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MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH**

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**Faculty of Letters, Languages, & Arts**

***Students' Affective Aspects and EFL  
Learning***

***The Case of Third Year English Students - University of Saida***

***Dissertation submitted to the Department of English Language and  
Literature in partial fulfillment of the Requirements  
for the degree of Master of Arts in Didactics***

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## ***DEDICATIONS***

*To my parents,*

*To my Wife,*

*To my daughter Nour hanine,*

*To my sister Fatima Zohra,*

*To my Sons : Med Farouk, Sid Ali Youcef, Tarek Yacine.*

*To all my family,*

*To my freinds...*

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*I also wish to thank all teachers at the department of English language and Literature at Saida University.*

***LIST OF ACRONYMS***

**1AS:** 1ere Année Secondaire

**2AS:** 2eme Année Secondaire

**3AS:** 3eme Année Secondaire

**EFL:** English as a Foreign Language

**ELT:** English Language Teaching

**FL:** Foreign Language

**L2:** Second Language

**SE:** Self-esteem

**TYES:** Third Year English Students

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*ABSTRACT*

Learners' affective factors are very important for foreign language learning. Affective factors in language learning act as a barrier that filtrates the amount of input in learners' brain. Ignoring the relationship between students' affective factors and EFL learning will have negative influence on the learning process. Attention to affect will render teaching more effective through the exploration of how EFL teachers influence students' affect. which means what teachers should do to develop and make good use of students' positive affect, or to avoid the negative affect and facilitate its possible transformation into the positive. This research attempts to provide a more in-depth answer to the question of why affect is important, and tries to discuss some options for dealing with it in the classroom. In order to conduct the study, the quantitative research method was used. In this study, third year students were selected randomly as the sample size from the department of English Language and Literature at the University of saida. The students and teachers were asked to answer two questionnaires (teachers' questionnaire and students' questionnaire).The results revealed that the students' affect-related factors influence EFL learning either positively or negatively. Additionally, there was a relationship between students' positive affect and their learning intake.

**Keywords:** Affective Factors, Motivation, EFL (English as a foreign language) Learners, Self esteem, Anxiety

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## **General Introduction**

Language is an essential means of communication. It is considered as a way to create and preserve relationships between individuals in the society. How to successfully acquire a foreign language? Many linguists and psychologists have been trying their best to answer such problems.

Researchers argued that learning a foreign language is a difficult task to do, using Browns words, it is not a set of easy steps that can be programmed in a quick do-it-yourself kit, it is a long and complex undertaking. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting. Total commitment, total involvement, and a total physical, intellectual, and emotional response are necessary to successfully send and receive messages in a foreign language.

In foreign language learning, there are different factors that influence the learning process. Among these factors, students' personal factors (age, level, gender, etc), social factors (culture, religion, etc), and affective factors cannot be denied.

Research in the fields of foreign language learning (FLL) has indicated an important role of affective learner factors. Due to its enormous importance, the

affective side of the students is one of the most important factors in language learning success or failure.

Therefore, numerous studies have tackled the importance of affect-related factors in language learning process, such as Busch (1982), Horwitz (1986), Young (1991), Gardner (1991), Gardner, Robert (1993), Besnier (1994), Naimann (1996), MacIntyre et al (1998), Vogely (1998), Dornyei (1998), Oxford (1999), Arnold (1999), Brown (2008), and Du (2009).

Moreover, this study revolves around this issue, and tackles these two major questions:

- How do students' affective aspects influence their learning performance?
- How can we give more attention to affect in the classroom to handle negative affect-related factors and create positive facilitative ones?

These questions, in return, assume the following hypotheses:

- Students' positive affective aspects can lead to more effective language learning. (and vice versa).
- Teachers may positively influence their students' affective dimension and facilitate EFL learning process by using some affective teaching strategies such as reflection, facilitation and learners' autonomy enhancement.

The aim of the present paper is to investigate third year English students' affective factors that contribute in some way to the success or failure of EFL learning. It also attempts at investigating how they can overcome problems

created by negative emotions and feelings and facilitate the transformation of negative affect related factors to positive ones.

This dissertation consists of four chapters. The first one is a general description of affect in educational context. The second chapter provides the theoretical review covering the key concepts and their definitions. The third chapter outlines the practical area of this research that analyses the data collected from both third year English students and teachers in the Department of English- Faculty of Letters Languages and Arts - Dr Moulay tahar University of Saida. Whereas the last chapter entails a number of suggestions and recommendations related to the large concern with the students' affective variables.

## Chapter One

### General Description of EFL Studies and Affect

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## **Chapter One**

### **General Description of EFL Studies and Affect**

#### **1.1. Introduction:**

It has been stated that English language has been the common language of the world for decades. It is now impossible to find a country where learning English has not become a norm. In addition, Boonkit (2010) claimed that English is the most commonly accepted language used when people from different countries get together for conferences and debates.

This chapter describes the general situation of EFL learning and its relationship with students' affective variables at Algerian universities, especially at the University of Saida. The researcher describes first the methodology he follows in his research: the aim of the study, population, questionnaires and the procedure. As for affect-related factors, which are the central field of interest in this study, the researcher deals with a general overview of affect in educational context.

#### **1.2 Methodology and tools:**

In order to try to answer the research questions mentioned in the general introduction, the researcher goes through a methodology stressing the following points:

### ***1.2.1 Aim of the study:***

As far as this research work investigates the students' affective aspects and EFL learning, its main objectives are to turn attention to those features that are characterized by a large proportion of emotional involvement. In this context, looking at students' feelings and emotions that influence their EFL learning. Also, it attempts to know ways to regulate and overcome the negative ones.

### ***1.2.2 Population of the study:***

The study takes place at university level, and the population targeted in it consists of third year English students (TYES) studying English as a foreign language (EFL) at the department of English language, Dr Moulay Tahar University of Saida. In addition to local students, living in Saida, students subscribed for the preparation of the degree of Licence of English come from different Algerian western towns notably: Elbayadh, Naama, Bougtob and Mechria. The researcher uses a sample of ( 28 ) students belonging to (02) groups .

It is worth to mention that the subjects of the study, mentioned above, are adults and their average age is about 22 years. However, the class is characterized by diversity in terms of age; it varies between 21 to 42 years. The roads that lead them to the university are typically different. Unlike adult students, the elderly persons are affected by societal circumstances which prompt them to hold other responsibilities and after follow their university studies. Some enroll in the military, or spend time in the workforce. Before their admission to the university, those adult students have been exposed to a seven-year exposure period to English through a national educational system implementing EFL teaching in the middle schools; starting from 1st year level , and in all secondary school levels (1AS, 2AS and 3AS).

Furthermore, third year students are not asked to choose the field of speciality as before; rather, they take the necessary subjects that can boost them to enlarge their English language competence. The main courses that are attended in the fifth and sixth semesters are divided into four units. The Fundamental unit consists of linguistics, studies of civilization texts, studies of literary texts, written comprehension and production, translation and interpretation, introduction to didactics, and introduction to ESP. The Methodological unit includes only research techniques. The Discovery unit comprises ICT, whereas, the Transversal unit is about teaching another language.

Additionally, the allotted time to these subjects differs as illustrated in the following table:

| <b>Subject</b>                       | <b>Hours per week</b> | <b>Hours per month</b> |
|--------------------------------------|-----------------------|------------------------|
| Linguistics                          | 3                     | 12                     |
| Studies of Civilization texts        | 1:30                  | 6                      |
| Studies of Literary texts            | 1:30                  | 6                      |
| Written comprehension and production | 1:30                  | 6                      |
| Oral expression and production       | 1:30                  | 6                      |
| Translation and interpretation       | 1:30                  | 6                      |
| Introduction to Didactics            | 1:30                  | 6                      |
| Introduction to ESP                  | 1:30                  | 6                      |
| Research techniques                  | 1:30                  | 6                      |
| ICT                                  | 1:30                  | 6                      |
| Other language                       | 1:30                  | 6                      |

**Table 1.1:** Third Year Subject Matters and Their Allotted Time.

(Source: department of English language and literature).

The table above shows that all the necessary subjects and data that can improve students' competence are presented to them. However, the subjects are classified into lectures and TD sessions. The duration of subject teaching per week is one of the hindrances that both teachers and students face as it is about one hour and half for each session, while they are obliged to finish the number of sessions during the semester, which is about twelve sessions per semester. In addition, the number of students is also a challenging problem. The following table illustrates the number and percentage of (TYES):

| <b>Students gender</b> | <b>Number</b> | <b>percentage</b> |
|------------------------|---------------|-------------------|
| Male                   | 86            | 60%               |
| Female                 | 56            | 40%               |
| Total                  | 142           | 100%              |

**Table 1.2:** the number and percentage of (TYES).

(Source: department of English language and literature)

In addition to TYES, (10) teachers at the Department of English language and Literature, University of Saida contributed to the study as data providers. They hold Doctorate, and Magister degrees and teach the following modules: Literature and Civilisation, Sociolinguistics, Grammar, TEFL, ESP , Translation and other subject matters.

### ***1.2.3. Research procedures (questionnaires):***

In an attempt to find some relative answers to the research questions mentioned in the general introduction, the researcher uses two questionnaires.

A first questionnaire, (see Appendix I, Page: 75), is handed out to TYES at the end of the second semester. It is semi structured and it aims basically at identifying learners' affect-related factors in EFL classes. It attempts to cover their affective orientations in EFL learning, as well as their preferences and perspectives.

A second semi structured questionnaire, (see Appendix II, page 78), is given to English teachers; also, at the end of the second semester. Its main objective is to know about EFL teaching and affective strategies that can be adopted to facilitate learning intake.

### ***1.2.4. Difficulties Encountered in the Study:***

While working on this research paper, we have faced some difficulties concerning the students' answers to the questionnaire, the responses were not clear enough; and this made the analysis of the obtained data quite difficult. Also, there are many affective aspects, which make it difficult to cover all of them, that is why the researcher tries to select the most important among them. In addition to the rich body of literature which tackles each factor among affect-

related factors separately and makes it difficult to regroup and cover some of them in one summarized research paper.

### **1.3. EFL in Algeria:**

One remarkable characteristic of the modern era \_ post WWII\_ is the strong desire of people over the world in learning English language, since this latter had a great importance in international communication. Kachru (1986, in Rubdy (2006: 01) states that:

*“Knowing English is like possessing the fabled Aladdin’s lamp, which permits one to open, as it were, the linguistic gates to international business, technology, science and travel. In short, English provides linguistic power. The teaching and learning of this language take place in the curriculum of a lot of countries”.*

For the Algerian context, its teaching reaches all schools and Universities since it is a window to other nations, cultures, and specifically the international development. Generally speaking, English language is taught with three main foreign languages in Algeria: French, German, and Spanish. Chibani (2003) asserts that in the Ordinance of April 1976, there are five goals behind teaching

foreign languages ( in correlation with the very spirit on the national chart of 1976):

1. To communicate with the different parts of the world;
2. To have access to top modern sciences and technologies;
3. To encourage pupils' creativity in its universal dimension;
4. To make pupils autonomous and self-sufficient in exploiting and exploring material having relation to their field of study;
5. To successfully sit for examinations.

Chibani (2003: 17)

Furthermore, the Algerian government follows the Arabisation policy and gives English language the status of foreign language for the sake of undermining the dominance of French language at that time. Miliani (2000:13) states that:

*“English is seen as the magic solution to all possible ills- including economic, technological and educational ones”*

Crystal (1997) argued that:

*“Algeria is of course, one of the countries hitherto regarded as francophone... with militant Islam on the ascendancy, however, the Arabization policy may be at the expense of both French and English. But in the final analysis, it is French that has been the real loser”.* (Ibid)



Learning EFL in Algerian institutions comes on its first year in middle school till the last year of secondary school as a module. It's been stated that many language learners today are studying English not because they have been coerced to do so by English speakers of the inner circle countries, but rather because of the benefits which knowledge of English brings, and that leads to its emergence as field at the University. Its development has failed because of limited time teaching and the lack of supportive environments.

#### **1.4. Department of English language and Literature at Saida:**

For the sake of developing learning English language, and open a window for local students to discover new cultures, the department of English language and literature was established at Saida University in 2003. It starts working with the LMD system since 2010, the first graduation of license degree was in 2013, whereas, the first Master graduation was in 2015.

The main goal designed by this department is to promote and facilitate English language learning process, it works to help students' use of critical thinking so as to ameliorate the learning curve of the four skills. It provides different teaching subjects from linguistics, didactics, translation, to literature and civilization; and it facilitates the learning of methodological skill in order to enable students to carry out further researches.

The basic components of graduation program focus on courses that are essential and needed by students to enhance their learning and raise their

awareness about the target language; especially: the four skills, methodological courses, linguistics...etc. The average teaching hours provided by this department is about 22 hours for all the three levels.

The post graduation in this department includes only the master degree, which contains two specialties: Anglo-Saxon Literature and Civilization, and Didactics of EFL.

### **1.5. What is affect ?**

This term (affect) reflects the emotional side of individuals, and it is related to the human feelings. Damasio (1994) in Arnold (1999:01) makes a distinction between the term ‘emotions’ which is defined as “*changes in body state in response to a positive or negative situation*” and ‘feelings’ which are “*perceptions of these changes*”.

According to Besnier (1990), affect is considered as:

*”aspects of emotion, feeling, mood or attitude which condition behavior”.*

(Besnier (1990) in Arnold (1999:01)

Brown (2014, in Ranjbar (2016:16) believed that:

*“Affect refers to emotion or feeling. The affective domain is the emotional side of human behavior, and it may with some caution, be contrasted to the cognitive side”.*

Also Gass and Selinker (2008, in Ranjbar (2016:16) stated that:

*“In other words, it refers to feelings or motions that individuals have about something”.*

### **1.6. Krashen's Affective Filter Hypothesis:**

Krashen (1988) in Ranjbar (2016) mentioned that affective factors function as a filter that reduces the amount of language input that the learner is able to understand. He stated that the affective filter is like a barrier to acquisition. When the filter is down the input attains the language acquisition device and becomes acquired competence. On the other hand, when the filter is up, the input is blocked and does not reach the language acquisition device. When the affective filter is up, the learner can comprehend what is seen and read, but the input will not go toward the language acquisition device. This happens when the learner is not motivated, doesn't have enough self-confidence, and is faced with failure. The filter is down when the learner is not anxious and is interested in becoming a part of a group that speak the target language.

