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THE ROLE OF AFFECT IN FOREIGN LANGUAGE LEARNING

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Dedications

For you, Dad and Mum! You are a constant source of strength, love,
determination and support.

To my beloved husband and children, I would like to tell them how grateful I am
for bearing my mood swings all those years long.

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Abstract

The English language has spread approximately all over the world. Henceforth, teaching this language has become an essential part of development; cultural, social, economic, etc. The profession of teaching is more a matter of talent and personal skill: it is an art. Accordingly, teaching English as a foreign/second language is an intricate process which entails the integration of individual, educational, instructional and communal issues. Affect is one of the individual variables; it refers to emotions, feelings and personality characteristics, and is strongly believed to have a tremendous effect on the learning quality. English is considered as a foreign language in Algeria, and is not used outside of the classroom. Consequently, foreign language learners face numerous affective barriers that prevent them from engaging in the classroom course; one of these variables is anxiety. Therefore, our objective in the present research is to explore the role of affect in foreign language learning; we have selected anxiety as a determinant variable for our study. Moreover, the researcher has claimed for the importance of a positive classroom climate, which is conducive to effective learning and responsible for language anxiety alleviation. We aim at humanizing language teaching. The practical side of the study is based on both qualitative and quantitative data collection; two psychological tests have been carried out: the extroversion/introversion test and the foreign language classroom anxiety scale. The sample population is composed of 110 subjects enrolled in the English Department preparing their licence during the academic year 2014-2015. The sample has been observed during the educational psychology lectures and asked to write a diary at the end of each session. Finally, the researcher has implemented an interview with three experienced teachers working at the department. The findings confirm the pervasive effect of language anxiety on foreign language learning. Language anxiety plays a negative role on language learners, especially inside the classroom context. To remedy this situation, classroom methodology could be more learner-centred; attention needs to be devoted to the realization of affective objectives that guide learners to cope with and manage emotional hindrances that interferes with learning.

List of Acronyms

AP: Applied Psychology

CLT: Communicative Language Teaching

EFL: English as a foreign language

EP: Educational Psychology

ESP: English for Specific Purposes

FLCA: Foreign Language Classroom Anxiety

FLCAS: Foreign Language Classroom Anxiety Scale

FLL: Foreign Language Learning

LA: Language Anxiety

LMD: Licence-Master-Doctorate

MI : Multiple Intelligences

MSLA: Multi Sensory Structured Language Methodology

SI : Strategic Investment

SBI: Strategies-Based Instruction

SSBI : Styles- & Strategies-Based Instruction

Syllbs: Syllabus-bound

Syllfs: Syllabus-free

TL: Target language

TEFL: Teaching English as a Foreign Language

UDL: University of Djillali Liabes

WTC: Willingness to Communicate

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General Introduction

In the 20th century, cognition rhymed with reason, whereas in the early 21st century, it rhymes more with emotion. Considering emotion is somehow reconsidering the classical cognitive model, and making a way for a new vision where cognition is twined with emotion. It also means accepting that science is a human production throughout producing an environment, a culture, a language, and so agrees to integrate the *affective* dimension into language teaching. So, what is meant by *affect*?

Affect is correlated to feelings, emotions, sentiments, and reactions to specific situations. One can approach *affect* in learning a foreign language from different perspectives: firstly, where learning is an individual activity with personal factors such as anxiety, inhibition, self-efficacy, communication apprehension, extroversion/ introversion, intrinsic/extrinsic motivation, learning styles; or where the learner is a participant in a socio-cultural situation, with its relational factors: empathy, classroom transactions, intercultural processes. Additionally, in this context, the teacher will not only *make* but also be (Rogers 1969), as far as teaching foreign languages is concerned by taking *affect* into consideration. Besides mastering the language, the teacher is also concerned by her/his learners' "emotional well-being", which can lead to the learners' differences in efficacy during the language learning process.

A number of educational psychologists, such as Rogers (1951) and Maslow (1968) criticized the educational institutions since they focus to a great extent on the cognitive side of learning, and give less if not none to the psychological one. Even more than in the past, the consequences of ineffective education systems concerned researchers and teachers at all levels, many of them considering that one of the objectives of a true educator is to help students reach their potential as learners and

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as individuals, i.e. teaching the whole person (Rogers 1969) , which necessarily involves consideration to the affective dimension; by emotional means, i.e. a broad area that includes feelings, emotions, beliefs, attitudes which significantly influence behaviour. This holistic vision of education never loses sight of the centrality of cognitive competence of the student, but also takes into account the emotional aspects simultaneously. The emotional dimension reaches all facets of the individuals' existence, and very directly what happens in the foreign language classroom.

Many current works highlight the importance of affective factors in learning, and affect which is by definition an intrinsic motivator for language development. Positive affect sustains and deepens involvement as well as interest in the subject matter. These positive factors are relevant to teachers because they are likely to facilitate language learning. Additionally, the learners' communicative activity is affected not only by their knowledge, understanding and skills, but also by personal variables related to their own personality and characterized by attitudes, motivations, values, beliefs and types of personality that shape their identity.

A great deal of literature as Arnold(2011), Horwitz (1986) and Maslow (1971) had been written regarding the importance of emotional factors in foreign language development that constitute a significant body of research in areas such as motivation, attitudes, self-esteem, cooperative learning, individual differences and anxiety, by which instructors are ultimately guided to reformulate their roles. Such roles move from the teacher who knows well his subject matter; “the foreign language”, to that of the professional who makes use of new approaches and methods for making knowledge easy to transmit, and then, to the new role of the facilitator who struggles with the different challenges s/he faces during the teaching process, and creates a positive psychological climate for a high-quality learning. This new equation includes the internal relationships inside the classroom, taking

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into account the learner/teacher and Learner/learner interactions. Accordingly, it is important to consider the emotional factors in the foreign language classroom, which means essentially reducing the impact of negative affect and stimulating the positive one.

