USING AFFECTIVE STRATEGIES TO IMPROVE STUDENTS’ MOTIVATION

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Learning strategies concerned with giving consideration to emotions, both negative and affirmative, are known as affective strategies. The relationship between effective strategies and learning is not clear, but a positive affective environment helps to learn in general.

The teacher can play an active role in developing and exploiting effective strategies by building a generally positive atmosphere in the class. This can be done by encouraging and counseling learners, by helping them identify achievable aims and work towards independent learning, through personalizing activities, and through dyad and group work. Tailor activities so that every child can experience winning. Adapt the lessons by changing the language, speed, and implementation so that every student can comprehend regardless of their English level. Build backdrop for each lesson so that every child has some primary knowledge of the task. Use illustrations and hands-on exercises in order to raise background knowledge and spark prior knowledge for fresh content. Simple and basic language should be used when giving commands and instructions. Speak in normal tones and volume. Use language the students will understand. Use humor to lower stress and anxiety. Don’t be afraid to poke fun at yourself. Let your children know that you are not perfect. Make language understandable during students’ silent period with Total Physical Response (TPR). Students can use physical signals to demonstrate understanding, such as pointing, touching and gestures. Teachers can also use TPR in instruction to give directions and retrieve answers. Give a warm welcome to students and their families by integrating their culture into classroom discussions and
activities. Study and know the cultural background of the students in the classroom. This gives way for the interaction of different cultures. Xenophobia is the fear of anything that is unknown to a person. An awareness of this phobia for teachers is important. Teachers are encouraged to entertain diversity in the classroom to be on guard for any xenophobic tendencies.

A relaxed and encouraging atmosphere provides an optimal effective environment for learning. Affective strategies serve to raise the learner’s consciousness and reinforce the positive affective threshold that already exists in class.

References:

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