Arnold (2011) argued that with his metaphor of the affective filter, Krashen (1985) warns about the problems created for learning by the negative aspect, but just as important as avoiding negative affective reactions is finding ways to establish a positive affective climate.

### **1.7. What is the relationship between affect and cognition?**

The affective factors are usually contrasted with cognitive factors and both have recently come to be investigated in a specific sub-field known as *individual differences*. Both sets of factors influence the language learning process via interaction with the learning context. Researches into affective aspects of language learning were initiated by the belief that cognitive factors are not the only ones that exert influence on learning. Stern (1983) says that we can claim that affective factors, at least, contribute to learning as much as cognitive factors. Schumann (1994) even claims that affective factors enable cognitive factors to become active. He points out that:

*“The brain stem, limbic and frontolimbic areas, which comprise the stimulus appraisal system, emotionally modulate cognition such that, in the brain, emotion and cognition are distinguishable but inseparable. Therefore, from a neural perspective, affect is an integral part of cognition”.*

Schumann (1994, in Arnold 2011:3)

It should be noted that the affective side of learning is not in opposition to the cognitive side. As Arnold (1999) claimed, when both are used together, the learning process can be constructed on a firmer foundation. Neither the cognitive nor the affective has the last word, and, indeed, neither can be separated from the other. In Arnold (1999: 01)

Neurobiological research (Damasio 1994; LeDoux 1996) has made it clear that reason and emotion should not be considered independent; indeed, they are inseparable in the brain, and in no way can we justify making artificial division between affect and cognition in the learning process.

For Damasio (1994), emotions are a part of reason. He observes how the absence of emotion compromises our rational capacity, and he affirms that: *'certain aspects of the process of emotion and feeling are indispensable for rationality'*. Damasio (1994, Arnold 2011: 03)

LeDoux (1996) sees emotion and cognition as partners in the mind, and he insists that it is time to reunite cognition and emotion in the mind. He says that: *'minds without emotions are not really minds at all'*.

LeDoux (1996), (Ibid: 03)

Jensen (1998, 72) gives a good example of the complementary nature of the two functions when he explains how our logical, thinking side may tell us to set a goal but it is our emotional side that gets us involved enough to act, to work towards the goal. In Arnold (2011:3)

Oatley and Jenkins (1996) affirm that:

*'emotions are not extras. They are the very center of human mental life... They link what is important for us to the world of people, things, and happenings'*.

(Ibid: 02)

An integrative approach of affective aspects was recognized by learning and cognition specialist Hilgard (1963), who said that:

*‘purely cognitive theories of learning will be rejected unless a role is assigned to affectivity’.*

Hilgard (1963), In Arnold (1999:7)

Gross has stressed the importance of whole-brain learning , which recognizes the contribution that affective aspects make:

*‘insights into the ways in which our brains function have generated tremendous excitement in scientific and educational circles over the past decade. It is now apparent that learning can be enlivened and strengthened by activating more of the brain’s potential. We can accelerate and enrich our learning, by engaging the senses, emotions, imagination.*

*Gross (1992:139) In Arnold (1999:8)*

The Confluent Education Movement theorists, such as Brown (1971) and Castillo (1973), stressed the need to unite the cognitive and affective domains in order to educate the whole person. In Arnold (1999: 5)

### **1.8. Is attention to affect really new in EFL learning process?**

Interest in affective factors in education is not new. As Arnold (1999) affirmed, it was already implicit in the writing of Dewey and Vygotsky in the first part of the twentieth century, and it gained importance with the growth of humanistic psychology in the 1960's (see Maslow 1968; Rogers 1969). In Arnold (1999:5)

In the late 1970's and 1980's representatives of Humanistic Language Teaching, such as Stevick, Moskowitz, and Galyean, were searching for ways to enrich language learning by incorporating aspects of the affective dimension of the learner. The Natural Approach, developed by Krashen (1983), takes affect into consideration in a prominent way. One of the five hypotheses in his theory of second language acquisition is the affective filter (Arnold 1999: 6).

Researchers in the area of curriculum design have developed undeniably humanistic learner –centered models (Nunan 1988; Tudor 1997), which show the necessity of focusing more on language learners and their experience rather than simply on the narrower field of non-learner related linguistic corpora. (Ibid:6)

In the late 1990's, Williams and Burden (1997) argue that:

*'Making learning experiences meaningful and relevant to the individual, with developing and growing as a whole person. We would argue also that it has a moral purpose which must incorporate a sense of values'.*

Williams and Burden (1997: 44), In Arnold (1999: 7)

## **1.9. Conclusion:**

The present chapter provided a general description of EFL learning situation in Algeria in general, and at the department of English at the University of Saida in particular, after presenting the methodological chronology.

It also highlights what the term ‘affect’ means within the educational context. At the end, a historical overview about affect in EFL learning process, and explanations of the relationship between affect and cognition are given to pave the way for the second chapter, which includes a theoretical framework of affective aspects and their importance in the EFL classroom.



**Chapter Two**  
**Student's Affective Aspects and Their Importance**  
**In the EFL Classroom.**

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## **Chapter Two**

### **Student’s Affective Aspects and Their Importance**

#### **In the EFL Classroom.**

#### **2.1. Introduction:**

Affective variables are believed to be important factors involved in foreign/second language learning. By student’s ‘*affective aspects*’ we refer to learners’ affect-related factors that influence their language learning.

Student’s affect-related factors represent the learners’ affective side which includes a variety of personality aspects such as: motivation, self-confidence, anxiety, extroversion/introversion ...etc. The present chapter will tackle how affect operates within the teaching/learning context of EFL.

#### **2.2. Learners’ affect-related factors:**

##### **2.2.1. Motivation:**

Motivation is a theoretical construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior (Maehr & Meyer, 1997) in J. Brophy (2004:4).

Motives are hypothetical constructs used to explain why people are doing what they are doing. According to Thrash & Elliot (2001), motives are usually construed as relatively general needs or desires that energize people to initiate purposeful action sequences. In contrast, goals (and related strategies) tend to be more specific and to be used to explain the direction and quality of action sequences in particular situations (Thrash & Elliot, 2001).

Brown (2000) argued that it is easy to link learner's success to the fact that he/she is motivated, and such claim (according to him) is not erroneous. This researcher exposed various definitions of motivation provided mainly by different schools of thought, which show three perspectives: Behaviouristic, Cognitive, and Constructivist perspectives. The first perspective sees motivation as the anticipation of reward, driven either to acquire positive reinforcement, or by previous experiences of reward for behaviour. As for the Cognitive point of view, motivation is considered as the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect. While the Constructivist view of motivation focuses on social context as well as personal choices. According to this perspective, each individual is motivated particularly, and he/she will act

within a social and cultural framework, which he/she can't be separated from (Brown 2000).

For this researcher, motivation is a very important affective variable which determines the quality of the learning achievement. He claims that:

*“...motivation is commonly thought of as an inner drive, impulse, emotion, or desire that moves one to a particular action”*

Brown (1987:114)

Z.Dörnyei (2005) defined it as the main determinant in learning a foreign language. Gardner (1985, in Rinjbar 2016:16) defined motivation to learn a second language as:

*the entity that human beings work or make a great effort to learn the language because of a strong wish to do so and the satisfaction experienced in this activity.*

According to Gardner and Lambert (1972), there are two types of motivation: integrative and instrumental. The integrative motivation means learning the language with the idea of taking part in the culture of its people. And instrumental motivation means a learner learns the language in support of an aim relating to job or further effective motive. Lai (2011, in Rinjbar 2016 : 16) claimed that these two types of motivation can influence and manage the procedure and outcome of learning. According to Arnold (1999:13), both types

of motivation can result language learning success, and not necessarily one type is more effective than the other.

Motivation can be examined also in terms of the intrinsic and extrinsic motives of the learner. The intrinsic motives concern those who learn for their own goals and needs. On the other hand, extrinsic motives have to do with those who receive an external reward from outside and beyond the self.

Which form of motivation is more powerful? Researches (Arnold, 1999), (Gardner & Lambert, 1972) strongly favour intrinsic orientations especially for long-term retention. They have shown that an intrinsically motivated learner would do better than an extrinsically motivated one.

There are three major concepts described by Weiner (1992 in Arnold (1999: 16) related to motivation: “*attribution theory*”, “*learned helplessness*” and “*self- efficacy*”. The “*attribution theory*” states that learners’ past successes or failures influence their expectations and, through them, their performance. As Weiner explains:

*“Success and failure perceived as due to internal causes  
such as personality, ability or effort respectively  
raises or lowers self-esteem or self-worth,  
whereas external attributions for positive or negative  
outcomes do not influence feelings about the self”*

Weiner (1985) in Arnold (1999: 16).

Concerning “*Learned Helplessness*” learners, according to Arnold (1999):

“...are submerged in a helpless state that engulfs them and they feel that they cannot possibly achieve their goals, no matter what they do...”

Arnold (1999: 16).

According to Ehrman (1996), “*self- efficacy*” is :

‘*the degree to which the students thinks he or she has the capacity to cope with the learning challenge*’. Ehrman (1996:137), In Arnold (1999:17)

### **2.2.2. Self-esteem:**

Arnold (1999:12) argued that Self –esteem:

*has to do with the inevitable evaluations one makes about one’s own worth, and it is derived from the inner experience and relationship with the external world.*

According to Brown (2000: 145), SE is:

*a personal judgment of worthiness that is expressed in the attitudes that individuals hold towards themselves. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behaviour”.*

According to Brown (2000), SE may be described on three specific levels: global or general SE, situational SE and task SE.

Global SE is a general assessment that an individual makes about his/her own worth over time, and across a number of situations.

Situational SE, as Arnold (1999:12) illustrates, refers to one's self-appraisals in specific situations such as: education, work.

Task SE, as Brown (2000: 146) stated, is related to particular tasks within specific situations.

### **2. 2.3. Anxiety:**

The construct of anxiety plays an important affective role in FL learning. It is considered as the most affective factor that has a great influence on this process.

Language anxiety could be reflected by the student's behaviour, which varies depending on the student's culture; because what seems to be a normal behaviour or sign in a culture can be considered as an anxious one in another culture.

Scovel (1978, in Brown, 2000: 151) stated that anxiety is associated with feelings of uneasiness, frustration, self-doubt, apprehension or worry.

Anxiety is defined as "Subjective feelings of apprehension and fear associated with language learning and use. Foreign language anxiety may

be a situation-specific anxiety, similar in that respect to public speaking anxiety”. Richards & Schmidt (2002: 285).

#### **2.2.3.1. State/ trait anxiety:**

State or situational anxiety (according to Oxford, in Arnold, 1999: 60) *arises in response to a particular situation. It is experienced in relation to a particular event.* Whereas trait anxiety, as Brown (2000: 151) illustrated, is *a more permanent predisposition to be anxious. This type of anxiety can have pervasive effects on language learning.*

#### **2.2.3.2. Debilitative/ facilitative anxiety:**

Researchers (Oxford, 99) differentiate between two kinds of anxiety: harmful or debilitative (negative mode of anxiety) and the helpful or facilitative anxiety (the positive mode of anxiety). The first kind of anxiety seems to be a negative factor that hinders learning performance. Those Researchers state that it harms learners’ performance either directly through worry and self-doubt, or indirectly by creating overt avoidance of the language. Whereas the second kind of anxiety is viewed as a positive factor which has a benefit in EFL learning.

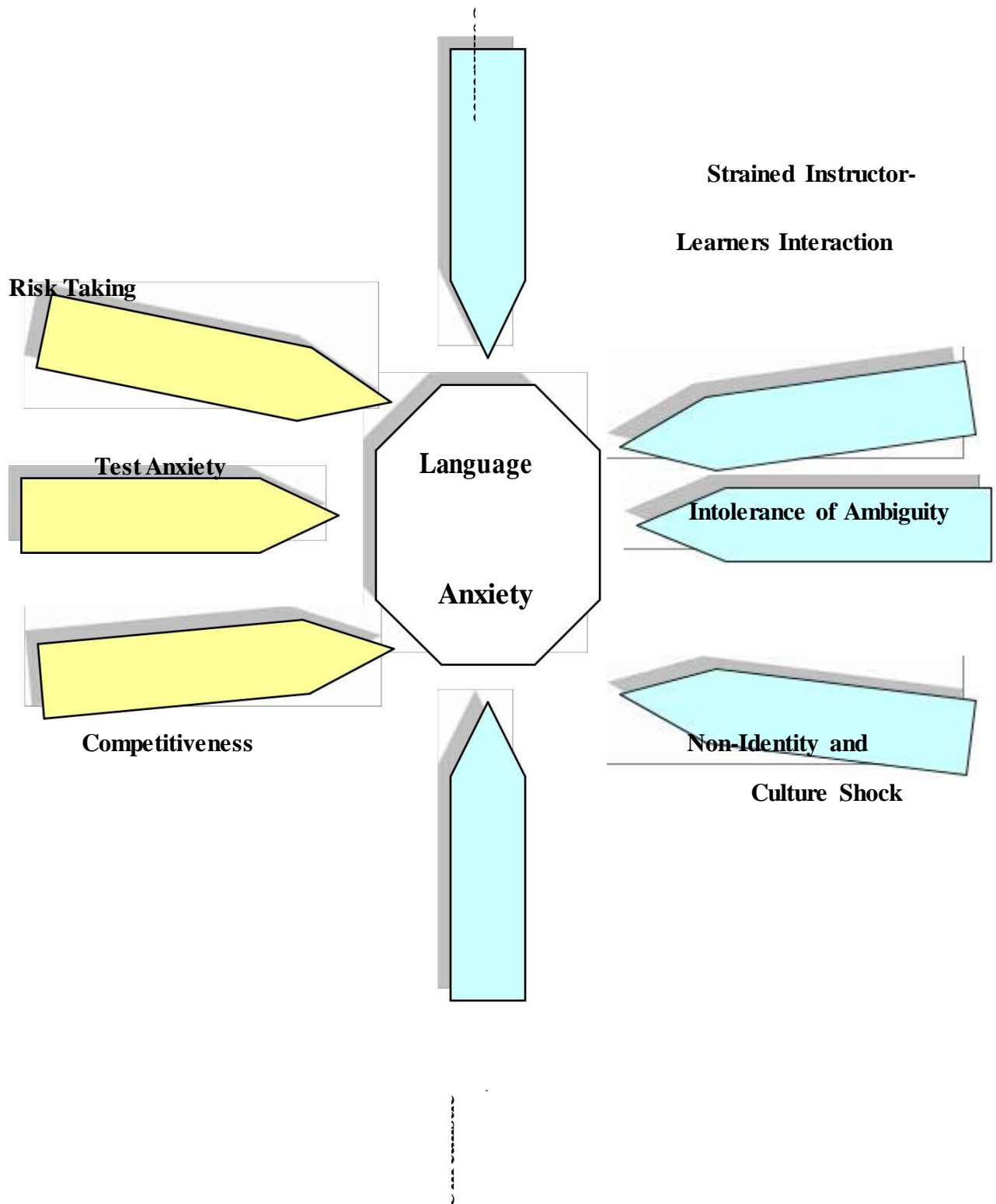
Researchers (in Arnold, 1999: 61) have different arguments about the existence of facilitative anxiety. Some of them relate the helpful mode of anxiety only by the very simple learning tasks. While others suggest that helpful anxiety might exist for language tasks in formal language learning situations.