The psychological obstacles faced in the English as a foreign language classroom (EFL) are doubled, when compared to any other class. At times, it is possible to meet this uncomfortable situation when learners are seeking to communicate with their peers, speaking of mature ideas, but using immature language resources, which can seriously impact their self-esteem. Therefore, communication constitutes both, the final objective and the instrument simultaneously, and that explains the distinction between foreign *language classroom anxiety* and any other type of academic anxiety. The latter is mainly concerned with feelings such as fear, frustration, tension and insecurity. We do not need scientific data to know that foreign language learners often feel anxious and this condition can significantly affect their learning. One of the conclusions of studies in the field (chapter 2) is that there is a specific anxiety related to the learning of a foreign language. Nevertheless, how this anxiety arises, is not constantly simple to define.

The activity of speaking to others; using an unstable linguistic instrument involves a high degree of vulnerability. Anxiety becomes the “enemy” of learning and success. And as teachers, we are not sufficiently aware of its significance in learning foreign languages for two reasons: first by our relatively ignorance of this phenomenon, and secondly, by the deficiency in technical resources, instruments or methodologies to prevent or limit the effects of anxiety. However, both options are accessible to any language teacher to estimate learners’ anxiety: eliminate the causes whenever possible, and offer assistance to make learners confront their fear and worries.

Mostly, the learners' source of anxiety might be related to self-esteem which is affected by the image, opinion they have of themselves. Self-esteem can be a firm basis for learning. There has been critical discourse to say that self-esteem can lead to selfish behaviour and development of fake expectations. Nevertheless, superficial visions of self-esteem pose serious drawbacks. Reliable work (Coopersmith, 1967; Jay, 2003) on the subject emphasises the idea that "healthy" self-esteem leads the learner to form a positive and realistic view of oneself and one's capabilities. Therefore, if the learner's self-esteem is low, s/he will believe that s/he is not efficient, and will consequently refuse to make any effort to learn. Subsequently, perhaps what needs to be promoted is positive self-concept and self-confidence.

The present study sheds light on the emotional dimension, and the need for humanizing teaching by stressing the influence of affect in the EFL classroom. All variables previously mentioned are the core of the research: *affect, foreign language classroom anxiety (FLCA), the influence of personality type (introversion/extroversion), and self-esteem*. Accordingly, the major objective of the study is exploring the role of *affect* in foreign language learning, and answering to the questions raised by the researcher who came to the conclusion that emotions and cognition are complementary dimensions, and could be considered together when it is the matter of defining the nature of the foreign language learner. Therefore, the following questions are formulated:

1. To what extent does affect impede or enhance learning a foreign language?
2. What teaching methodology can teachers adopt in the classroom with regard to the learners' affect?

3. How can we translate this methodology into pedagogical practices in the classroom?

Based on the great deal of literature devoted to the issue of affect, and on the motivation of the researcher as a teacher who seeks new methods and techniques to create a harmonious climate in the foreign language classroom, three hypotheses were proposed and put under investigation:

1. Learning a foreign language differs from one learner to another for it is influenced by a variety of individual factors which depend greatly on the context experience such as affective states, language anxiety, motivation, and the learning environment. Therefore, learning is not and cannot be just a matter of cognition because no researcher would disagree on the fact that “affect” plays a major role in either impeding or enhancing the learning process.

2. To enhance foreign language learning and at the same time help learners manage their affect; teachers need to be more concerned with the affective variables such as language anxiety that might be a barrier to learning. Instructors should also humanize their teaching. Humanizing teaching is closely linked to humanistic approaches to language teaching in which the “central role” of the learner is prominent. One of the principles of humanistic approaches is to involve the learner affectively as well as intellectually in the learning process.

3. As a first step towards “humanism” teachers need to teach reflectively, be facilitators and use collaborative/cooperative learning. They have to use affective-humanistic techniques that would really help learners alleviate anxiety and develop a positive *affect* in order to make the learning journey more enjoyable and successful. Moreover, Learners need to learn some strategies in order to manage their affect.

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The study was conducted with Third Year EFL learners. And for ethical considerations, all responses provided by the participants remained anonymous. The number of learners involved in the study is 106, which is not the whole number of learners in the class, but those who accepted to participate in the study only, and whose responses were “valid” since they were required to complete the whole extroversion/introversion test and the FLCAS.

To obtain reliable data, the researcher utilised different instruments, going through the literature that covers the field, and accordingly set the State of Art of the target field of research, dealing with psychological variables in foreign language learning. This part of data served as a foundation for the practical phase of data collection which was accomplished via a mixed method employing both qualitative and quantitative types of analysis. The first instrument used to gather data was observation. Through an unstructured observation performed by the researcher as teacher, a diagnosis of the main psychological and *affective* problems was established.

In addition to observation, learners who were motivated to participate were asked to keep personal diaries describing their learning process and emotional states during their classes. The diaries, then, were analysed through a retrospective analysis. The main objective of utilising a diary in that case was to get detailed individual opinions from learners, and provide them with the opportunity to express themselves freely since all diaries were anonymous.

