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**Master One Semester II**

**Part Three: *Students Psychological Dimension and the Teaching Practice***

**Lesson 5**

**2- Affective Teaching Strategies within an EFL Context:**

The present part of the course deals with affect in relation to teaching practices. It provides an explanation of the related affective teaching strategies that may enhance students’ affective competence.

***A) Affective Modelling:***

* *Arnold (1999), inspired by neo Vygotskian theory, makes use of the term modelling to introduce the notion of affective modelling. Tharp & Gallimore (1988) state that modelling is: “the process of offering behaviour for imitation”*
* *Tharp & Gallimore (1988) in Arnold (1999:106)*
* *Modelling in language teaching is thought to be linked to cognitive contexts: a teacher can be a positive model when showing to learners, through examples, how to use a given linguistic item in an appropriate manner.*
* *Yet, Arnold (1999) assumes that modelling can also be applied in affective perspectives. She says:*
* *“So just as we strive to pass on to our learners linguistic knowledge which is useful and empowering, we should also be concerned to provide a model that leads to increasing their affective competence”*

 *Arnold (1999:106)*

* *Therefore, a sense of positivism and ‘improvement’ can be developed among learners if their teachers themselves enhance positive ‘aspects of themselves’ (Waters, 1998 in Arnold, 1999). In this context Pine& Boy (1977) suppose that:*
* *“Pupils feel the personal emotional structure of the teacher long before they feel the impact of the intellectual content offered by that teacher”*

 *Pine & Boy (1977) in Arnold (1999: 107)*

***B) Reflection:***

 *Recalling what happened in the classroom and analysing both what ran wrong and what was interesting for students so as to make of one’s teaching practices more effective, is what Stanley (1999) names ‘teaching reflectively’.*

 *In the same line of thought, Freeman (1998) portrays reflective thinking as “inquiry-oriented teacher research”. The latter could be defined as: “a state of being engaged in what is going on in the classroom that drives one to better understand what is happening – and can happen – there” Freeman (1998) in Kumaravadivelu (2006: 173)*

* *Stanley (1999) stresses that the act of reflection is to bring about actual changes that contribute to raising students’ achievement and enhancing the teachers’ experiences in the domain of teaching, otherwise it will be doomed to staleness.*
* *On this related issue, and referring to Dewey’s (1933) work and that of Schön (1983, 1987, and 1991) Stanley points out to the way an efficient reflection can be carried out. She mentions the following steps:*
* *“think back,*
* *try to remember as much detail of the events as possible,*
* *investigate reasons for the events,*
* *re-frame events in light of several theoretical frameworks,*
* *generate multiple understandings,*
* *decide on what needs to be done next in relation to the analysis of what has already happened. ”*

 *Stanley (1999) in Arnold (1999: 110)*

* *Walsh (2006) introduced the framework of Self- Evaluation of Teacher Talk (SETT) as a means for analysing classroom interaction.*
* *Though the SETT framework main objective is “to help teachers both describe the classroom interaction of their lessons and foster an understanding of interactional processes” Walsh (2006:62), it may be a good practice of reflection on the events that take place in the classroom.*
* *The practice of reflection on the language class can be applied through the use of different means. Teachers, according to Stanley (1999), can have recourse to ‘inner reflection’.*
* *The latter consists of a kind of inner dialogue in which questions about the details of the classroom events are raised by the teacher so as to analyse particular points, find alternatives or plan future actions.*
* *Yet, Stanley (1999) on the basis of her studies on reflective teaching believes that inner reflection cannot be actually reliable, because it is not ‘factual or neutral’.*
* *For her, what seems to be more appropriate for the reflective activity is the use of teachers’ journals, video or tape recorded lessons and dialogues.*
* *Therefore, teacher corpus on the other hand is believed to be a fundamental reflective means that contributes to the development of one’s teaching practices (O’Keeffe et al., 2007).*
* *“…corpora can also be used by teachers as tools for reflective practice and professional development. In a practical sense this means that small corpora are created by teachers and analysed so as to reflect on, better understand and enhance their own professional practice. In the case of classroom practice, transcripts from classroom interactions can facilitate close inspection and build up sensitivity to the language that we use so as to hone our judgements about what we say in the classroom”*

 *O’Keeffe et al. (2007: 220- 1)*

* *It is noteworthy to mention that ‘critical thinking’ is one among the nine characteristics of ‘the good language teacher’ suggested by Allen (1980) in Brown (2000).*
* *More interesting is Manen’s (1991) theory of practice described by Kumaravadivelu (2006) as the combination of thought and action as a result of “pedagogical thoughtfulness”.*
* *The latter is believed to be sustained by the teachers’ reflective thinking (Kumaravadivelu, 2006).*
* *Even, for Bailey (1997) reflection means a lot in the development of one’s teaching career. In this context, she writes:*
* *“…reflective teaching is extremely valuable as a stance, a state of mind, a healthy, questioning attitude toward the practice of our profession. (It could also be the starting place for many research projects, and these are not limited to the action research tradition. Numerous issues will arise which could be approached through naturalistic inquiry or the experimental approach, but the choice to pursue these avenues rests with the individual teacher.)”*

 *Bailey (1997: internet page)*

* *From another angle, Gebhard & Oprandy (1999) stress the importance of the ‘exploration of teaching’. They assert that exploring can allow teachers to be more aware of their ‘teaching beliefs and practices’.*
* *In this context, Greene (1973) in Gebhard & Oprandy (1999) believes that creating new perspectives on one’s teaching will enhance the teacher’s effectiveness for a long term.*

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