### **2.2.3.3. Correlates of language anxiety:**

According to Oxford (in Arnold, 1999:62), Correlates of language anxiety range from personal (such as SE) to procedural (such as classroom activities).

The Diagram below demonstrates the main factors that can influence students' anxiety level.



**Diagram 2.1: Correlates of Language Anxiety**  
**Ghembaza (2010: 61)**

This diagram summarises the main factors that can influence students' anxiety level. The items in turquoise colour have a direct negative effect on one's performance, being anxiety-creating agents. The items in yellow colour have a relative influence on language anxiety according to one's trait anxiety level.

#### **2.2.4. Extroversion/Introversion:**

Extroversion and Introversion are considered as important factors in language learning. Arnold (1999: 11) argued that extroversion has to do with the need for receiving ego enhancement, self esteem, and a sense of wholeness from other people. In the other hand, introversion refers to the degree that individuals derive this sense from within themselves.

Extroverts are often seen as out-going individuals, which qualifies them as better learners since they express themselves openly in the classroom, in the contrary to introverts, who are evaluated as bad learners since they are too reserved and self-limited.

According to Brown (2000), there is an erroneous connection between extroversion and successful learning achievement, which reflects that the clarification of both terms seems to be important. With Brown words:

*'The terms are misunderstood because of the tendency*

*to stereotype extroversion. We are prone to think of an extroverted person as a gregarious, 'life of party' person.*

*Introverts, conversely, are thought of as quiet and reserved with tendencies toward reclusiveness'.*

(Brown 2000: 154)

For this researcher, extroverts actually need other people to feel good. Introverts, on the other hand, receive that affirmation from within themselves. Contrary to stereotype, introverts can have an inner strength of character that extroverts do not have.

It is not clear then, that extroversion helps or hinders the process of second language acquisition. Naiman et al (1996) found no significance effect for extroversion in characterizing the good language learner. Busch (1982) in Brown (2000: 155) suggested that introverts may have the patience and focus to attend to clear articulation in a foreign language.

### **2.3. Ways to give more attention to affect in the classroom:**

To understand how affect-related factors fit into the language classroom it is useful to reflect on Stevick's comment:

*"Success [in language learning] depends less on materials, techniques and linguistic analyses and more on what goes on inside and between the people in the classroom"* (Stevick 1980, in Arnold, 2011;1).

The *inside* and *between* is basically what affect is about: on the one hand, the individual or personality factors (self-concept/self-esteem, anxiety,

inhibition, attitudes, motivation, learner styles...) which are considered as *inside* the learner, and on the other, the relational aspects which develop *between* the participants in the classroom – between students or between teacher and students - or possibly *between* learners and the target language and culture.

### **2.3.1. What would be an example of work with the learner's *inside*?**

#### **2.3.1.1. Humanistic Approach (the whole person engagement):**

Richards and Rodgers (2014:304) believed that:

*“Humanistic techniques engage the whole person, including the emotions and feelings (the affective realm) as well as linguistic knowledge and behavioral skills”.*

Rogers (1977) stated that fully functioning persons live with all of their feelings and reactions and they can reach their full potential. Human beings are considered as whole person in humanistic approach: body (physical aspect), mind and brain (mental aspect), and emotions and feelings (affective aspect).

Arnold (2011) Argued that Writers and language teacher educators of the Humanistic Language Teaching (HLT) movement such as Stevick (1976, 1980, 1998), Moskowitz (1978) and Rinvoluceri (1999, 2002) have all considered it essential to incorporate a knowledge of the learner as an individual and to focus on the affective domain in language learning. Much humanistic thought in ELT has developed within the specific context of the teaching methods that came into prominence in the 1970s: Suggestopedia, Silent Way, Community Language

Learning and Total Physical Response. Though they differ in theory and practice, all embody affect-sensitive principles such as the following:

- Language learning should take place in a low-anxiety atmosphere.
- Opportunities for learners to succeed and thus raise their confidence should be built into classroom activities.
- The learner should be considered holistically: cognitive, emotional and physical aspects.
- Language learning should involve personally meaningful experience.
- Learner knowledge and resources should be drawn upon and autonomy is to be favoured and developed.

Moskowitz (1999) points out that humanistic, whole-person activities can be used “*to supplement, review and introduce your already existing materials*”. She doesn’t propose abandoning what teachers are expected to teach, but rather adding personally meaningful activities. She explains the importance of these exercises:

*« humanistic exercises deal with enhancing self-esteem, becoming aware of one’s strengths, seeing the good in others, gaining insights into oneself, developing closer and more satisfying relationships, becoming conscious of one’s feelings and values and having a positive outlook on life. All of these outcomes are highly relevant to learning, for the better students feel about themselves and others, the more likely they are to achieve. It should be noted that using humanistic activities is not to the neglect of the target language, but to the enhancement of it. (Moskowitz 1999, in Arnol 2011 :4)*

### 2.3.1.2. Self esteem Concerns:

There is a direct and reciprocal relationship in language learning between competence and confidence. Developing greater competence leads to more confidence but also having confidence makes it easier to acquire greater competence. Work in the area of self-confidence/self-esteem in language learning of both a theoretical and practical nature has been carried out (Rubio 2007, de Andrés and Arnold 2009, Arnold and de Andrés 2010), and taking this area into account in the classroom can enhance learning.

It should be made clear, however, that it is not a question of merely telling students “you can do it!”. Quite the contrary, work with self-esteem and other affective issues is done to provide a supportive atmosphere in which we can better encourage learners to work hard to reach their learning potential. It is, of course, important to deal with any negative self-beliefs learners may have acquired, as these can severely inhibit their progress, and to encourage realistically positive views of oneself. However, experiencing real achievement in using the target language in meaningful communication is the surest route to self-esteem. Truly effective learning experiences will inevitably have a healthy influence on learner self-esteem. As Reasoner (1992) states,

*‘It is not about simply telling students they are great because efforts of that nature in the long-run are not effective since [...] they fail to strengthen the internal resources of self-esteem related to integrity, responsibility and achievement. Only by addressing these areas can one effectively build self-esteem’.*

Reasoner (1992, in Arnold, 2011 :5)

Reasoner, has developed a model with five components of self-esteem that can be dealt with in the classroom: Security (knowing that I am safe, physically and emotionally), Identity (knowing who I am), Belonging (knowing others accept me), Purpose (knowing what I want to do and achieve) and Competence (knowing I can). In our language classes we can develop these five areas at the same time as we work on students' language skills. One reason that language teaching activities that focus on self-esteem are successful is that they have strong personal meaning for learners.

### **2.3.1.3. Motivation Concerns:**

When students are motivated to learn, they try harder to understand the material and thereby learn more deeply, resulting in a better ability to transfer what they have learned to new situations.

Arnold (2011 :4) claims that when we are forced to do something, our feeling of autonomy is limited and we are not going to be intrinsically motivated. One way teachers can motivate learners is to look for ways to build choice into their classes. Using group projects requiring different kinds of skills or offering varied options for homework assignments are ways of enriching our classrooms.

Research (Csizer & Dörnyei, 2005; Dörnyei & Clement, 2001; Dörnyei & Otto, 1998; & Oxford & Shearin, 1994) on motivation in recent years has focused on the factors which affect learners' motivation. Dörnyei (1998) stated



that teachers are one of the most determinant factors of EFL learners' motivation. Research investigated how teachers positively affect learners' motivation. These studies proposed that EFL teachers play one of the most influential roles to help students engage and persist in the long process of second language acquisition. The roles that teachers play in EFL classes are initiator, facilitator, motivator, ideal model of the target language speaker, mentor, consultant, and mental supporter. These roles are assumed to influence each learner's motivation.

Dornyei believed that teachers' behavior is a powerful "motivational tool. The EFL teacher is considered as a facilitator that helps to increase the students' trust, interest, motivation, and learning achievement. Teachers' affective factors are considered as one of the most significant factors in second language acquisition and English teaching which can directly or indirectly affect the learning process and change the students' motivation.

Ramage (1990) suggested that teachers should attempt to enhance learners' motivation, so that learners positively and actively engage in their learning until they reach their common target in EFL learning. However, the impact of teaching strategies on motivating students should rely on students perceptions of the strategies.

#### **2.3.1.4. Anxiety Concerns:**

In most contexts teaching is linked to formal evaluation, generally accomplished by testing. Affect relates very directly to the accuracy of our assessment of students' real academic progress. Since testing is generally a procedure that produces anxiety and thus can influence learners' performance in a very negative matter, affect-sensitive forms of assessment are to be recommended in order for teachers to be able to judge correctly what students know. There are many things teachers can do to make test-taking less stressful for students: they can prepare them as completely as possible for the test, both as to the material to be covered and the format of the test; they can create a supportive atmosphere in the classroom in general and for the test in particular; they can look for ways to incorporate student input for test construction. Also, Chastain (1988, in Arnold 2011, 7) claims that they can take into account students' reactions to their tests and on the test they can try to find out what their students know, not what they don't know. In this respect, we should keep in mind that consistently poor performance by students on exams may be indicating something about the teaching as well as about the students. Lastly, *assessment* need not be limited to testing. The concept is much richer and can take in options such as language portfolios, projects and learner self- and peer-assessment. So when assessing their students, teachers might consider linguistic

proficiency as the necessary beginning, but not the only end of what they hope to achieve.

### **2.3.2. And what about the *between*?**

#### **2.3.2.1. Diversity:**

It often seems to be taken as meaning “good” students (intelligent, hard-working, successful, attentive) mixed with “bad” students (dull, lazy, failing, problematic) but from an affective, humanistic perspective, there are other, more productive ways to look at diversity, as, for example, with learning styles. Some students learn best through visual means, others auditory and others haptic/kinaesthetic. If teachers vary their activities to take the different styles into account, at some point they can give all learners the opportunity to achieve in ways that are easiest for them.

Underhill (1989) claims that a seemingly small change in attitude on the part of the teacher can make a big difference. If teachers are aware of their students as individuals, each a representative of diversity and having a unique identity, they can communicate to them in subtle ways acceptance of and respect for their individuality. This can facilitate a positive classroom climate and the creation of a well-functioning group in which the learning process can unfold.

Diversity is, then, also a question of encouraging students to develop their learning resources by giving them increasingly open-ended tasks which may

involve work in small cooperative groups, to develop social responsibility in a community of learners, leading to responsible citizenship education.

According to Wajnryb (1996 in Arnold 2011 :4) when teachers become more autonomous and break away at times from the prefabricated material in the course book, which is written for standardized learners in a sanitized world, they can bring in material more open to diversity and more closely connected to the experience of their learner.

### **2.3.2.2. Team work:**

Common sense and a good deal of research tell us that in general students learn best when they are in an environment that is both stimulating and non-threatening (Arnold, 2011:5). In language learning a concern for the group dynamics is extremely important, given the necessarily interactive nature of language classes. As Dörnyei and Murphey (2003, 3-4) point out, In a ‘good’ group, the L2 classroom can turn out to be such a pleasant and inspiring environment that the time spent there is a constant source of success and satisfaction for teachers and learners alike. And even if someone’s commitment should flag, his or her peers are likely to ‘pull the person along’ by providing the necessary motivation to persist. They suggest keeping in mind the TEAM acronym: Together Everyone Achieves More.

According to Arnold (2011), Some interesting research has been carried out on a topic that is closely related to the *between* aspect of the classroom, teacher confirmation, which, as Ellis (2000) explains, is:

*“the process by which a teacher communicates to students  
that they are valuable, significant individuals”.*

*Ellis (2000; in Arnold 2011:7)*

Research has shown that teacher confirmation has a strong indirect effect on motivation and on affective and cognitive learning.

### **2.3.2.3. Teacher affective factors:**

Arnold (2011) points out that, as an essential part of the classroom community, teachers need to be concerned with their affective side as well as that of their students. In the case of language teachers, teacher development could be conceptualized as a pyramid. At the top of the pyramid would be techniques and activities which teachers need to have at their disposal for the day-to-day life of the classroom; underneath this, knowledge of the language learning/teaching process to insure these activities are appropriate and effective; and, finally, forming the broad base, would be the teachers' own personal development. A good teacher *knows* and *does* but, most importantly, *is*. American educator Parker Palmer (1998) has said that “we teach who we are” and adds that “technique is what teachers use until the real teacher arrives”.

So in teacher training not only do they need to work on how to teach the four skills or to present grammar, if the aim is to have “real teachers” in classrooms, affective aspects such as facilitation, group dynamics, teacher

autonomy, reflection and active listening should be an integral part of pre-service and in-service teacher training.