To assess objectively the students’ level of anxiety, two psychological tests in form of questionnaires were administered; the Extroversion/Introversion Test (Brown, 2001) in which the students were able to calculate the results on their own and discover their personality types. The objective of this test was the identification of the different types of personality and their influence on the learners’ involvement in the EFL classroom. The second test applied to collect data was the Foreign Language Class Anxiety Scale (FLCAS) developed by Horwitz (1986) and adapted

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by the researcher. The reason behind the choice of this test is the reliability and test validity assessed by the author, the educational psychologists and the researcher as well. Reliability is the degree to which an assessment tool produces stable and consistent results, and that can be objectively measured by test-retest reliability and other types of measure, such as parallel forms reliability, or even *inter-rater reliability*. In the present research, and in order to measure the reliability of the FLCAS with the target population, a specialist in educational psychology statistics contributed to its measurement using the *test-retest reliability* test.

In order to support the research by valuable data and information provided by second human element of the EFL classroom- the teacher; an interview was conducted with three teachers from the Department of English at Djillali Liabes University. This qualitative type of data collection and analysis served as a supporting source of information, that would provide the researcher with new insights and ideas that might help her put forward her recommendations.

The researcher plumped for the previously mentioned instruments for data collection method in order to ensure triangulation, which involves using more than one method to gather data. Accordingly, the doctoral thesis is divided into four chapters. The first chapter presents a preamble to the whole work that outlines the objectives, research questions, hypotheses, and methodology of research.

The second chapter reviews the literature written in this field of study, and constitutes accordingly, the State of Art of *affect* and humanistic teaching. In the third chapter, the researcher presents the different interpretations and analysis; qualitative and quantitative of the results obtained from the research instruments exploited in this investigation.

The fourth chapter however, provides a number of recommendations meant for reducing foreign language classroom anxiety by reconsidering learners' *affect* and humanising teaching.

Chapter one: Affective Variables in Foreign Language Learning

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1.1 Introduction

Teaching English as a foreign second language has become an essential part of the life of any nation that would like to be actively involved in the processes of permanent change and in the growing complexity of the world at large, which are the two main characteristics of globalization in the new millennium.

Bernard Shaw considers teaching as a matter of personal talent and individual skill. He goes on to say that teaching a FL is not an easy job because it is not just a matter of standing up in front of learners and giving the lecture. It is a difficult task however, in which societal, educational, instructional and individual factors are of great importance.

Affect is one of the most significant elements that teachers could consider; it involves emotions and feeling that exist within individuals. Therefore, teachers need to treat their learners as whole persons, but of course without neglecting the cognitive side of the learning process.

This chapter provides an outline of the context of the research, in addition to a number of definitions of the main key words to keep oriented with the field of humanistic education and affect. Additionally, it reports the reasons behind the selection of the target sample population, and the choice of the different instruments of data collection.

1.2 Background of the study

Learning a foreign language successfully is not just a matter of cognition but some affective variables have to be taken into account. According to Stevick (1980), it is crucial for foreign language learning success to consider **what goes on inside and between the people in the classroom**, i.e. anxiety, inhibition, motivation, self-esteem, risk-taking, learning styles, etc. In addition, the relational component includes the learning environment, the teacher's attitude, etc that are significant for language learning.

However, the foreign language class is most of the time teacher-centered; it is characterized by the teachers' dominance in speaking, leading activities and constantly making evaluations concerning the students' use of English. Students have seldom the opportunity to interact and communicate with each other. O'Maley (1984) considers that it is unacceptable to view the teacher as the only "arbiter" and "controller" of what is happening in the classroom. He sees that the teacher's role should change from that of a conductor to that of a partner in the learning process. However, Scovel (2000) points out that even though affective variables are important in foreign language learning, they are neglected and hardly understood.

Affective and cognitive learning go hand in hand because affect has a clear influence on cognition (Bless and Fielder 2006). Shumann's (1994) investigation on the brain and second language acquisition asserts that from a neurological point of view, affect is part of cognition because when the learning environment is affectively positive it motivates the brain "in the optimal state for learning" to process information with low stress and maximum engagement.

1.3 Statement of the Problem

The problem of the present study is that foreign language teachers seem not to give "affect" as much weight as it requires. Moreover, learners do not know how to manage their affect, they do not even know what affect is. Nowadays, however, affect has become an interesting as well as imperative component to investigate and relate it to the learning process. It needs to be regarded and related to both the teachers and learners' everyday practices especially inside the classroom.

Some learners, for example, may be reluctant to actively participate in the classroom; a possible reason may be found in their emotional states. Mac Intyre et al. (1998:547) consider the willingness to communicate (WTC) in a second language as **...a readiness to enter into discourse at a particular time with a specific person or persons, using a L2**. The teacher's role, therefore, is to create

this willingness into learners. Fostering self-confidence, a positive climate, increasing personal meaning, lowering anxiety and the teacher's attitudes are more important than new techniques, according to him: **...new technique with old attitudes may amount to no change, while new attitudes even with old technique can lead to significant change.** (MacIntyre et al., 1998: 547).

1.4 Purpose of the Study

The purpose of this research study is to explore the role of affect in foreign language learning. The use of affective humanistic approaches has become urgent in order to improve the quality of language teaching. Our purpose is to show out the need for establishing a positive affective climate inside the classroom that will ensure a pleasant and rewarding learning process. Teachers need to be more attentive to the learners' personality and their central role in foreign language learning.

It is also important to note down that since the eightieth century . research has more concentrated on the cognitive side of learning, neglecting the affective side. This, according to Daniel Golemann (1995, xii) has led to “emotional illiteracy”. To remedy this situation, there could be a focus on “bringing together mind and heart in the classroom”.

To reach this objective, we have to relate cognitive as well as affective variables. Affect and language learning success development influence each other, because when affect is taken into account, it leads to more successful language learning. This on one hand, on the other hand, foreign language learning success permits learners to be affectively at ease in the classroom Arnold (1999).

