

The Application of Affective Filter Hypothesis Theory in English Grammar Teaching

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Abstract: Krashen's theories of second language acquisition play a vital role in English teaching, in which "affective filter hypothesis" analyzes the influence of various affective factors on English learning. This paper focuses on Krashen's "affective filter hypothesis", analyzes the application of affective factors in the teaching practice of English grammar, and puts forward some teaching suggestions. The purpose of the study is to reduce the anxiety of the students in the second language grammar learning class, and then to find the most conducive state of English grammar learning, and to achieve the goal of English grammar teaching.

Keywords: Affective filter hypothesis; English teaching; Grammar teaching

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1 Introduction

The society is developing, science and technology are advancing, and curriculum reform is constantly improving and implementing. Parents in both rural and urban areas are paying more and more attention to school education, so English is regarded as the most important subject. English grammar plays an important role in the whole English teaching. At the same time, affective factors are an important factor affecting English teaching. Many scholars have explored the application of affective factors in the field of second language acquisition. Based on Krashen's "affective filter hypothesis", this paper studies and analyzes the application of affective factors in English grammar

teaching practice, and puts forward some teaching suggestions. The suggestions listed in this paper aim to improve students' learning motivation and self-confidence, and indirectly reduce students' English grammar learning anxiety.

2 Affective filter hypothesis

In the 1980s, Krashen proposed a series of second language acquisition theories, which were summarized as five hypotheses (acquisition-learning hypothesis, natural order hypothesis, input hypothesis, affective filter hypothesis and monitoring hypothesis). This series of theories have a great influence on the development of second language acquisition, which provides a strong theoretical support for second language teaching and promotes the substantial reform of second language teaching. Among them, the theory of affective filter illustrates how affective factors affect students' learning. The idea that affective factors have an important impact on second language acquisition was first proposed by Dulay and Burt in 1977. On this basis, Krashen further developed it as the "affective filter hypothesis". Krashen believes that students' negative emotions are like filters that filter comprehensible language input. If students produce negative emotions in the process of language learning, these negative emotional factors will filter out part of the comprehensible input. On the contrary, if students maintain a high degree of positive attitude in the process of learning, then the function of the filter will be reduced accordingly. Krashen believes that the main emotional factors affecting students' learning are motivation, self-confidence, and anxiety. If learners have strong motivation, strong confidence and low anxiety, comprehensible language input will enter the brain smoothly, and learners will be able to

complete the learning process better.

3 Current Situation of English Grammar Teaching

3.1 Less attention on grammar

The current standard of general high school English curriculum issued by the Ministry of Education clearly points out: The key point of English curriculum reform is to change the situation which teachers pay too much attention to the explanation and teaching of grammar and vocabulary knowledge, and ignore the tendency to cultivate students' practical language use ability. Therefore, many teachers unilaterally transfer the importance of teaching to the cultivation of students' listening and speaking ability. They think that English grammar teaching is no longer important, thus neglecting the accuracy of students' language use. When teaching grammar, English teachers simply emphasize the form of language and ignore the rules of language. At the same time, English teachers are too tolerant of grammatical errors, neither emphasize error analysis nor error correction, and only choose a relatively superficial way, or skip it directly. In the long run, the students' grammar learning effect is not good. And it is easy to produce learning anxiety, which makes the students' negative factors in learning expand constantly.

3.2 Old teaching methods

First of all, grammar teaching method is single. Under the background of examination-oriented education, English teachers still adopt the traditional translation teaching method in grammar teaching. The main mode of this teaching method is "the teacher translates and explains the grammar knowledge--summarize the grammar--the students practice after class". Students can only learn grammar by rote in this teaching mode. Secondly, the role of teachers and students is out of balance. At present, most of the grammar teaching classes are dominated by teachers, emphasizing the guiding role of teachers and paying more attention to the authority of teachers. Most students only passively accept knowledge, follow the teaching rhythm of teachers, step by step to complete the tasks assigned to them by teachers. In the long run, students' innovative thinking ability will be restrained, and the ability to solve practical problems cannot be improved. In the traditional teaching, most teachers pay attention to how to teach, but ignore the problem of how to learn. This

makes students lose the initiative of learning in the process of learning, and it is easy to make students lose interest and confidence in learning. Finally, teaching means are relatively low-level. In the traditional English teaching mode, the teaching means are often a book, a chalk, a blackboard,. Although some teachers also began to actively apply modern teaching methods to language teaching, most teachers made courseware in a single form, simple content. The knowledge cannot be presented through the novel form, the courseware is only the replacement of blackboard. It is not enough to mention the interest of students, and ultimately affect the efficiency of the classroom.

3.3 Students' emotional factors ignorance

In grammar class, teachers often ignore students' emotional factors. On the one hand, most teachers only pay attention to a few eugenics and ignore the students with learning difficulties. It will lead to anxiety and inferiority of these students because of the poor academic performance. Coupled with the teacher's failure to understand and communicate in time, it cause a vicious circle, leading to these students more reluctant to learn. On the other hand, most English teachers do not understand the quality and quantity of language input that students can understand at present, so that the selected grammar practice materials are too difficult or too low, which leads to the lack of motivation and even fear of grammar. In addition, grammatical rule itself is a relatively difficult and boring knowledge. If the teacher don't take into account the students' emotional factors from the beginning, the students' acceptance of grammar learning will be even lower.