Humanistic/affective language teaching is effective because in an ever more complex world which places greater and greater demands on teachers, it helps them to meet those demands. It is effective because, as Stevick (1998, in Arnold, 2011) says, at the same time that it brings us closer to our language teaching goals, it encourages us to pursue new life goals. As teachers develop as professionals, it also helps them to develop as persons.

#### **2.4. Conclusion:**

This Chapter demonstrated some students' affect-related factors that can influence EFL learning, such as motivation, self-esteem, and anxiety.

Also, a review of literature about ways to give more attention to these factors in the classroom is illustrated via the present Chapter, in order to better understand these personality characters, and get clear idea about how positively they influence the learning process.

The next Chapter attempts to analyse Students' affective factors, the classroom atmosphere and strategies of positive affect enhancement.

## Chapter Three

### Data Collection and Analysis.

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## Chapter Three

### Data Collection and Analysis.

#### 3.1. Introduction:

On the road to successful goal achievement, people frequently have to endure frustrations, disappointments, and other forms of negative affect.

People's ability to respond to the world in affective terms is incredibly useful. Affective reactions allow people to distinguish rapidly and reliably between hostile and hospitable stimuli. Positive affect informs people that the situation is benign, and prepares them for approach oriented action; negative affect informs people that the situation is threatening, and prepares them for avoidance-related action.

Also, it was claimed that affective connotations underlie more than half of the semantic meanings of everyday language. Therefore, as this work targets the impact of affect-related factors on EFL learning it seeks to investigate the hypothesis stated previously. To do so, two research tools are addressed to third year English students and teachers at the department of English language and Literature at Saida University. The results are analyzed and interpreted throughout the present chapter.



### **3.2 Students Questionnaire:**

A multiple-choice questionnaire (see appendix 1) is administered to 28 TYES. The questionnaire is formed of two sections. The first section entitled “affect-related factors in EFL classroom” aims at finding out the affective factors, such as the type of motivation students have; whether it is integrative, instrumental, intrinsic; or extrinsic motivation, and their self-esteem level, in addition to students’ self-confidence and anxiety towards EFL learning.

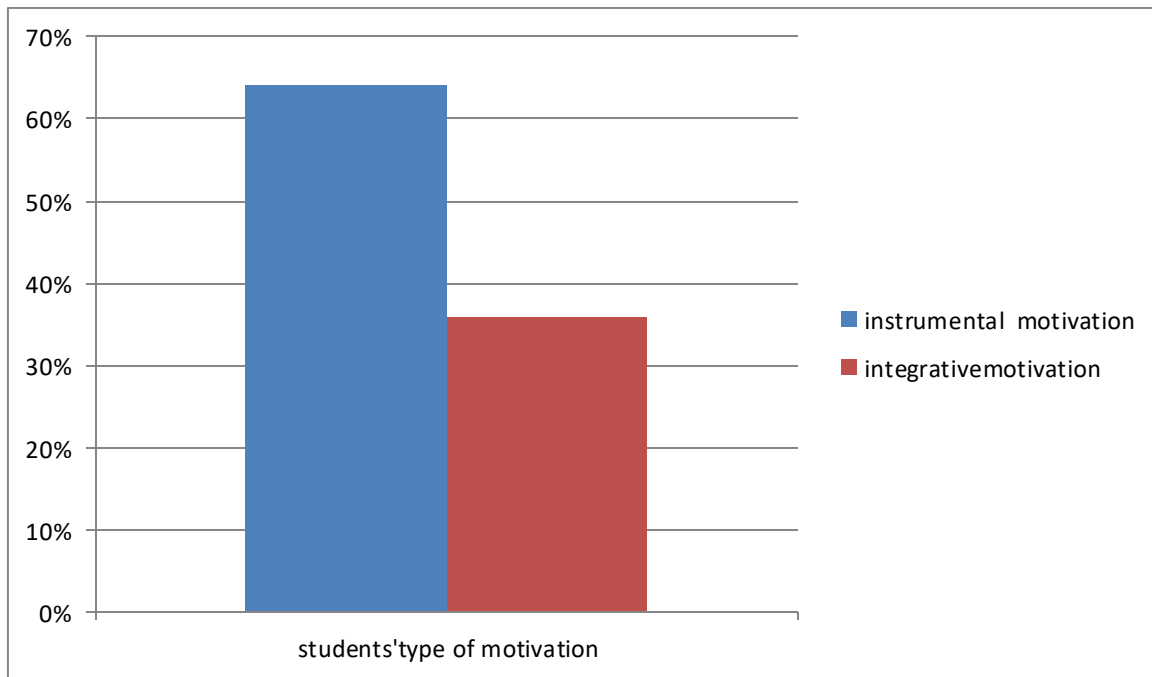
The second section is entitled “classroom atmosphere and students’ interaction”. It is meant to know about students’ relationships with their teachers within the classroom atmosphere. Also, it aims to know about students’ perception of EFL learning including both the means and the methods.

The questionnaire results are shown in bar-graphs and pie charts.

#### ***3.2.1 Results Analysis:***

##### **3.2.1.1 affect-related factors in EFL classroom:**

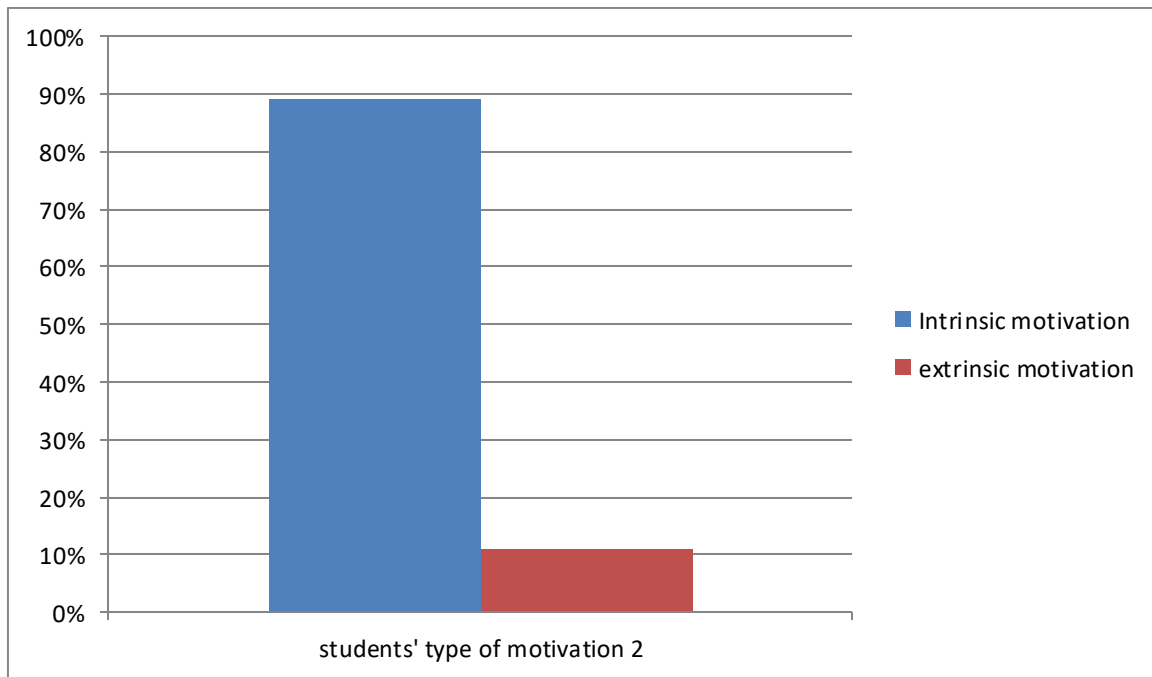
The first question concerns students’ motivation type, and the results obtained are displayed in the bar-graph below.



**Bar-graph 3.1: Motivational Orientations (1)**

The data translated in the bar-graph above reveals that 64% of the sample have opted for English studies because of an instrumental motivation, whereas 36% have registered for English in order to be members of that society (integrative motivation).

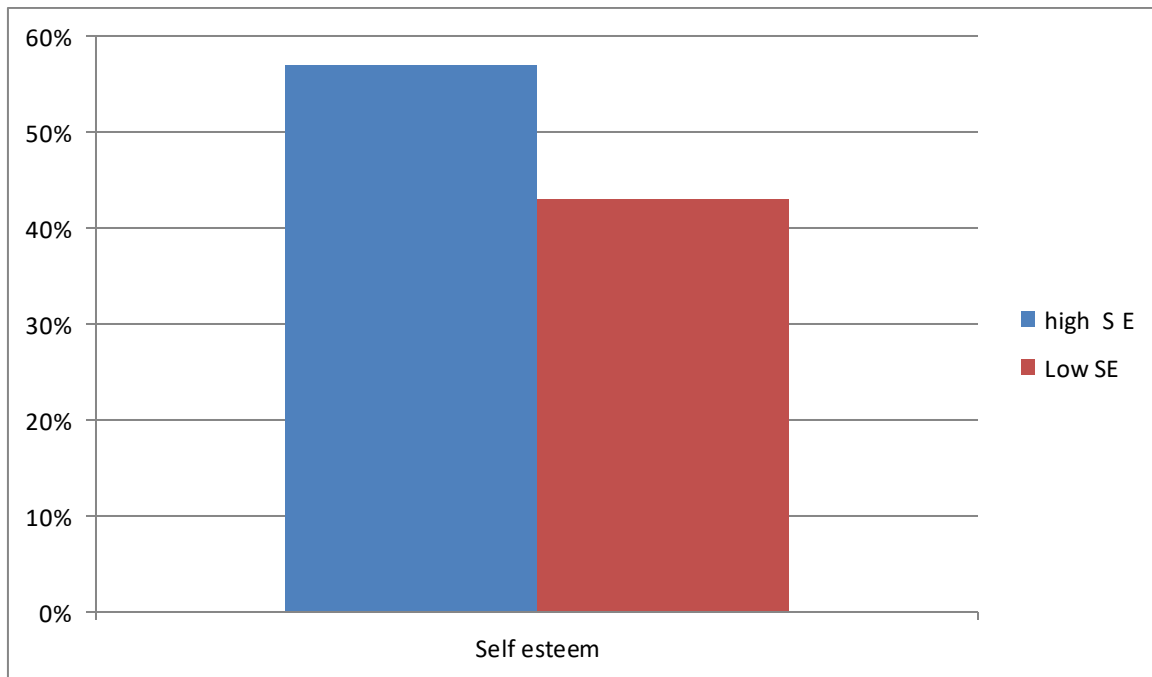
As for the second question, the participants' answers are displayed in the following Bar-graph:



**Bar-graph 3.2: Motivational Orientations (2)**

The results obtained at this level show that 89% of TYES are intrinsically motivated to achieve learning success, while 11% have a rather extrinsic orientation.

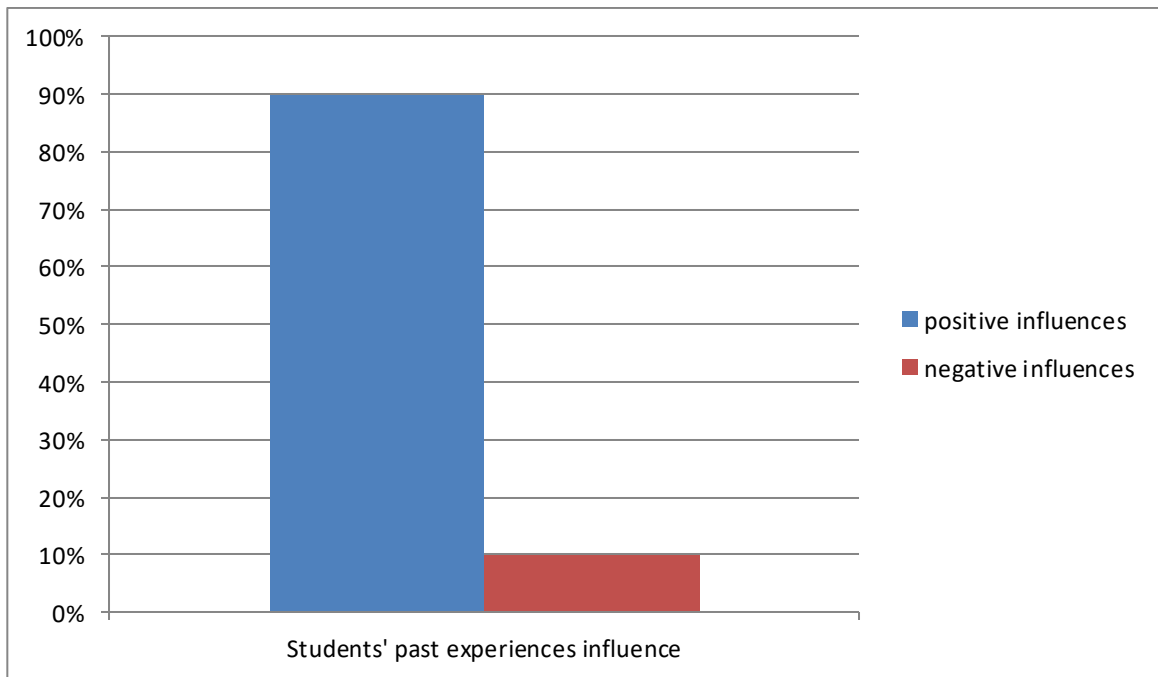
Concerning the third question, the results are illustrated in the following Bar-graph:



**Bar-graph 3.3: I can do it principle.**

As for the third question, 57% of the participants have a high self esteem towards EFL learning; while 43% have the contrary.

