, I used to motivate them in speaking English for example asking them a response on a story or poem, I asked them about their liking, disliking about

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food, movies, cartoons, what they had for tiffin etc. I wanted to elicit information in L2 and even when they got stuck I used to help them to complete the answer with appreciation. That is how I tried to remove their fear and anxiety regarding speaking in L2 which are leading affective factors. I felt that if I made them speak in the class rather than just reading the text book and listening to the lecture that would be more communicative environment.

Implementing Group Work:

Group work is an effective way to reduce the influence of affective factors. Group work among students strengthens their bonding; it creates a cooperative along a positive competitive environment. In classes I used to give them task and divided them in different groups. Even I used to change the seats. I used to mix advance and weak students together to reduce the gap between them. We used to play games where I rewarded them with chocolates.

Use of technology is very important for better learning. If the students get visual exposure rather than just reading books and listening to the lectures they will absorb the lesson more perfectly and they will be able to learn better. Different kind of technological additions along with lectures and lessons are really helpful to reduce the influence of affective filters.

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Chapter 5: Recommendation

During my internship I pointed out some things which can work to reduce the affective factors in teaching learning process of L2.

- 1) There should be an ice breaking session before jumping into the main lesson. The ice breaking can be related with the lesson.
- 2) Teacher needs to put herself/himself in students' shoes. Students' psychology should be understood and considered.
- 3) Students should have the opportunity to express their thoughts, problems, opinion and those should be listened and considered carefully.
- 4) Motivating the students in every situation is very important to reduce affective filters.
- 5) Rather than just talking about good marks, students should be encouraged to try out new things.
- 6) In case of young learners, the teacher should maintain charming, graceful attitude because young learners feel comfortable and happy if they see the teacher has a smiling face and graceful attitude.
- 7) The students should be rewarded not only for success but also for trying.
- 8) The teacher should make a proper lesson plan although plans do not always work; it gives direction for proper lecture.
- 9) Group work should be done more and more.
- 10) Seating arrangement according to the merit list must be stopped.
- 11) Students should feel free to talk to the teacher and teacher should act as a guide and supporter.

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- 12) Extra reading apart from syllabus should be provided to increase extra knowledge and practice.

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Chapter 6: Conclusion

Since in every position and places we need our L2, learning it properly is a must. It is now a basic need especially for a developing country like Bangladesh. Thus it is really important to create a convenient environment to practice this language. Affective filters are tough to handle but motivation, proper guidance, supportive environment and every positive action taken by both teachers and students can lessen the influence of affective filters. The education system in Bangladesh which is under national curriculum is still backdated as I have tried to uphold a bit overview of my experience and opinion on it. I think the education system should be modified before changing anything. An organized and systematic education system as per the standard of international education system can be followed for the modification. From the elementary or beginning level teachers should be careful about students' need and short comings regarding learning English. The teaching and learning environment should be made in a way where the students will be the top priority. Affective filters can be different from place to place and learners to learners. It is necessary to identify particularly which affective filters are prominent in a group of learners and how to reduce them.

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