4 Suggestions for Improving English Language Grammar Teaching

4.1 Changing the teaching concept

Before choosing the appropriate teaching method and teaching mode, we should first set up the correct teaching concept. First of all, teachers should understand the important position of grammar teaching in English teaching. While training students' listening and speaking ability, we should not neglect the cultivation of students' pragmatic competence. Not only to make students speak and use, but also to make students use it correctly. Teachers need to choose suitable teaching methods. In English grammar teaching, good teaching methods can make students

understand grammar knowledge more deeply. The author advocates inquiry teaching method. In English grammar teaching, teachers cannot directly explain the knowledge points to students, let students memorize by rote. Instead, take the student as the center, the teacher assists the teaching, the student oneself through the inquiry discovery, summarizes the rule. In the mode of inquiry teaching, students' self-confidence will be greatly improved, and the quality and quantity of comprehensible input will also be improved.

4.2 Creating supportive teaching environment and enhancing learning motivation

For Chinese students, creating a supportive teaching environment is more conducive to the understanding of their language input.

In the 1970s, Maslow put forward the theory of hierarchical needs, which he divided into five levels of human needs, with layers of progressive. According to Maslow's hierarchy of needs theory, when a student's sense of security and comfort is not satisfied, he will not pursue a higher level of need^[1]. Therefore, when teachers carry out grammar teaching, they should first consider the needs of students and create a comfortable and relaxed teaching environment. In order to create a relaxed and comfortable teaching environment, teachers need to guide and encourage students to actively participate in the classroom, not afraid to make mistakes, use more encouraging words and less critical words.

In addition, when teaching English grammar, teachers need to combine knowledge with social and cultural factors to improve the interest of grammar learning and enhance students' integrative motivation. If the teacher simply explains, the grammar knowledge points will inevitably become boring, so the teacher should integrate the target language culture into the teaching process, so that the students can feel the charm of the culture. Students are interested in the target language culture, forming a fusion motivation, so they naturally want to learn English grammar. At the same time, teachers can promote students to form their own instrumental goals by realizing emotional goals in the teaching process.

Finally, the grammar knowledge points will show different difficulties. In the face of students with weak learning motivation, students should be consciously asked questions^[2]. When teaching easy-to-understand knowledge points, teachers can ask students with learning difficulties some simple questions that students

can answer. When teaching more difficult knowledge points, teachers can ask challenging questions and encourage students to think. At the same time, teachers can properly reward students. It is helpful to create an active classroom atmosphere and stimulate students' intrinsic motivation.

4.3 Improving the guidance of learning strategies to cultivate students' self-confidence

Self-confidence is the catalyst to promote students' learning and exploration, and the strength of self-confidence has a great influence on the improvement of students' learning motivation and ability. Therefore, this requires teachers to pay attention to the teaching of reading strategies and skills in grammar teaching, and to radiate students' self-confidence in English grammar. Teachers should make students get rid of the stereotype of grammar and help students improve their grammar learning ability from the psychological characteristics of students. Teachers can link grammar knowledge points with real life, reduce information gap, improve students' acceptability of grammar knowledge points, eliminate students' fear of grammar, and thus build students' self-confidence. At the same time, students' age, intelligence, personality and cognitive style also need to be paid attention to, and teachers should fully consider the individual differences of students in the teaching process^[3]. Teachers need to investigate and analyze students' different grammar learning difficulties, give appropriate knowledge of different students' grammar learning difficulties, let students constantly sum up and reflect in the process of grammar learning, and form their own unique learning methods.

4.4 Proper correction to reduce students' anxiety

Because the difficulty of grammar learning is relatively high, students will have more grammatical errors in their study. At this time, it is necessary for teachers to analyze mistakes in time, correct them properly, improve the correctness of students' use of grammar, and reduce students' anxiety.

First of all, teachers and students should treat mistakes correctly. On the one hand, the process of grammar learning is the process of continuous mistakes and continuous progress^[4]. Teachers can encourage students to make more mistakes. Only students dare to make mistakes can they dare to speak English.

Secondly, it is important to help the student correct when he meets a mistake, but after the correction, we cannot let it go, the teacher should analyze whether the

student has made a mistake or a mistake, then guide the student to dig out the root of the mistake, compare the two expressions of the right and wrong, let the student say the reason for the mistake, and then the teacher will sum up again. This process can also reflect the student-centered, teacher-assisted teaching ideas.

Finally, in grammar teaching, we should give full play to the positive role of mother tongue and avoid the phenomenon of negative transfer of mother tongue in the process of second language acquisition. Teachers should make students fully aware of the positive role of their mother tongue in teaching, carry out comparative learning, and reduce the occurrence of mistakes.

5 Conclusion

This paper shows that students are greatly influenced by emotional factors in English grammar learning. Teachers should pay attention to the role of emotional factors in the teaching process, so that students have a positive emotional state and reduce the impact of negative emotional factors. Therefore, teachers and

students establish the correct concept of grammar teaching and learning, and create a relaxed classroom environment. At the same time, teachers also need to stimulate students' internal learning motivation, enhance students' integrative motivation, establish students' interest, cultivate students' self-confidence, and enable students to learn grammar actively. Finally, the teacher should correct the students' mistakes and reduce their anxiety.

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