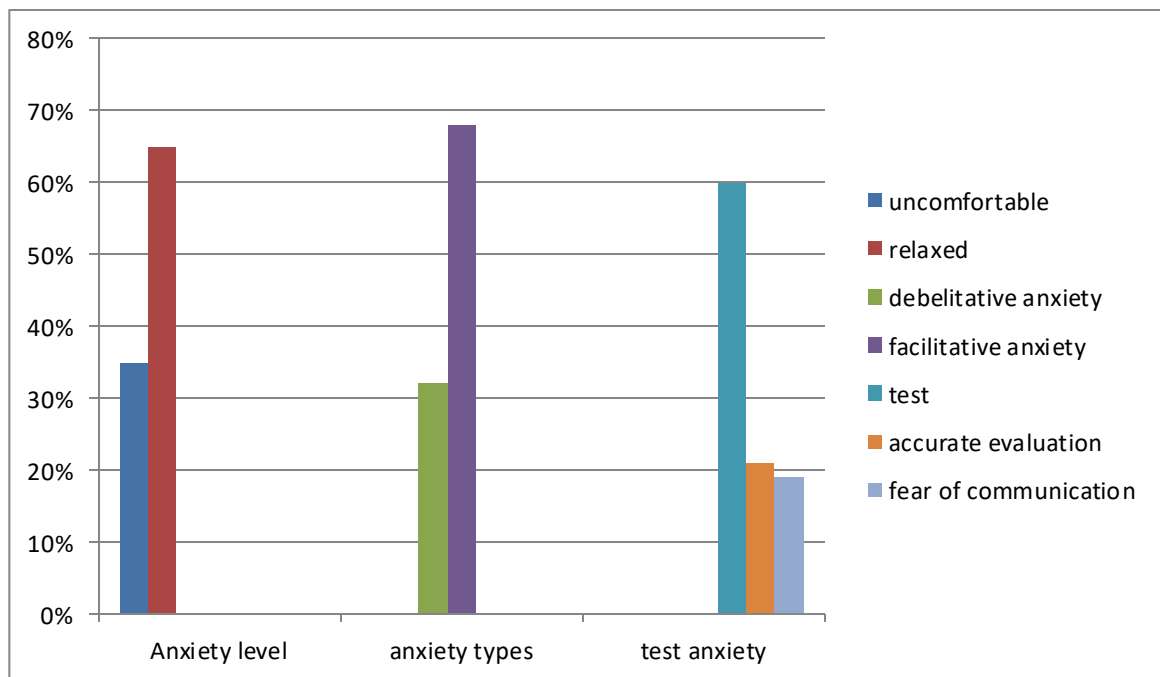
The forth question's sample answers are illustrated in the bar-Graph bellow:



**Bar-graph 3.4: Students' past experiences influences.**

This question aims at identifying students' perception of the causes behind their past success or failure. Answers are displayed in the Bar-Graph above show that the majority of sample aren't influenced by their past experiences of learning, which creates positive attitudes towards EFL learning.

Concerning the fifth, the sixth, and the seventh question, the results are illustrated in the following Bar-graph:

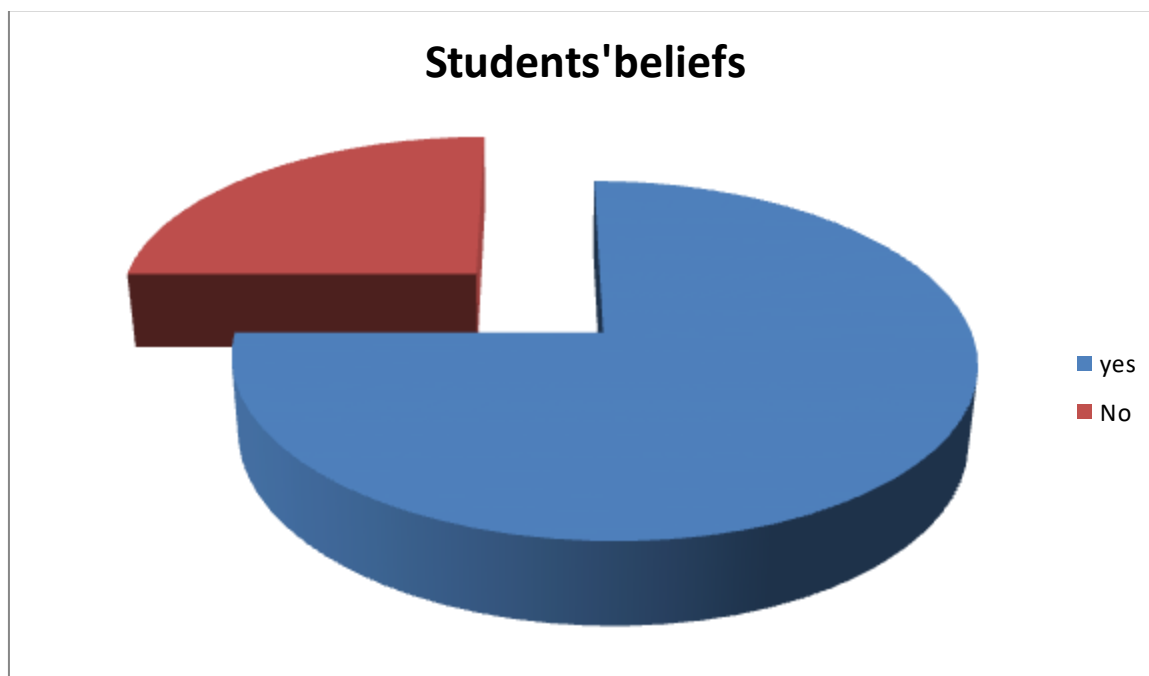


**Bar-graph 3.5: Students' Anxiety.**

As displayed in Bar-graph 3.5, results got for the fifth question indicate that students' Anxiety level in EFL classroom is acceptable, with a percentage of 65 % of relaxed students; while 35 % of sample feel uncomfortable. For the sixth question, the results obtained show that 68 % of students' anxiety is facilitative which creates positive feelings encouragement, whereas 32% is debilitating and enhances negative feelings and hinders EFL learning. As for the seventh questions' results which show that 60 % of students' anxiety is caused by tests, while accurate evaluation with a percentage of 21%, and fear of communication with a rate of 19%.

Concerning the eighth question, the results obtained are illustrated in the

Pie-Chart below:



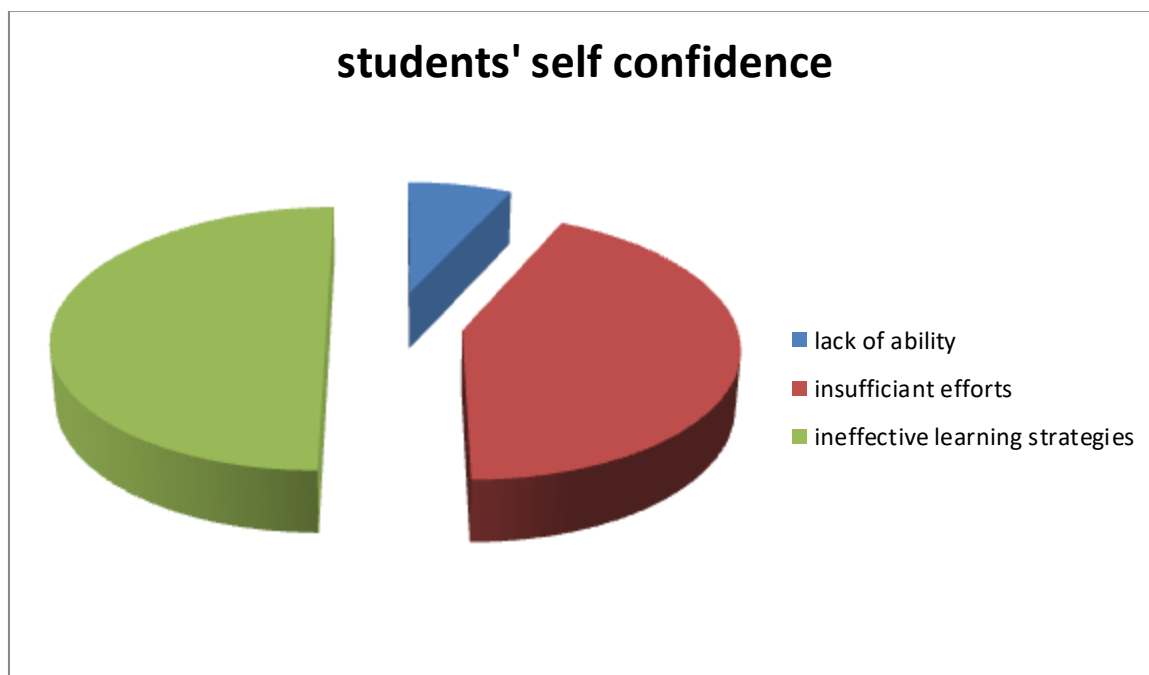
**Pie-Chart 3.1: Students' beliefs in EFL learning.**

The results shown in the pie-chart above reveal that  $\frac{3}{4}$  of sample have positive beliefs towards EFL university studies, which creates optimum learning process, while  $\frac{1}{4}$  of students sample have negative beliefs towards university studies of EFL, and they believe that three years is not enough to learn English at university level, and they suggest more than three years. The table below shows their suggestions:

|                         |                          |                     |
|-------------------------|--------------------------|---------------------|
| One year addition (4 Y) | Two years addition (5 Y) | Whole life learning |
| 02 students             | 04 students              | 01 student          |

**Table: 3.1: Students' perspectives about EFL learning.**

The ninth question's sample answers are illustrated in the Pie-Chart below:

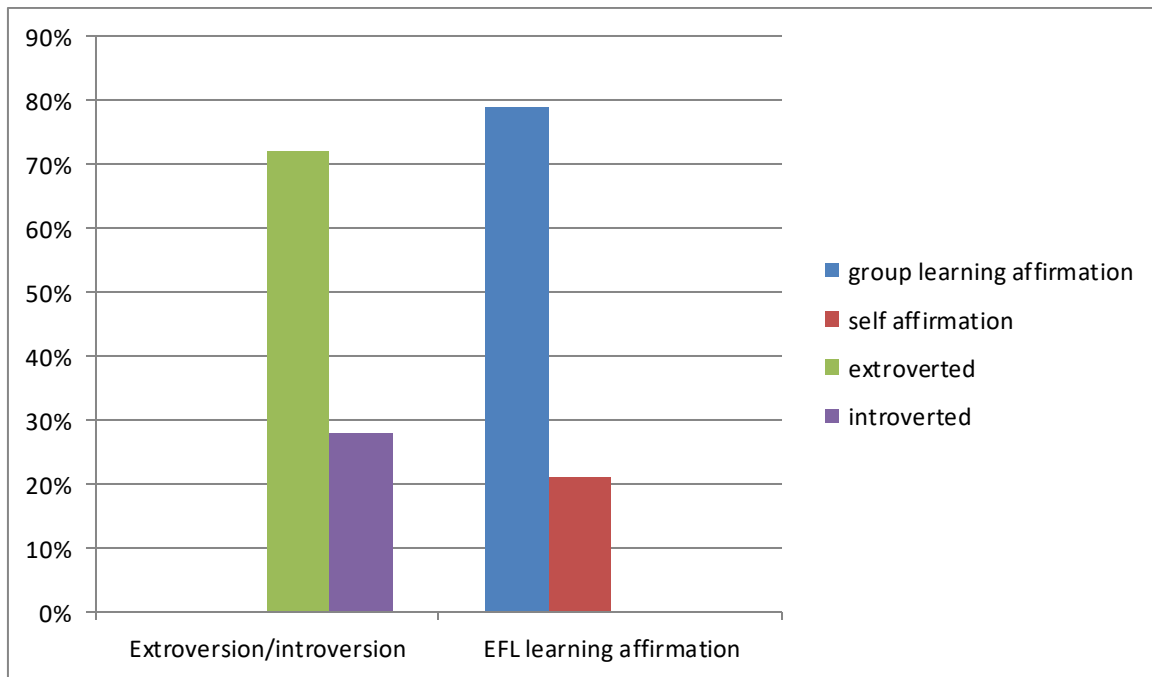


**Pie-Chart 3.2: Students' self confidence.**

This question's results reflect that most students' sample are self confident with the percentage of 93 %, and they think that learning English failure is due to other factors such as insufficient efforts or ineffective learning strategies rather than learner's lack of ability.

As for the tenth and eleventh questions' results are illustrated in the Bar-graph below:





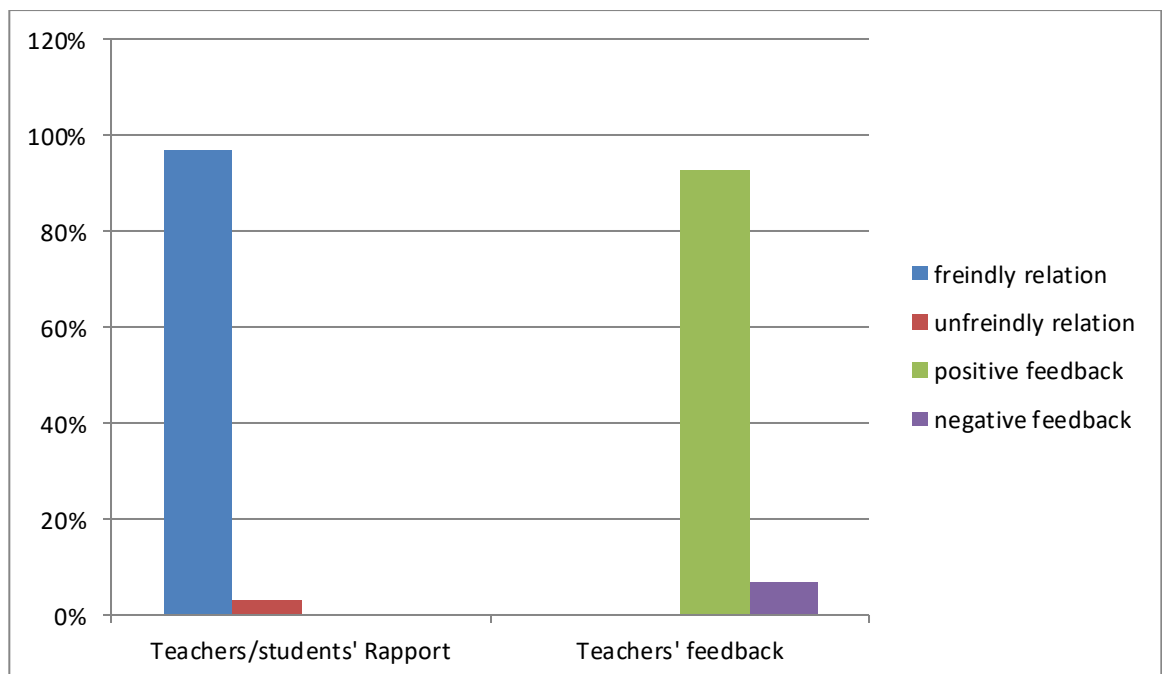
**Bar-Graph 3.6: Extroversion/ Introversion.**

These questions' results show that the majority of students are extroverted with a percentage of 72 %, while the rest of students are introverted with a rate of 28 %. Both need the appropriate classroom activities for optimum leaning intake. In the same line, results of the eleventh question reflect that 79 % of sample need others' affirmation to feel that they do well in EFL learning, whereas 21 % affirm their EFL learning well doing by themselves only and they don't need outside affirmation.