1.5 Motivation for the Study

The present study was triggered by a number of factors. First, research in foreign language learning and teaching has consistently shown that effective learning occurs in an affective classroom; the latter promotes understanding of the psychological facet of learning. When teachers perceive their learners' affective needs and personality types, it would be possible to adapt teaching in attempt to satisfy those needs.

Second, foreign language teachers should consider their learners' different interaction styles. Based on the Array Interaction Model (Knaupp, 1995), Kortman (1999) set forth the Array Management Model that would assist teachers get closer to their students' personalities as well as understanding their behaviour and attitudes. In fact, learners need first their teachers to be attentive to their needs, and more precisely affective needs in order to live and learn in a healthy "classroom community".

As far as interaction styles are concerned, there exist three common modes: cooperative, marginal and reluctant. A cooperative learner is most of the time pleasant, positive, helpful and collaborative. The marginal learner however is characterized by neutral attitudes and is not so engaged in interaction. The reluctant learner is negatively engaged, i.e. s/he gets angry easily, is too perfectionist, is verbally aggressive, is never satisfied, etc. the table below shows some of the features of both styles; cooperative and reluctant.

Cooperative Behaviour	Reluctant Behaviour
Asks questions	Gets angry, verbally aggressive
Works towards goals	Demands perfection
Initiate work	Feels inadequate, is self-defeating
Cares about others	Over adapts
Is enthusiastic	Draws attention to self
Interacts well with others	Blames
Is attentive	Is disruptive
Is eager to contribute	Withdraws

Table 1.1: Positive & Negative Interaction Styles

From. (Fostering Student Learning – Substitute Teaching
Positive Classroom Management .Handout # Cm5-Green-8
nlockett@aea7.k12.ai.us or lwunsch@aea11.k12.ia.us)

Third, according to the “Affective Filter Hypothesis”, it is worth mentioning that foreign language learning depends on some affective variables. The filter controls the input processing and its conversion into intake. Such conversion is influenced by the learners’ emotional states as attitudes and motivation, level of anxiety, self-esteem and self-confidence. High filter is due to a high level of anxiety, negative attitudes, low self-esteem and motivation, and little self-confidence. All those variables block learning from taking place.

Language learning is defined by MacIntyre as:

....a cognitive activity that relies on encoding, storage, and retrieval processes, and anxiety can interfere with each of these by creating a divided attention scenario for anxious learners. (MacIntyre, 1995: 96)

In other words, foreign language learning goes through three stages; input, processing and outcome. Anxious learners are unable to process information at the three stages which result in reluctance and difficulties to express themselves, especially orally. Nervousness within learners causes them to be too concerned with both the task as well as the judgment of the audience.

Anxious students are focused on both the task at hand and their reactions to it. For example, when responding to a question in class, the anxious student is focused on answering the teacher's question and evaluating the social implications of the answer while giving it. (Ibid)

At the processing stage, the learners' level of anxiety clashes with the level of difficulty of the cognitive tasks at hands. This may be explained by the students' difficulty to concentrate and retrieve information from memory, in addition to the lack of ideas and vocabulary.

Anxiety becomes apparent when learners are supposed to practice, i.e. at the output level. Research has proved that language anxiety is directly responsible of the learners' avoidance to participate in oral expression (Horwitz et al., 1986; MacIntyre & Gardner, 1991; Phillips, 1992, etc.).

1.6 Research Questions

A research question guides research. It should be clear and focused, as well as synthesize several sources to present a unique argument. Accordingly, and in order to handle the role of affect in foreign language learning, there will be an attempt to answer the following questions:

1 - To what extent does affect impede or enhance learning a foreign language?

2- What teaching methodology can teachers adopt in the classroom with regard to the learners' affect?

3- How can we translate this methodology into pedagogical practices in the classroom?

A hypothesis is a tentative explanation for a specific behaviour, phenomena, or events that occur or will occur. In educational research, a hypothesis is a prognostic statement about what one would anticipate to find or arise if a theory is accurate (Gay, 1996). In an answer to the above questions, the following hypotheses are proposed:

1. Learning a foreign language differs from one learner to another for it is influenced by a variety of individual factors which depend greatly on the context experience such as affective states, language anxiety, motivation, and the learning environment. Therefore, learning is not and cannot be just a matter of cognition because no researcher would disagree on the facts that affect plays a major role in either impeding or enhancing the learning process.

2. To enhance foreign language learning and at the same time help learners manage their affect; teachers need to be more concerned with the affective variables such as language anxiety that might be a barrier to learning. Instructors should also humanize their teaching. Humanizing teaching is closely linked to humanistic approaches to language teaching in which the “central role” of the learner is prominent. One of the principles of humanistic approaches is to involve the learner affectively as well as intellectually in the learning process.

3. As a first step towards “humanism” teachers need to teach reflectively, be facilitators and use collaborative/cooperative learning. They have to use affective-humanistic techniques that would really help learners alleviate anxiety and develop a positive *affect* in order to make the learning journey more enjoyable and successful. Learners need to learn some strategies in order to manage their affect.

1.7 Educational Psychology

Educational psychology is an immense domain that will take researchers entire books to describe. It examines the nature of teaching, considers what is involved in being an effective teacher, and discusses how teachers use psychology in their practice. The field of educational psychology was founded by several pioneers in psychology just before the start of the twentieth century. One of those pioneers was William James (1842–1910).

