**What is the primary condition for effective language teaching?**

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Some linguists defined second language acquisition(SLA) as learning a nonnative language in an environment in which there is considerable access to speakers of the target language (2001, Gass and Selinker). One of the most widely accepted theories of language acquisition is Krashen’s Monitor Hypothesis, which contains several components or hypotheses, one being the Affective filter(2004, Robert). From the hypothesis, affective filter domain is focused on my personal experience.

I spent my second language learning period from primary to university in Korea. There’s no extinct difference with others. There were traditional classrooms like lecture-based class and roles of teachers and students were evident that commander and passive learner. Most of teachers were performed as explainer in the class. They explained everything and I had to run to follow their writing on the board. In the case of learning lexis, there was no context to relate to target vocabulary and repetition drill was repeated to distinguish confused sounds like /l/ and /r/. Grammar Translation Method dominated most of language teaching environment. For getting good marks on tests, we had to memorize all structures without any context or real-world experience. After entering university, same teaching was repeated. Even my major was English education English conversation class was kind of different compared to other subject matters. From these traditional classrooms, I couldn’t my filter down for second language learning.

About two years in states to study abroad changed my point of view about SLA completely. Before then, I recognized memorization is the best way to improve my English proficiency. However, in states, I realized natural learning in real world can be one of the best ways to get structure and words also expression in a genuine way. Most learning took place outside the classroom lessons by living in real world in English. Also it helped to emotional state which was referred as an affective filter. A comfortable, nurturing environment is of the utmost importance for promoting communication. A stress-free, low anxiety atmosphere facilitated the language acquisition process.

There is one last thing to emphasize the significance of authenticity in learning. Vocabulary learning and teaching was my MA degree subject since I got impression from my professor, Kim at my graduate school that every word should be taught in a genuine way and real-world context should be embedded for language acquisition. She said that not only vocabulary teaching but other language learning should be occurred in meaningful context. Furthermore, the role of teacher as involver and enabler was recognized importantly. Students have to do their work by problem solving and teacher should elicit and extend learning by concept checking questions(CCQ). In addition using various activities like verbal, logical, visual, musical, bodily, interpersonal and intrapersonal way for multiple intelligences should be treated for effective learning. With these teaching, students can decrease their anxiety during SLA, which mean they can lower their affective filter that helps their emotional factors in learning.

From these considerations, I definitely agree that this affective filter includes factors such as one’s motivation, attitude, self-confidence and anxiety is necessary for effective language acquisition in an authentic context. Learning can be acquired from a variety of learning activities for multiple intelligences. Also, for better learning, the role of teacher is indispensable. Teacher should enable students to do their own task by doing themselves with autonomy. Also, students should be actively involved with learning. For the effective learning acquisition, comfort atmosphere that elicits motivation towards learning should be the primary factors to students in SLA.