Affective filters

Video at: www.trinitycollege.com/TESOL-AL

This video looks at affective filters – emotional reactions that can impact learning.

00:09 – 02:06	Affective filters overview	07:07 – 08:59	Lowering affective filters through transparency of assessment
02:07 – 05:24	Lowering affective filters in classroom assessment	09:00 – 11:28	Lowering affective filters through the feedback loop
05:25 – 07:06	Lowering affective filters in exams		

1. Before watching the video

a. Think about a positive learning experience you have had. What made the experience positive and how did you feel at that time?

b. Think about a negative learning experience you have had. What made the experience positive and how did you feel at that time?

c. Think back to the last test you did. How did you feel before, during and after the test?

d. Think about your own students. Do some of them perform noticeably better in class than they do in exams? If so, what do you think might be some of the reasons for this?

2. During the video

a. Affective filters overview (00:09)

Now watch the Affective filters overview and decide which of the following statements below is **not** true.

- a) The term 'affective filter' was coined by Stephen Krashen.
- b) Affective filters are an individual's response to the context, environment and input.
- c) Affective filters can be both positive and negative.
- d) Traditionally, affective filters were used to refer to positive responses to the context or input.
- e) Suggestopedia is one approach that can reduce a negative affective filter.

b. Lowering affective filters in classroom assessment (02:07) Lowering affective filters in exams (05:25)

Now watch the next two sections of the video: Lowering affective filters in classroom assessment and Lowering affective filters in exams and in the table below makes notes on how a teacher can reduce the negative influence of affective filters during lessons and in exams.

Reducing affective filters	
In the classroom	**In exams**

Now looking more specifically at Lowering affective filters in exams (05:25) answer the following questions.

What is 'bias for best'?

What sort of conditions should you have to create an environment conducive to bias for best?

What practical example is given of bias for best situation?

c. Lowering affective filters through transparency of assessment (07:07) and lowering affective filters through the feedback loop (09:00)
Now watch the next two sections of the video: Lowering affective filters through transparency of assessment and lowering affective filters through the feedback loop and complete the sentence completion and key term definitions tasks below.

Sentence completion
Complete the following:

Students need to know why_____
and what_____

Key term definitions
Write a brief definition for the following terms:

Assessment **for** learning: _____
_____

Loop feedback: _____
_____

Sample assessment: _____
_____

3. Discussion points
Now consider the following questions below.

a) What can you do to the physical environment where you teach to create a more relaxing atmosphere? (eg putting colourful educational posters on the walls)

b) What type of activities can you use to help reduce your students' negative affective filters? (eg the incorporation of planning and practice time before giving a presentation)

c) What type of activities might you now avoid using as they can increase anxiety levels and therefore increase your students' negative affective filters? (eg overemphasis on error correction)

d) What can you do to help reduce your students' anxiety before their summative exams? (eg ensuring all students are familiar with the test format)

4. Further learning

If you want to learn more about this topic, look at these resources:

Books
Hughes, A. (2002). *Testing for Language Teachers*. Cambridge: CUP
Richards, J. C, & Rodgers, T.S. (2014). *Approaches and Methods in Language Teaching*. Cambridge: CUP

Websites
http://multilingualmania.com/the-role-of-the-affective-filter-in-language-learnimg/
http://www.eldstrategies.com/affectivefilter.html

Journal article
Du, X. (2009). 'The affective filter in second language teaching'. *Asian Social Science*. 5 (8), pp162-165.