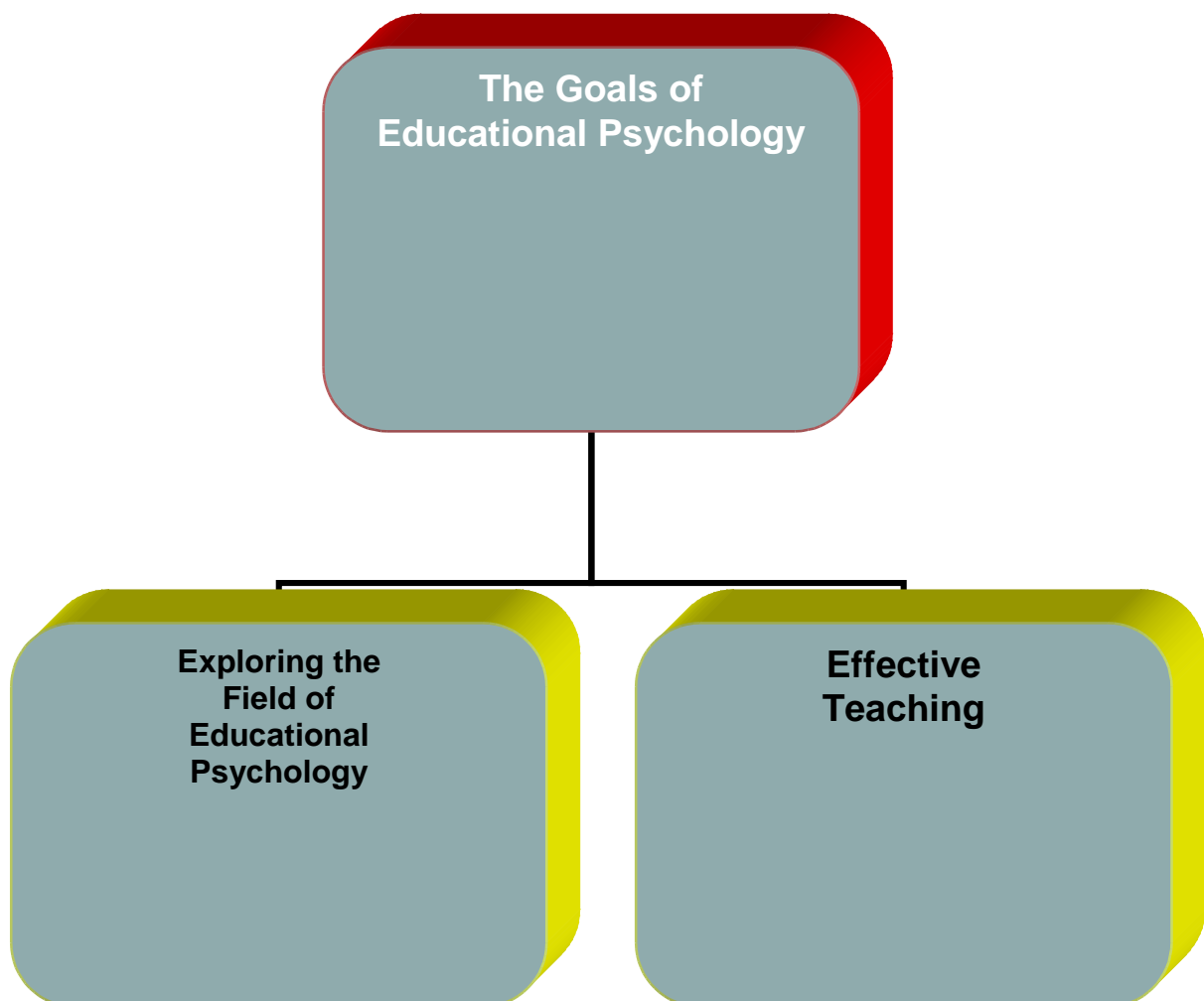


Figure 1.1: The Goals of Educational Psychology, adapted from James (1842–1910)

As a subject taught at UDL, Educational Psychology is intended to both third year licence students and master students. The main objective of the subject is to assist learners in their future teaching career; so that they can understand their pupils and cope with the difficulties they may face. In addition to EP, learners at this level are introduced to a number of subjects including: TEFL, Sociolinguistics, Psycholinguistics, Literature (British and American), Civilization (British and American), ESP, Research Methodology, and Computer Science. Recently, after the study was conducted, the module of Educational Psychology (EP) had been omitted from the third year curriculum, and included in Master one and Master two. This fact constituted later a high limitation for the researcher as far as his recommendations were concerned.

EP covers five major areas, which are 1) the learner, 2) the learning process, 3) the learning situation, 4) the teaching situation, and 5) The evaluation of the learning Performance (Aggarwal, J.C., 2005). Accordingly, the syllabus designed for third year EFL students is composed of ten main units structured as follows:

First semester	Second semester
1- Introduction to Educational Psychology: definitions, tasks of EP, scope of EP, limitations of EP	1- Foreign language classroom anxiety
2- Learning styles	2-Motivation/De-Motivation
3- Learning strategies	3- Individual Differences in 2 nd Language Learning
4- Teacher's types	4-Autonomy
5- Teacher's roles	5-Classroom interaction & management

Table 1.2: Third Year Educational Psychology Syllabus

EP aims at assisting teachers to work within a pleasant classroom, this latter stems from a harmonious relationship between the teacher and learners. EP enables the teacher to get closer to the “inner potentialities” of the learner in terms of their personality, learning styles, individual differences and so on. In other terms, EP **helps the teacher in the realization of the aims of education.** (Aggarwal, J.C. 2005: 14)

To realize the aims of education **...knowledge about the learner is as necessary as that of the subject** (Ibid).