### 3.2.1.2. Classroom atmosphere and students' interaction:

The aim of this section is to shed light on students' relations and perspectives concerning their teachers, the means used in EFL classes, the studied modules and the teaching styles.

For the first and the second questions; results are illustrated in the Bar-Graph below:



**Bar-Graph 3.7: Teachers/students' relations.**

As displayed in the Bar-Graph above, results got for the first multiple choice question indicate that there are good relations between EFL teachers and their students; with a percentage of 97% of friendly students / teachers' relations, and with a percentage of 93 % of positive feedback, which shows that EFL teachers respect their students ideas; and give a great value to their

opinions, which leads to a good rapport and build a strong learning bridge for a maximum intake, and illustrate that EFL students are highly considered within a whole person sight.

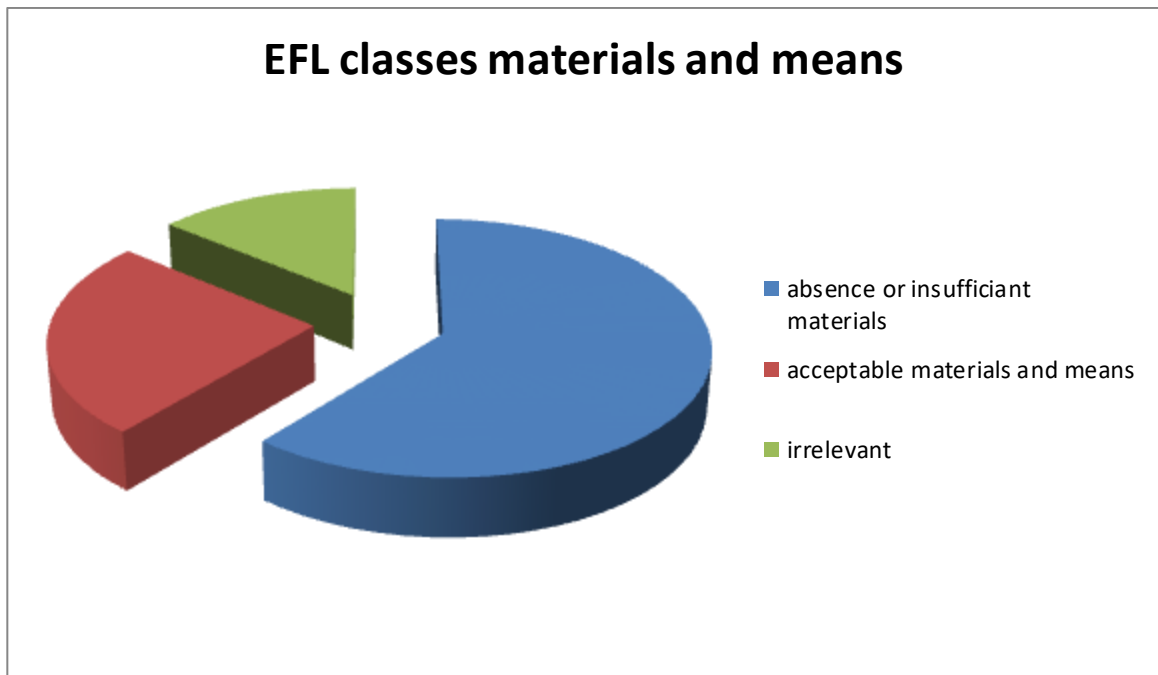
As for the third question, results are shown in the table below:

| Students' choice about learning modules | Worth learning modules | None sense |
|---|------------------------|------------|
| 28                                      | 28                     | 00         |
| 100 %                                   | 100 %                  | /          |

**Table 3.2: Students' perspectives about the learning modules.**

Results obtained from this question reflect that all the participants are agree that the learning modules qt this level of study are worthy to be learnt; which creates a positive affect and facilitates the process of learning.

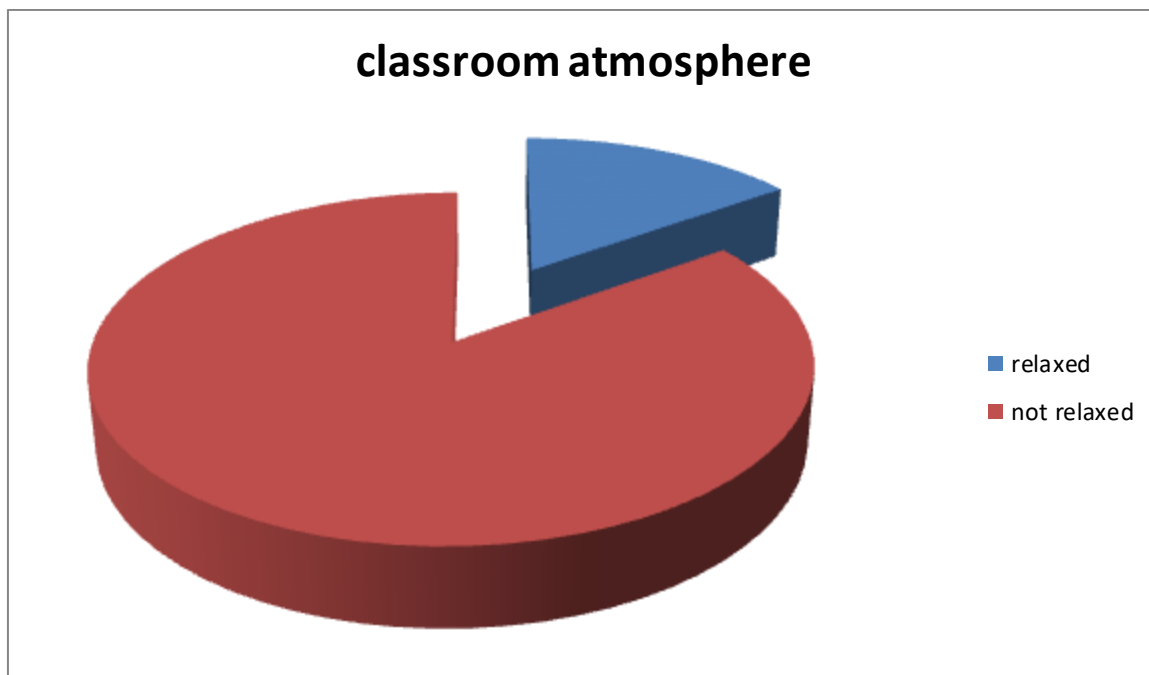
Concerning the fifth question, results are displayed in the Pie-Chart below:



**Pie-Chart 3.3: EFL classes' materials and means.**

As displayed in Pie-Chart above, the majority of participants argue that the learning materials and means don't meet their needs because of its absence or insufficiency with a percentage of 61 %, while the rest of participant accept that the materials and means meet their needs with a percentage of 25 %.

For the last question, results are shown in Pie-chart below:



**Pie-Chart 3.4: classroom atmosphere.**

As displayed in the pie-chart above, results indicate that more than 57 % of participants feel relaxed within EFL classrooms at the University due to their good relations with their classmates and teachers, which builds solidarity within the classroom and leads to a strong classroom community; and leads to optimum learning intake.

### **3.2.2 Results interpretation:**

Results obtained illustrate that TYES are motivated to learn English due to an intrinsic energy towards the language. Such intrinsic construct, according to Abisamra (2009) in Ghembaza (2010) indicates that students “assume responsibility for their own learning”, and that is considered as a positive factor in language learning that can be the consequence of students’ highly motivated

level. In addition to that, participants have a high self esteem and self confidence, whereas they show negative attitudes towards the material used in EFL classes. On the other hand, positive attitudes on the part of learners towards the teacher's feedback and the modules are indicated.

### **3.3 Teachers Questionnaire:**

The Aim of the questionnaire is to provide much considerable strategies, and to find a solution for our running wild speculations about student anxiety, motivation and self-esteem.

It is designed to teachers who are teaching EFL; in order to know their point of view and answers why students are anxious, why they are not motivated and how they can have high self-confidence level in the EFL classroom. It comprises three parts. The first is about general information as to teachers, the second is about students anxiety and self esteem; and the third part is about motivation, students' and teachers' attitudes.

### 3.3.1 Results Analysis:

For the first question, results are indicated in the table below:

| <b>choices</b>    | <b>Up to 01<br/>year</b> | <b>5 to 10<br/>years</b> | <b>10 to 15<br/>years</b> | <b>More than<br/>15 years</b> |
|-------------------|--------------------------|--------------------------|---------------------------|-------------------------------|
| <b>Number</b>     | 1                        | 7                        | 2                         | 0                             |
| <b>percentage</b> | 10 %                     | 70 %                     | 20 %                      | 0 %                           |

**Table 3.3. Teacher's Experience.**

From the random sample, teachers experience is very significant. This table illustrates that 90 % of teachers sample have an experience of more than 05 years; and their view would be considerate in an accurate way. It works well for the study.

| <b>Choices</b>    | <b>Part time teacher</b> | <b>Full time teacher</b> |
|-------------------|--------------------------|--------------------------|
| <b>Number</b>     | 00                       | 10                       |
| <b>Percentage</b> | 0 %                      | 100 %                    |

**Table 3.4: Teaching Career:**

This table shows that 100% of the teachers are specialized in the domain of teaching EFL according to the sample which has been chosen.

The table below concerns data gathered about classroom interaction. The results are illustrated as following:

| N° | Choices                                  | 1  | 2 | 3 | 4 | 5 |
|----|--|----|---|---|---|---|
| 01 | Getting to know your students            | 7  | 2 | 1 | / | / |
| 02 | Helping students to work in group        | 5  | 1 | 2 | 1 | 1 |
| 03 | Engaging students in the classroom       | 10 | / | / | / | / |
| 04 | Praise students; negative reinforcement  | 2  | / | / | / | 8 |
| 05 | Creating new experience in the classroom | 6  | 1 | 3 | / | / |
| 06 | Positive feedback, variety of activities | 9  | 1 | / | / | / |
| 07 | Cooperative teaching                     | 10 | / | / | / | / |
| 08 | Offering no judgment on feedback         | 1  | 5 | 2 | 1 | 1 |
| 9  | Creating dynamic opening for lessons     | 5  | 3 | 1 | 1 | / |

**Table 3.5. Classroom Interaction.**

From the answers that are provided, teachers try always to know their students. Most of them prefer their students working in group, all of them engaging their students in the classroom and adopt cooperative teaching, and they provide positive feedback and use a diverse variety of learning activities.



This means that teachers enhance their students' motivation in EFL learning, try to build a good rapport between them and their students, create a good classroom atmosphere and classroom community. In addition to that, teachers respect their students needs, use relevant material in classroom activities, acknowledge their students performance and know their students.

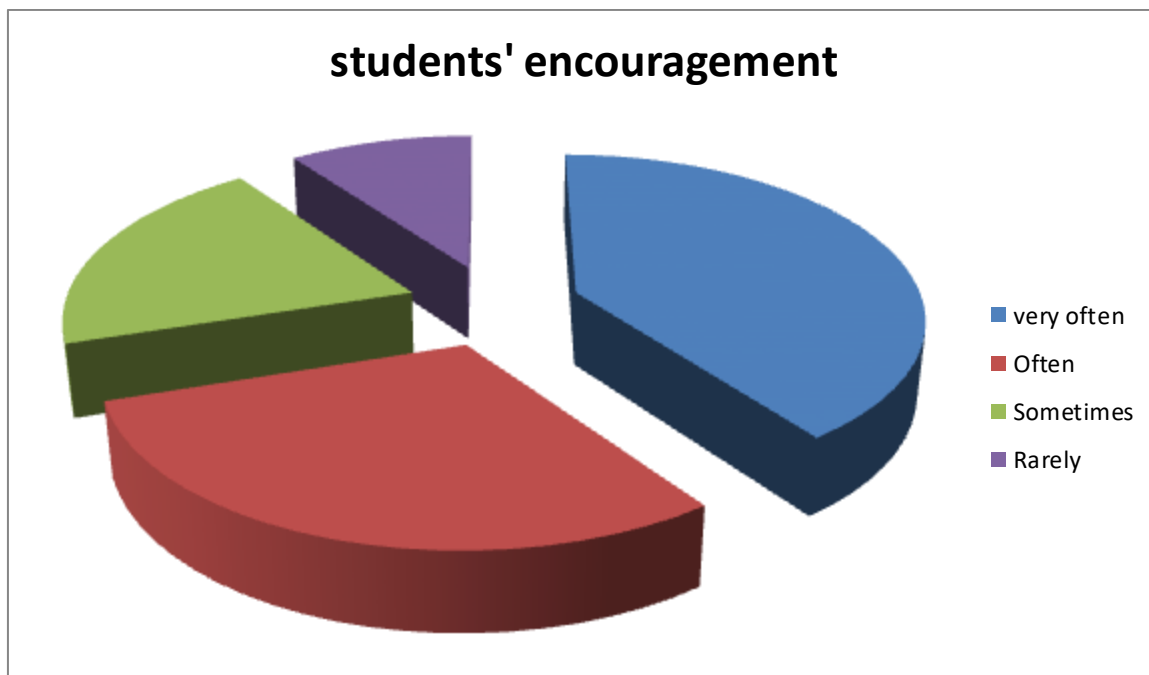
|                   |      |      |
|-------------------|------|------|
| <b>Choices</b>    | Yes  | No   |
| <b>Number</b>     | 08   | 02   |
| <b>Percentage</b> | 80 % | 20 % |

**Table 3.6. Student's Skepticism in Foreign Language Acquisition.**

80% of teachers admitted that students are skeptical sometimes, which is one element that is based on student's awareness and comprehension of the lesson; and it affects the comprehensible input. However, 20% of students that are not skeptical are those who interact well with the teacher.

|                           |            |       |           |        |
|---------------------------|------------|-------|-----------|--------|
| <b>Choices</b>            | Very Often | Often | Sometimes | Rarely |
| <b>Number of teachers</b> | 04         | 03    | 02        | 01     |
| <b>Percentage</b>         | 40 %       | 30 %  | 20 %      | 10 %   |

**Table 3.7. Student's Encouragement.**



**Pie-chart: 3.5. students' encouragement.**

According to this pie chart : 70% of teachers often encourage their students in EFL classroom, which helps them to get back on truck and be self-confident. It is a significant element to take action and provide much motivation for their students.

