Second Language Acquisition (ENG 504)

Fall 2021
Assignment No. 1
Total Marks: 20
Lessons: 7-8 (Topic: 49)

Instructions:

- **This is an inline assignment. File uploading option is not available. Please type your answer either directly inside the given box OR type in a word file and copy paste the write up in the answer box. Do not press SAVE unless you have completed the assignment. Pressing the SAVE button will submit your assignment.**
- Please avoid plagiarism; plagiarized work will be awarded zero marks.
- **After the due date, the assignments submitted via email would not be entertained.**
- The font color should be black and font size not less than 12 points Times New Roman.

Kristen's theory of second language acquisition consists of five main hypotheses:

1. Acquisition-Learning hypothesis;
2. Monitor hypothesis;
3. Input hypothesis;
4. Affective Filter hypothesis;
5. Natural Order hypothesis.

Read the material available on the following links and answer the following question:
https://www.collaborativeclassroom.org/blog/lowering-affective-filter-facilitates-language-acq/

https://www.theteflacademy.com/blog/2017/09/what-is-the-affective-filter-in-language-learning/

https://ensemblelearning.org/is-the-affective-filter-blocking-instruction/#:~:text=Create%20Multiple%20Opportunities%3A%20In%20addition,language%20they%20have%20already%20mastered.

https://seidlitzblog.org/2020/09/22/what-is-the-affective-filter-and-why-is-it-important-in-the-classroom/

Q1. Write down FIVE strategies that English language teachers in Pakistan can use to keep their students' affective filter at the lowest level?

Tap into their prior knowledge

Getting to know your students' backgrounds, interests and strengths can not only help you form connections with them, it can enable you to use their unique knowledge to boost their comfort

level. For instance, assigning them a project on their family's holiday traditions helps them realize they have something to teach others — possibly even you. They might still feel a bit intimidated at the idea of explaining it in English, but they're starting with something to share in an encouraging environment, which can boost self-confidence.

Try SDAIE strategies

SDAIE (specially designed academic instruction in English) offers a wide range of strategies for teaching any subject to English learners. It includes incorporating learning games, manipulatives, hands-on activities and visual aids such as graphic organizers. You might already be using these strategies in your classroom, but the key here is using them consistently to create a comfortable yet structured approach where English learners become familiar with these methods. This helps them feel less anxious and more supported on a daily basis.

Modify your methods

There are many ways to modify assignments and assessments to help English learners, including using sentence frames, sentence starters, and vocabulary banks. These modifications provide support structures that allow them to better articulate their thoughts and opinions without having to nervously struggle with every single word. Modifications can also help reduce the fear of judgment because they have tools to guide them to the correct way to verbalize or write their responses. Once they become more advanced, those sentence starters and vocabulary words will become second nature, and you can build on that support structure to push them further.

Create partnerships

Putting English learners in pairs or collaborative groups with students who are proficient or native speakers can help them learn from their peers' different backgrounds. These valuable partnerships can decrease fears and feelings of judgment, and give English learners a sense of belonging over time.

It's important to approach each English learner with an open mind because every student will respond to your methods differently. Just remember that lowering the affective filter can determine how well — and how fast or slow — an English language learner will progress.

Motivation: Personalise classrooms and assessments. Place positive affirmations in the classroom. Use simple vocabulary and powerful, positive imagery. Place students' photographs and goals in a consistent, accessible location.

"I am responsible for the energy that I bring into the classroom. I am unique. I am powerful. I am different. I am prepared. I am kind. I am genuine. I am getting better and better every day. I am loved. I am patient."

Creativity and anxiety: Foster low anxiety by informing students of and preparing them for upcoming tests. Create communicative and collaborative assessments that address their learning styles. Add students' names to the exam.

Levity: Use comedy, art, costumes and peaceful music. Role-play reading comprehension lessons/tests. Go back/forward in time and include global accents (provided that they are not viewed as offensive).

Self Confidence: Play academic games with student-centered lessons that build confidence and camaraderie. Speaking slowly, reinforcing directives, legibly writing key points on the board, being mindful of our tone of voice, energy and biases, will foster greater student participation. A critical component in reducing the affective filter is the relationship that we have with students. When we are genuinely interested in students' development and journey beyond the classroom, they can feel our sincerity.