Moreover, EP permits teachers to adapt their teaching in order to analyze and determine the relevance of the methods and findings derived from psychology. As an example, when we, teachers are convinced that most students experience anxiety in the English classroom, our task is to find solutions to this inhibiting

barrier to the learning process. Therefore, the first step is to use statistical methods to analyze some educational problems.

The researcher has noticed during her short career in teaching EP, that each year her students asked her the same question; *why don't we study EP earlier? EP does not help us just as future teachers but as university learners as well!!* When students discovered anxiety, motivation, individual differences, etc, they were really convinced that if they have studied them in advance that would have helped them vanquish their psychological difficulties which are most of the time taboos. They think that the teacher is here just to deliver knowledge, nothing else.

Blair, G.M. in 1947 has described the modern teacher to fulfill the tasks of EP as:

Modern teacher, if he is to succeed with his work should be a specialist who understands children, how they grow, develop, learn and adjust. He should be a diagnostician who can discover special difficulties of children and at the same time possesses the requisite skill for carrying forwards the necessary remedial work.

(Blair,G.M. cited in Aggarwal, J.C.,2005:15)

Teaching is not considered just as a science but as an art too, and perhaps the artistic touch of the teacher is more important. No one would deny that a sensitive teacher is more appreciated by his students especially when he is always encouraging them to go beyond all the hog backs they encounter. Blair carries on describing the modern teacher:

...He should also be performing important educational and vocational guidance functions. No one untrained in methods of psychology can possibly fulfill the obligations and tasks which are the responsibilities of the teacher. (Ibid)

Therefore, language teachers need a special training in psychology in order to be able accomplish their task in a proper way.

If we have a look at the different definitions of education, almost all of them associate cognition to affect. Education is:

1. Building of the powers of the human mind and spirit. (Aurobindo 1872-1950).
2. Development of the whole man (Comenius 1592-1670).
3. Formation of character (Dayanand 1824-1883).
4. Controlling the mind (Emerson 1803-1882).
5. Natural, harmonious and progressive development of man's innate powers. (Pestalozzi 1746-1827)
6. Development from within. (Rousseau 1712-1778)
7. Training the intellect, refinement of the heart and discipline of the spirit. (Radhakrishnan 1888-1975)

(Aggarwal, 2005: 6-7)

1.8 Personality

The term personality is not simple to define; for example Allport (1937) referred to fifty three different definitions in his book: Personality: A Psychological Interpretation. How many definitions of personality are there in 2016?

This shows the complexity of the psychological field we undertake. Personality is **the totality of everything about a person- his emotional, mental, social and spiritual make-up** (Aggarwal, J.C., 2005: 233). In more simple terms, personality is reflected in:

- The way one looks.

- The way one dresses.
- The way one talks.
- The way one acts.
- One's health.
- The skill with which one does things.

One of the various theories of psychology is Carl Jung's Extroversion/Introversion Theory.

Personality has been the subject of interest for so many researchers. Their studies have opened a wide range of definitions and interpretations to the term. It can be solely defined as a dynamic and organized set of characteristics possessed by a person that uniquely influences his or her cognitions, motivations, and behaviours in various situations. The word is originally Latin "persona" that means "mask". Notably, the mask was used by performers in the theatre either to adopt different roles or to disguise their identities.

According to the Concise Oxford Dictionary, personality can be defined in two ways either as being a person; personal existence or identity; or as a distinctive personal character. Within psychology, Allport (1937) clarified: **The dynamic organization within the individual of those psychophysical systems that determine his unique adjustments to his environment.** While Child (1968: 83) provides the following definition:

More or less stable internal factors that make one person's behaviour consistent from one time to another and different from the behaviour other people would manifest in comparable situations."

(Allport, 1937: 3)

Though both definitions are akin, to some extent, they are still diverged in terms of emphasis. A mutual agreement is put forth on that personality wields an enormous influence upon behaviour. This means that even if the person acts upon or adjusts to the environment; his/ her behaviours are not the outcome of the environmental forces.

To put it simple, each individual is unique thanks to his personality that encompasses characteristics patterns of thoughts, feelings and behaviours. It is developed from within and remains fairly consistent throughout life. Other definitions have been provided as for Funder, D. C. (1997) who advocates:

Personality refers to individuals' characteristic patterns of thought, emotion, and behaviour, together with the psychological mechanisms -- hidden or not -- behind those patterns. This definition means that among their colleagues in other subfields of psychology, those psychologists who study personality have a unique mandate: to explain whole persons.

(Funder, D. C., 1997:?)

Feist and Feist (2009) in their turn also state that:

Although no single definition is acceptable to all personality theorists, we can say that personality is a pattern of relatively permanent traits and unique characteristics that give both consistency and individuality to a person's behaviour.

(Feist &Feist, 2009:?)

So, depending on the previous definitions, personality is a set of peculiar and special traits that human beings do possess and that makes them unlike.

1.9 Components of Personality

The question of what makes up personality was paramount to a number of researchers as Jay (2011). They have assumed that traits and patterns of thought and emotion build an important part of an individual's personality, but still, there are other fundamental elements that would include consistency, psychological and physiological constructs, impacts on behaviours and actions, and multiple expressions.

1.9.1 Consistency

Humans' behaviours are generally noticed to be ordered and regular. The fact that makes people behave and act the same way in each situation or each time they face the same conditions. Consistency is determined by:

1.9.2 Psychological and Physiological constructs

Personality is a psychological construct, but research suggests that it is also influenced by biological processes and needs.

1.9.3 Impacts on Behaviours and Actions

Human's personality has not only an effect on the way they respond. It is much further influential in the behalf of pushing people to act in a particular way.