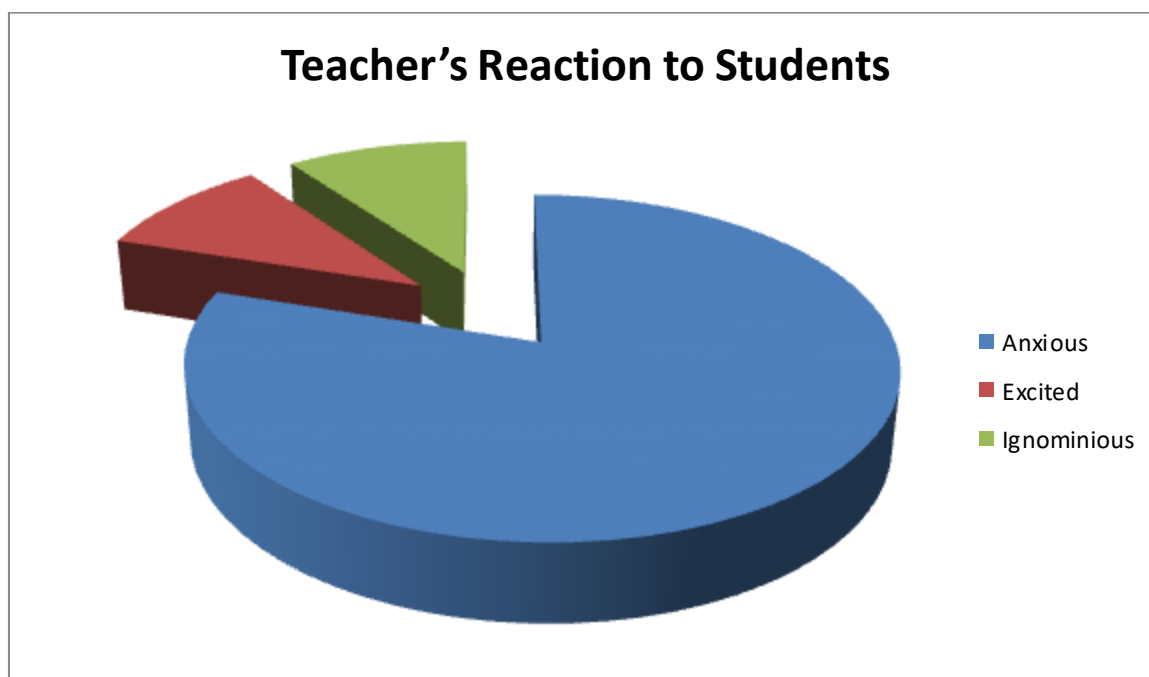
| Choices    | All | Some of them | Not All |
|------------|-----|--------------|---------|
| Number     | 0   | 10           | 0       |
| Percentage | 0 % | 100 %        | 0 %     |

**Table 3.8. Students' Ability in EFL Learning**

All teachers admitted that students are not much able to speak English fluently. It is usual because language acquisition is a complex process which takes much time and should be practiced.

| Choices                   | Anxious | Excited | Ignominious | Chipper |
|---------------------------|---------|---------|-------------|---------|
| <b>Number of teachers</b> | 08      | 01      | 01          | /       |
| <b>Percentage</b>         | 80 %    | 10 %    | 10 %        | /       |

**Table 3.9. Teacher’s Reaction to Students.**

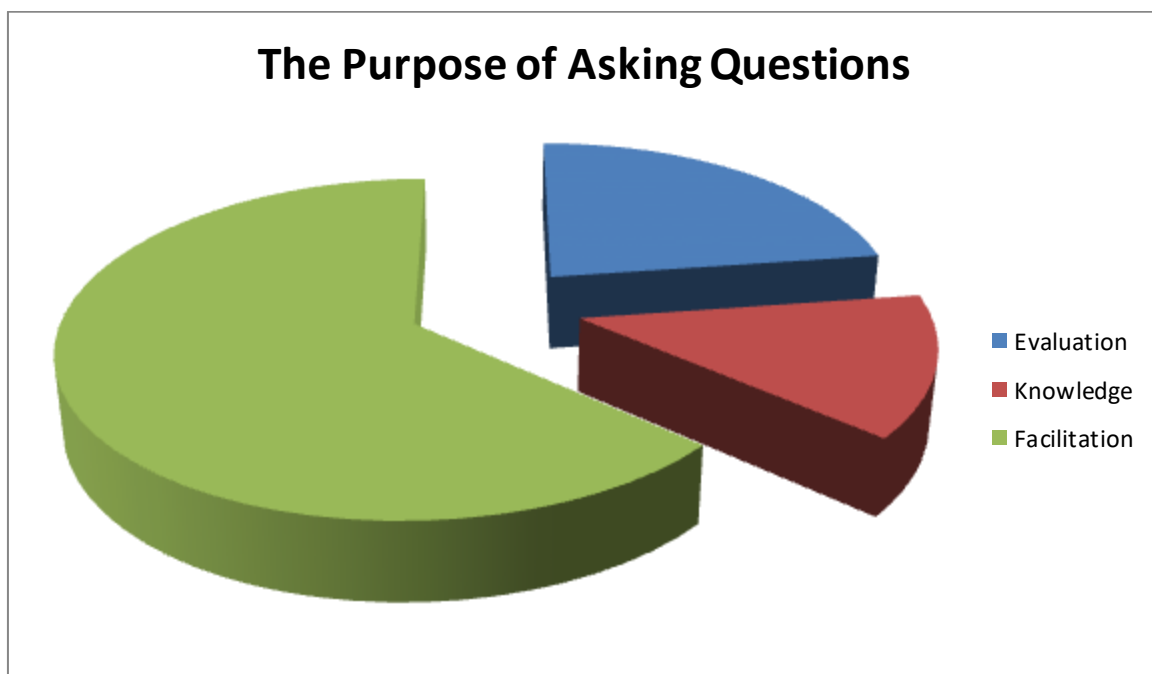


**Pie-chart: 3.6. Teachers’ reaction.**

In this pie chart 80% of teachers admitted that after they respond to the students' questions they face conflicts and anxiety, 10% are ignominious and 10% excited. This is related to the interaction between teachers and students in the classroom.

| Choices            | Evaluation | Knowledge | Facilitation |
|--------------------|------------|-----------|--------------|
| Number of teachers | 5          | 3         | 2            |
| percentage         | 50 %       | 30 %      | 20 %         |

**Table 3.10. The Purpose of Asking Questions.**

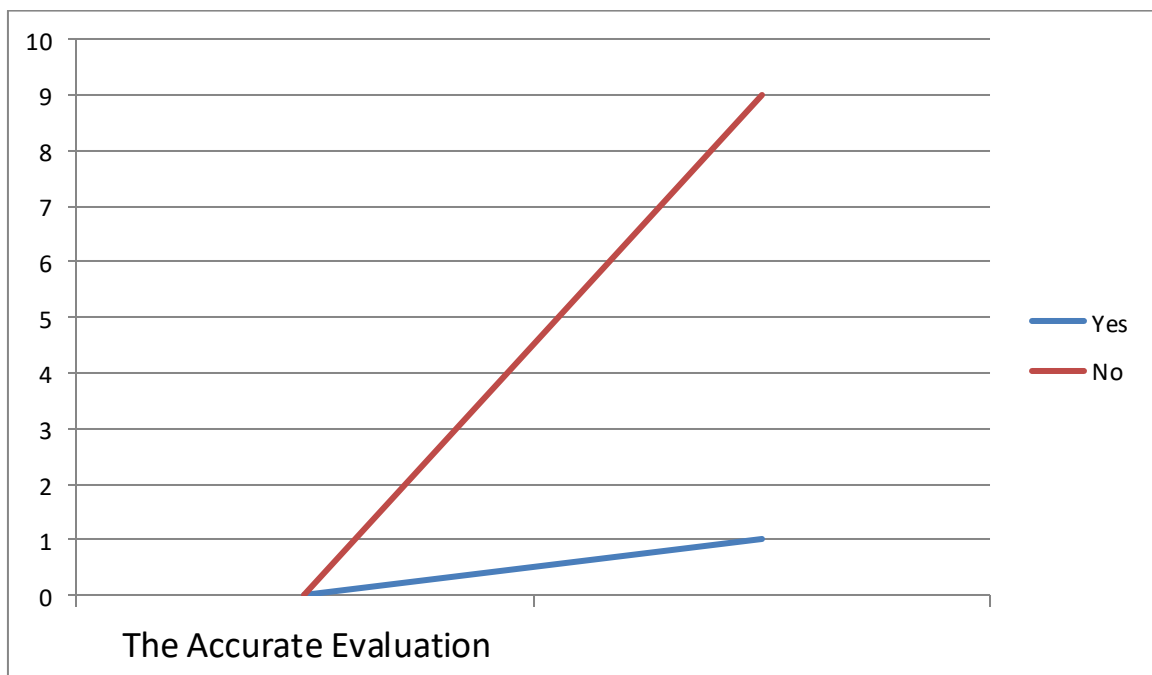


**Pie-Chart 3.7. Asking questions purpose.**

The Pie Chart presents data related to teacher’s purpose of asking questions in the classroom; 50% of them ask questions to evaluate students’ knowledge about the topic which is considered much worthy and an appropriate method as this study provided. 30% of teachers prefer asking questions for the addition of knowledge to their learners. It can be a new experience which is much significant for self image and motivation. Whereas, 20 % among them are facilitators via their questions, which interprets their concern about students’ intake.

| Choices            | Yes  | No   |
|--------------------|------|------|
| Number of students | 1    | 9    |
| percentage         | 10 % | 90 % |

**Table 3.12. The Accurate Evaluation.**



**Line graph 3.1. The accurate evaluation.**

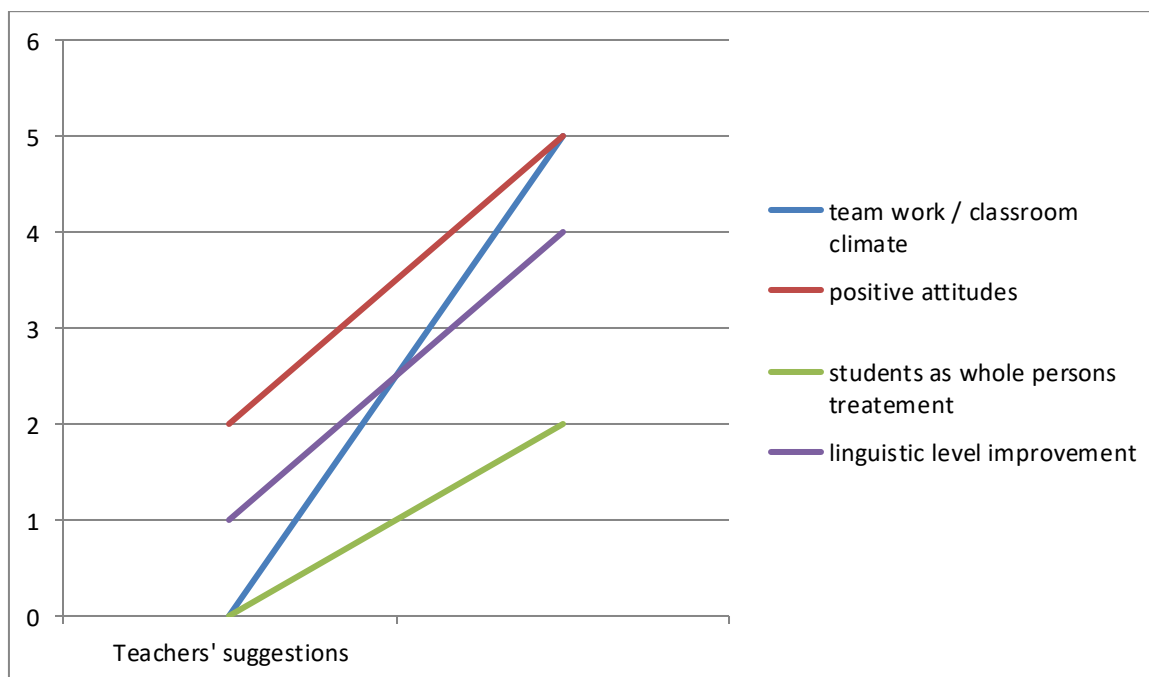
This histogram shows that 90% of teachers assess their learners accurately; however 10% of them don't do it. It is not out of the ordinary, and it is related to performance.

| N° | Classroom content   | 5 | 4 | 3 | 2 | 1 |
|----|---|---|---|---|---|---|
| 01 | Increase students' goal-orientedness by formulating explicit class goals accepted by them.  | 1 | 4 | 2 | 3 | / |
| 02 | Increase the students' expectancy of success in particular tasks and in learning in general.  | 2 | 2 | 3 | 3 | / |
| 03 | Promote `integrative' values by encouraging a positive and open minded disposition towards EFL and its speakers.  | / | 1 | 5 | 4 | / |
| 04 | Highlight and demonstrate aspects of EFL learning that your Students are likely to enjoy.   | / | 2 | 3 | 5 | / |
| 05 | Show students that you value EFL learning as a meaningful Experience that produces satisfaction and enriches your life. Take the students' learning very seriously. | / | / | 1 | 8 | 1 |
| 06 | Develop a personal relationship with your students.   | 1 | 1 | 3 | 5 | / |

|    |   |   |   |   |   |   |
|----|---|---|---|---|---|---|
| 07 | Create a pleasant and supportive atmosphere in the classroom. | 2 | / | 7 | 1 | / |
|----|---|---|---|---|---|---|

**Table 3.13. Motivational Strategies in EFL classroom.**

This table shows that most teachers consider increasing students' goal-orientedness and expectancy of success are difficult to be realized within EFL classroom. However they find other motivational strategies; such as making EFL learning desirable, worthy, meaningful, and has a great value, easier and applicable. In addition to that, it's considered easy for EFL teachers to develop personal relations with their students, which means that they have a good rapport which allows the enhancement of an ideal classroom atmosphere.



