

**Phenomenon-Based Learning:  
Beginning with the Affective Domain  
MODULE 1 LESSON 2  
ACTIVITY**

- Below is a bit more information on the three emotional triggers we explored in this lesson that can block fluid learning.
- The director of your school is so impressed with your initiative to learn about the Affective Domain, that she asks you to explain the first three common emotional triggers that block learning, to the rest of your colleagues.
- Use what you remember from the videos, skim over the transcripts to remind you of points, and combine that with this supplemental information below to explain the trigger in your own words.
- Record yourself reading your conclusions of each emotional trigger.

**ANXIETY**

On average, 50% of language learners experience debilitating anxiety. Cognitive processing (thinking, assimilating information) is short-circuited by anxiety which can be shown in many ways. Students may become angry, they begin talking to classmates, they may look bored, they start throwing things, drawing on their desks, ask to use the bathroom frequently, tap their pencils or feet, begin sweating, many different ways of manifesting their anxiety. What is really happening is that they are shutting down emotionally and cognitively.

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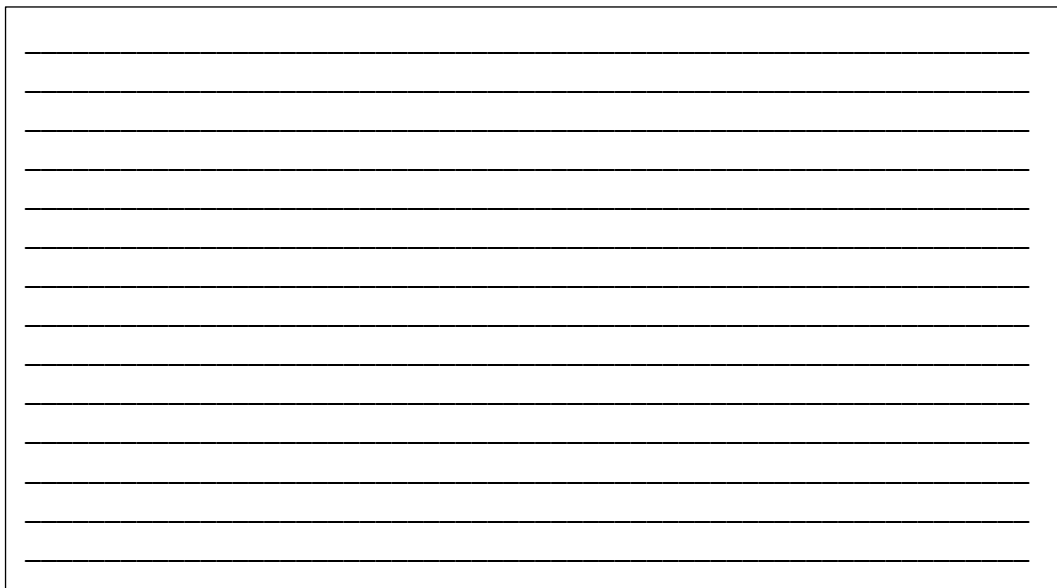
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## **LOW SELF-CONFIDENCE/SELF-JUDGEMENT**

In a study of Japanese students and Western students, it's shown how Japanese students embrace mistakes and are taught to analyse them openly. They do much better than students in Western countries who are taught – deliberately or not – to ignore mistakes, not to dwell on them, and certainly not to analyse them.

We help our students to lower self-judgement by encouraging mistakes, not just tolerating them. Educators help their students by putting the emphasis on the process of learning, not solely the results (assessments, evaluations). Mistakes are inevitable and we help our students to have more compassion for themselves, more tolerance for the learning process, when we celebrate divergent answers. Only in this way will our students become resilient and productive contributors to the world inside and outside of the classroom.



A rectangular box containing 15 horizontal lines, intended for student writing or reflection.

## FRUSTRATION/DISSATISFACTION

Sharing assessment criteria is much easier than it may seem at first glance. In truth, when we design the assessment, we need to have our objectives clearly outlined, right? So, sharing the criteria for any evaluation, assessment simply means sharing the same objectives we used when we created them. In fact, our students may point out that our objectives don't coincide with the tasks that preceded the assessment - and so don't make sense. That may be difficult for us to swallow, but we need to accept that we make mistakes as well, that not all of our planning is perfectly synchronised, and that sometimes our students know what they're talking about!!!

So often we have so much in our heads that we lose track of what we cover - and what we don't cover in class - and the assessment we planned in the beginning of the unit doesn't make sense at the end.

Letting students have a voice in agreeing or disagreeing to the assessment is a very powerful way of giving them visibility in their own learning - they need to recycle activities, lessons, readings, tasks, to be able to see whether they have been exposed to the information that will now be included in the assessment. It's simply one more learning opportunity for them - and you can always pretend that you knew all along that there was a disconnection between the proceeding lessons and the evaluation - and you wanted them to find the missing link!

Dare to hear your students, dare to let them speak up - and as long as they do it respectfully and clearly, we've given them opportunities to be more effective citizens of the world!

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