1.9.4 Multiple Expressions

Whether strong or weak, the personality is, it is automatically reflected throughout the language and the expressions used by the individual. It is displayed more than behaviours. It can be depicted via human's thoughts; feelings, close relationships and other social interactions.

Although trait theories were well established by the 1960s, there was no consensus concerning the number or nature of the traits that makes up personality. Since then, further research has confirmed a basic five actors' model of personality or 'Big Five' (Digman, 1990; Goldberg, 1993):

Extraversion	Sociable vs. retiring Fun-loving vs. sober Affectionate vs. reserved
Agreeableness	Softhearted vs. ruthless Trusting vs. suspicious Helpful vs. uncooperative
Conscientiousness	Well organized vs. disorganized Careful vs. careless Self-disciplined vs. weak willed
Neuroticism	Worried vs. calm Insecure vs. secure Self-pitying vs. self-satisfied
Openness	Imaginative vs. down-to-earth Prefers variety vs. prefers routine Independent vs. conforming

(From Costa & McCrae, 1985)

1.10 Affective Variables Related to FLL

Studies have shown that affective variables are interrelated, and the underlying relationship among them requires further research (Gardner, Tremblay, & Masgoret, 1997). The connection between these variables is interesting yet difficult to grasp and determine its influence on one another. For instance, introversion and extroversion personality traits are linked to anxiety arousal (MacIntyre & Charos, 1996); the major supposition is that introverted are more anxious than extroverted people (Brown, Robson, & Rosenkjar, 2001).

Gregersen and Horwitz (2002) investigation revealed that students' anxiety might be the upshot for students desire to be perfectionist. They postulate anxious perfectionist students were displeased with their accomplishments and highly concerned with the mistakes they made, contrary to non-anxious learners who were happy with their small attained triumphs. Thus, they concluded that such students and perfectionist are analogous; and those similarities tend to render learning an unpleasant experience. Language anxiety is also believed to be attached to attitude and motivation. In his socio-educational model (the Attitude/Motivation Test Battery) Gardner emphasized on classroom anxiety that measures students' embarrassment within the paradigm of attitudes and motivation.

Chao (2003) in his turn, revealed a strong connection between foreign language anxiety and emotional intelligence skills. Similarly, Ehrman (1996) advocated that defensive mechanism is a system used by everyone to defend one's emotional equilibrium and self-esteem. That is to say, people's anxious indicators like unwillingness for participation, work evasions, and negative attitude, are all part of students' defensive mechanism system employed to make their emotional equilibrium balanced. However, Brown et al. (2001) demonstrated that learners with high language capacities exhibit emotional stability and balance, less instrumental motivation and are less anxious.

1.11 Anxiety Research in Applied Psychology

Psychologists have commonly delineated anxiety as the state of nervousness and hesitation associated with an object. Then, several studies undertaken in EP assessed the influence of anxiety on academic performance. The diversity of researches on such a topic had resulted in a wide complexity in working out the connection between anxiety and classroom performance. Some studies have proved that the higher states of anxiety facilitate learning at upper levels of intelligence whilst they result in a poorer performance at a lower level (Verma and

Nijhawan 1976). In other words, upsurged anxiety is more likely to foster learning performances at later stages while hampers it at earlier stages (Beeman, Martin, & Meyers 1972).

In 1966, Spielberger model incorporated intelligence, stage of learning, and difficulty of task into an examination of the impact of anxiety on learning performance. The model posited that high anxiety makes learning easier when the task is easy. However, it hinders performances when the task is difficult. This means that, students with low capacities and a high anxiety, need little exposure to solve simple tasks, and increased exposure with intermediate tasks. Yet, students would face great difficulties in leaning difficult tasks even after a long period of exposure.

Regarding students with high skills and anxiety level, easy and intermediate tasks will be easily learned regardless of the amount of exposure. For difficult activities, it may increase their performances although these latter are blocked at early stages. Therefore, the model proposed by Spielberger (1966) postulates that high anxiety provides students with high capacities more motivation and task perseverance, whilst it hampers students with low skills even after a long period of training and exposure to the activity to be acquired

1.12 Anxiety and Foreign language learning

Anxiety is one of the fundamental notions which is believed to have a great influence on language learning. Indeed, several studies have demonstrated that anxiety reflects on, not only, people's behaviours but also people's self-perceptions and competencies. Thus, it is paramount to understand its eminent position in psychology and impact on language learning and language skills. In this respect, this section tackles the effect of anxiety on language learning, and tries to provide some plausible pedagogical implications that may help in its alleviation.

Anxiety researches and discussions have created wide debates concluding that anxiety is neither a simple nor a complex psychological phenomenon, which is probably related to language tasks acquisition. Some investigations such as Swain and Burnaby demonstrated that anxiety and language proficiency are partially connected. However, other researchers showed a full concordance between anxiety and students' classroom academic performance. Still, those results contradicted with other students of other language.

More to the point, foreign language learning is generally divided into: in/output and processing. Those phases are believed to be affected by anxiety. MacIntyre and Gardner (1991a) study on the influence of anxiety on language learning revealed a fathomable focus on the output stage in terms of production, performance, course grades, and other criteria since the performance at this stage is the easiest and often viewed as the first determiner of students' learning. Although anxiety tends to influence language learning, researches' results on anxiety in relation to foreign language learning are perplexing. Still, most studies have shown the negative influence that it has on language learning, for instance: MacIntyre and Gardener (1991b) revealed that anxiety negatively impact individual's performances in second language.