**Line graph 3.2. teachers' suggestions.**

According to this Line graph most teachers suggest that students must be treated with more flexibility and friendliness. Teachers see that establishing

classroom community and a secure atmosphere which meet classroom content and the learner's need are important to improve their linguistic level, and provide a better EFL learning.

### **3.3.2 Results interpretation:**

The data collected from the teachers' questionnaire lead to the affirmation of the hypothesis, which includes that some used affective teaching strategies can have the positive result of reducing the level of students' negative affects in EFL classes. In addition to that, facilitation seems to be a vital element that produces more comfortable affective atmosphere for learners.

On the other hand, as it is mentioned by researchers (Abisamra, 2009), developing a sense of autonomy among learners is another strategy which is believed to allow learners to be more responsible about their own learning and so push them to higher performance. Yet, this autonomy doesn't mean that teachers leave totally their students to their own, the teacher's help and guidance are always needed.

### **3.4. Conclusion:**

As mentioned in the present Chapter, results obtained from data analysis reflect that affect related factors are very important variables in EFL learning, because they may influence students learning either positively, by promoting learning intake, or negatively, by impeding EFL learning. Also, results reveal



that it is preferable for teachers to give more interest to students' affective side for optimum learning achievement.

## **Chapter Four:**

### **Concerns of Affect and EFL Learning.**

|  |    |
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## Chapter Four

### Concerns of Affect and EFL Learning.

#### 4.1. Introduction:

As mentioned in the previous chapter, students are exposed to a range of negative psychological factors that influence their learning in the classroom. This part of the study provides some affective strategies and ways that teachers can implement or follow in their classrooms in order to help their students break the hindering barriers, know how to handle negative attitudes, and push them towards optimum achievement.

#### 4.2. Promoting students' motivation:

It is believed that motivated students are more successful than students who are not motivated. Due to the fact that teachers form a part of the world that surround students' affective side, and their learning process, they can affect and influence their students' motivation which impules the task of learning.

Teachers are recommended to enhance their students' motivation in order to increase their chance of learning. They are considered as responsible for the continuance of their students' motivation. That is why increasing and directing students' motivation is one of the teachers' most important responsibilities.

Also, as it is mentioned previously, teaching methods influence students' motivation, because it seems vital that both teachers and students have positive

feelings and attitudes when appropriate teaching methods are used in order to achieve learning success.

#### **4.3. Raising Students' Self-confidence in the Learning Process:**

Self-confidence seems to be a vital aspect for EFL learning. It has a great role in determining students' success or failure.

Both high SE level and EFL learning success are interacting. This means that high SE level is considered as the main reason for learning success, and at the same time its consequence.

Teachers can have a positive effect on students' level of SE via making them linking between learning success and doing more efforts, instead of believing that learning failure is due to their lack of ability.

#### **4.4. Enhancing Students' Personal Security:**

Students' learning environment is important, which means that optimum EFL learning should take place in a low anxiety level atmosphere. This latter will be established through creating a positive and friendly relationship between EFL teachers and their students in the classroom, which leads to minimizing students' anxiety level, and raising their feelings of easiness and comfort and, thus, maximizing learning achievement.

Teachers play an important role in cultivating a good classroom atmosphere, which should be less strained and allow EFL students to feel relaxed and secure.

Such healthy atmosphere is built by teachers who are sympathetic, treat their students equally and respect their individual characteristics.

#### **4.5. Treating EFL Students Holistically (as whole persons):**

Taking care of students' affective domain in EFL learning rather than emphasizing on the cognitive functions of students should not be taken for granted.

On the basis of what has been illustrated previously, it is very important to keep in mind that emotions, thinking and learning are strongly related. Within the learning process, the brain needs to refer or connect to students' experiences to get learning occur. So, through emotions the meaning is engaged.

If the emotional side of learners is taken into consideration, the cognitive functions, especially learners' thinking, will be developed in a more effective way. And that integration of both sides enhances EFL learning , for instance: the mental function works well without the pressure of stress.

Students are engaged in learning as whole persons, which means that: in addition to the body, both students sides should be active within the classroom learning. The affective side, including students' positive feelings activation,

interacts with the well function of the cognitive side. This dual mechanism work produces better learning results.

With students' total engagement (as whole persons), the affective factors should not be ignored while giving the cognitive functions more interest in the process of learning. EFL learners should be considered holistically; as a mixture of emotional, cognitive and physical aspects. It assumes that EFL learners learn well when they are treated as whole individuals, with their own characters, and specific needs.

#### **4.6. Involving students' personal experiences within learning activities:**

At the level of activities, teachers should invite students to use their real lives experiences and feelings when exploring learning in the classroom.

Students' share of part of their lives makes them feel good and pass happy times when learning. At the end of the activity, they find that they say a lot about themselves; and this facilitates and improve learning intake.

When students' real lives experiences and feelings are used as an activity or topic, it may help them absorb its content and lead to better learning achievement. Students' real experiences provide a relevant learning material for teachers within the classroom.

The idea of involving students' real experiences in language learning activities doesn't mean that teachers are obliged to abandon their designed curriculum. Yet, they are invited to use students' experiences as a framework which supports its achievement.

#### **4.7. Conclusion:**

Based on the obtained results of this research work, the last Chapter presented some implications for students management of their affective factors. It also highlighted some suggestions and recommendations that may help teachers to give more attention to these affective factors in the classroom.

EFL learning may be more efficient when students are sufficiently motivated, and have a high SE level. On the other hand, for good EFL learning enhancement, students should be treated holistically, feel secure, and use their real lives experiences within learning process.

## **General Conclusion:**

Learning is more goal oriented, it tends to occur under autonomous and self-determined conditions. Unfortunately, these conditions are difficult to establish in classrooms, for several reasons, as an example, school attendance is compulsory; and curriculum content and learning activities are selected primarily on the basis of what society believes students need to learn, not on the basis of what students would choose if given the opportunity to do so.

Schools are established for the benefit of students, but from the students' point of view, their time in the classroom is devoted to enforced attempts to meet externally imposed demands. Also, teachers usually must work with crowded classes of 30 or more students and therefore cannot always meet each individual's needs. As a result, certain students sometimes are bored and certain others sometimes are confused or frustrated.

On the other hand, classrooms are social settings, so that failures often produce not only personal disappointment but public embarrassment. In addition to that, students' work on assignments and performance on tests are graded, and periodic reports are sent home to their parents. In combination, these factors tend to focus students' attention on concerns about meeting demands successfully rather than on any personal benefits that they might derive from learning experiences.

It is high time to bring into account the dimension of affect in the practice of EFL teaching/learning. It is to be mentioned, however, that the use of affective teaching strategies may render the EFL class a relaxing atmosphere where learners can interact with a less degree of tension.

Results obtained in the present research prove that EFL learning process is too complicated, within which many scientific fields overlap with each other: learners' psychological dimension which is reflected via their emotions and feelings represent the core of successful learning. A good EFL learning strategy, in addition to a well function of mental activity are considered as not enough aspects to accomplish students' learning intake if the humanistic and affective aspects of learning are excluded.



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## *APPENDICES*

Appendix I: Students' Questionnaire.....83

Appendix II: Teachers' Questionnaire.....86

## Appendix I: Students' Questionnaire

Dear Students,

*The present questionnaire is part of a master research. It aims to investigate students' affective aspects in EFL classroom. I would be grateful if you could answer the following questions. Your answers will be very helpful for this study.*

**Thank you in advance.**

### I. Affect-related Factors in EFL classroom.

1- I have chosen to study English at university because:

a. I want to be a member of English society (live abroad).....

b. I need English in other scientific studies.....

2- I make effort when learning English because:

a. I want to succeed in my studies.....

b. for the sake of my parents or other persons.....

3- what is my opinion about learning English ?

a- I can do it easily.....

b- It is difficult to learn it.....

4- In relation to my past learning experiences; I suggest that:

a- I can succeed again in learning English.....

b- I'm afraid from failure, and I don't want to try again.....

5- When I'm using English in the classroom I feel:

a- Uncomfortable / stressed.....

b- Relaxed / at ease.....

6- In the case of fear from making mistakes when using English:

a- I avoid using English in public.....

- b- I do more efforts to speak correctly.....
7. I feel anxious in the classroom because of:
- a. Tests .....
- b. Accurate evaluation.....
- c. Fear of communication .....
- 8- Do you think that 03 years of University studies are enough to learn English:
- a- Yes.....
- b- No.....
- c- If no; how many years do you suggest: .....
- 9- I think that learning English failure is caused by:
- a- learner's lack of abilities.....
- b- Insufficient efforts.....
- c- Ineffective learning strategies.....
- 10- Learning English is better when working:
- a- Within group.....
- b- Alone.....
- 11- Doing well in English learning is:
- a- Myself affirmation .....
- b- Group members' affirmation.....

**II: Classroom atmosphere and students interaction.**

1. The relationship between me and my teachers is :
- a. Friendly .....
- b. Unfriendly .....
2. Teachers in the classroom:
- a- Respect and value my ideas.....
- b- Reject them and give negative feedback.....

3. The modules I learn are:

a- worth learning.....

c- Non sense.....

4- What do you think of the means or materials used in English classes?

Do they meet your needs? Why?

.....

.....

.....

5- Does the classroom atmosphere make you feel relaxed?

a- yes

b- no

Justify in both cases?

.....

.....

.....

.....

6- Are there any suggestions for teachers you see that they are helpful to avoid anxiety, increase your self esteem and enhance your motivation?

.....

.....

.....

.....

## Appendix II: Teachers' Questionnaire

### Teaching Strategies and Affect

*The present questionnaire is part of a master research. It is one among other important data collection tools that the researcher uses to investigate students' affective aspects and the importance of affective strategies in EFL classroom.*

*Thanks to all participants.*

Please tick where appropriate.

#### **I: General Information**

1. Teaching experience:

a. Up to 1 year       b. 5 to 10 years

c. 10 to 15 years       d. More than 15 years

2. Status:

a. Part-time teacher       b. Full-time-teacher

4. What do you teach?

.....

#### **II: Teachers dealing with Affective Factors.**

Please rate according to the degree of importance.

A rating of "1" means always. A rating of "5" means not at all.

| N° | Choices                           | 1 | 2 | 3 | 4 | 5 |
|----|-----------------------------------|---|---|---|---|---|
| 01 | Getting to know your students     |   |   |   |   |   |
| 02 | Helping students to work in group |   |   |   |   |   |



|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
| 03 | Engaging students in the classroom       |  |  |  |  |  |
| 04 | Praise students; reinforcement           |  |  |  |  |  |
| 05 | Creating new experience in the classroom |  |  |  |  |  |
| 06 | Positive feedback, variety of activities |  |  |  |  |  |
| 07 | Cooperative teaching                     |  |  |  |  |  |
| 08 | Offering no judgment on feedback         |  |  |  |  |  |
| 9  | Creating dynamic opening for lessons     |  |  |  |  |  |

1. Have you noticed that some students are skeptical in the classroom?

a-Yes                       b- No

2. How often do you encourage your students?

a. Very often                       b. Often   
c. Sometimes                       d. Rarely                       e. Never

3. What do you think about students' proficiency after three years of study?

a. They are all able to write and speak fluently   
b. Some of them   
c. All of them are not able at all

4. When you respond to students questions how do they behave?

a. Anxious                       b. Excited   
c. Ignominious                       d. Very happy

5. What is the purpose of asking questions?

a. to Evaluate student's knowledge about the topic

2. To add knowledge to them.

2. To give much facilitation to them

6. Can you pay individual attention to all students?

Yes  No  Why?

.....  
 .....

7. Do you evaluate your students accurately?

Yes  No  If yes, please clarify:

.....  
 .....

**III: Strategies of positive affect enhancement:**

1. How do you find using the strategies mentioned in the table below?

Please give a rating for each item according to the criteria below.

**5 = Very difficult 4 = Difficult 3 = Certain 2 = Easy 1 = Very easy**

| N° | Classroom content  | 5 | 4 | 3 | 2 | 1 |
|----|--|---|---|---|---|---|
| 01 | Increase students' goal-orientedness by formulating explicit class goals accepted by them.                       |   |   |   |   |   |
| 02 | Increase the students' expectancy of success in particular tasks and in learning in general.                     |   |   |   |   |   |
| 03 | Promote `integrative' values by encouraging a positive and open minded disposition towards EFL and its speakers. |   |   |   |   |   |
| 04 | Highlight and demonstrate aspects of EF L learning that your Students are likely to enjoy.                       |   |   |   |   |   |
| 05 | Show students that you value EFL learning as a meaningful Experience that produces satisfaction and              |   |   |   |   |   |

|    |   |  |  |  |  |  |
|----|---|--|--|--|--|--|
|    | enriches your life. Take the students' learning very seriously. |  |  |  |  |  |
| 06 | Develop a personal relationship with your students.             |  |  |  |  |  |
| 07 | Create a pleasant and supportive atmosphere in the classroom.   |  |  |  |  |  |

2. Would you suggest other effective strategies in EFL learning to deal with students' anxiety and help them to be confident and motivated in the classroom?

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