Horwitz (1991) in his turn exhibited a negative association between anxiety and foreign language achievement. Other investigation have shown that anxiety was negatively associated with language performance in terms of standardized tests (Gardner, et al., 1987), course grades (Aida, 1994; Chang, 1996; Horwitz, Horwitz, & Cope, 1986; Liao, 1999), and the grades in mid-term exams (Chang, 1996; Liao, 1999). Therefore, studies, which showed a negative connection between anxiety and language learning, signify and prove its negative and hazardous effect of anxiety on language learners at the output stage. For this reason, some second language

scholars aimed to develop some teaching methodologies as the Natural Approach, Counseling-Learning and Suggestopedia (Young, 199s1) as alleviate it.

1.13 Investigation into Language Anxiety in Relation to Language Skills

The effect of anxiety on students' language learning has positioned an important area of research. Several scholars have claimed the negative effect of anxiety on students' language capacities. Although anxiety may have a sort of facilitative effect, still its infection can be hazardous on students' skills.

1.13.1 LA & Productive Skills (Speaking and Writing)

Indeed, Aida (1994), Chang (1996) and Ganschow et al. were only few researchers who scrutinized the impact of anxiety on *productive skills*, i.e. speaking and writing skills. Aida (1994), Chang (1996) emphasized on the examination of students' classroom oral performances, while Ganschow et al. (1994) enquiry was about foreign language anxiety and the native English language speakers' skills. The results obtained show that students' oral and written competencies besides to their accomplishments depend basically on their anxiety level.

Young (1990) in his turn, pored over the students' anxiety in the speaking skill. The results obtained revealed that students' the audience was the major threatening aspects that causes students' anxiety (cited in Chang-Cheng, 2005). On the same line, other researchers (as Cheng, 2002; Cheng, et. al., 1999; Daly & Wilson, 1983) focused on students' nervousness in the writing process and its influence on foreign language courses. Saito and Samimy (1996) have inquired the connection between anxiety and the study of Japanese. They concluded to that attitude and motivation are vital aspects that influence students' performances.

1.13.3 Language Anxiety & Receptive Skills

Sellers (2000) made a valuable research that focused on the Spanish language. He highlighted the association between language anxiety and reading comprehension. The results demonstrated that anxiety affects the readers' both comprehension and concentration on the reading passages. Yet, Matsuda and Gobel (2001) research stressed the linkage between foreign language classroom and reading anxiety among Japanese university students. They noted that foreign language classroom anxiety and foreign language reading anxiety are not matched. Similarly, Sadighi et al. (2009) study on the correlation between listening comprehension and foreign language classroom anxiety amid Iranian university students reported no connection between the two.

Moreover, other scholars (Bacon, 1989; Elkhafaifi, 2005; Gardner, et. al., 1987; Lund, 1991) have explained the link between foreign language anxiety and the listening skill. The upshot of these studies clearly reveal that anxiety hamper the listening comprehension. For instance, Elkhafaifi (2005) scrutinized the connection between foreign language anxiety and listening comprehension in Arabic language. He assumed that listening anxiety negatively affects listening achievement.

1.14 Effect of Foreign Language Anxiety on Learners

The studies on the impact of foreign language anxiety on learners had enjoyed a long period of interest. Numerous studies hypothesized that foreign language anxiety can be influential on students' speaking skill. For instance, Onwuegbuzie et al. (1999) postulate that foreign language anxiety has a debilitating outcome i.e.it can be harmful for learners' fluency and learning in general. Similarly, Na (2007) and Spielmann and Radnofsky (2001) have proved that foreign language anxiety may greatly inhibit learners' performances. In this respect, owing to Levine (2003), students from monolingual environment or background are more

anxious than those originated in a bilingual environment. In addition, Goshi (2005) assumed that anxiety could be the upshot of some negative beliefs about language learning abilities.

Nonetheless, some scholars as Alpert & Haber (1960) Chastain (1975), Kleinmann, (1977), and Bailey (1983) supposed that anxiety can facilitate foreign language learning. Bailey focused on students' diaries as to for competency and anxiety language class examination. In brief, students' anxiety of the communication, tests and negative evaluation grew out. The research showed the efficient impact of competitiveness by the formation of facilitative anxiety in learners.

1.15 Methodology & Research Instruments

The present study is based on both quantitative and qualitative research. Therefore, data were collected from different sources. And since reality is socially constructed, every person brings his personal assumption and view to a given situation (Lincoln, 1985), The Foreign Language Classroom Questionnaire (FLACS) and an Extroversion/**Introversion Test** were administered to the sampled population of learners. In addition, learners were asked to write a diary that the researcher analyzed along with the one observation sheet he established during the observation sessions. The fifth research instrument utilized by the researcher was an interview with three teachers.

The final objective of the implementation of the above mentioned research instrument is triangulation. Triangulation is the use of a number of approaches to the investigation of a research question in order to enhance confidence in the ensuing findings. Since much social research is founded on the use of a single research method and as such may suffer from limitations associated with that

method or from the specific application of it, triangulation offers the prospect of enhanced confidence (Hughes et al, 1997).

In order to preserve our learners' well-balanced personality, a continuous needs assessment is necessary. Personality assessment permits to develop educational programmes. Therefore, the purposes of assessing personality are:

1. To be in close contact with the learners' personality development.
2. To make teachers more aware of the importance of personality in the learning journey.
3. To consider the psychological side of learning.
4. To work cooperatively, teachers and students, towards a harmonious classroom.
5. To value relationships between teachers and learners.

Because of the complexity of personality, no one can contend the difficulty of assessing it. The difficulties lie in the difficulty to reach exact conclusions.

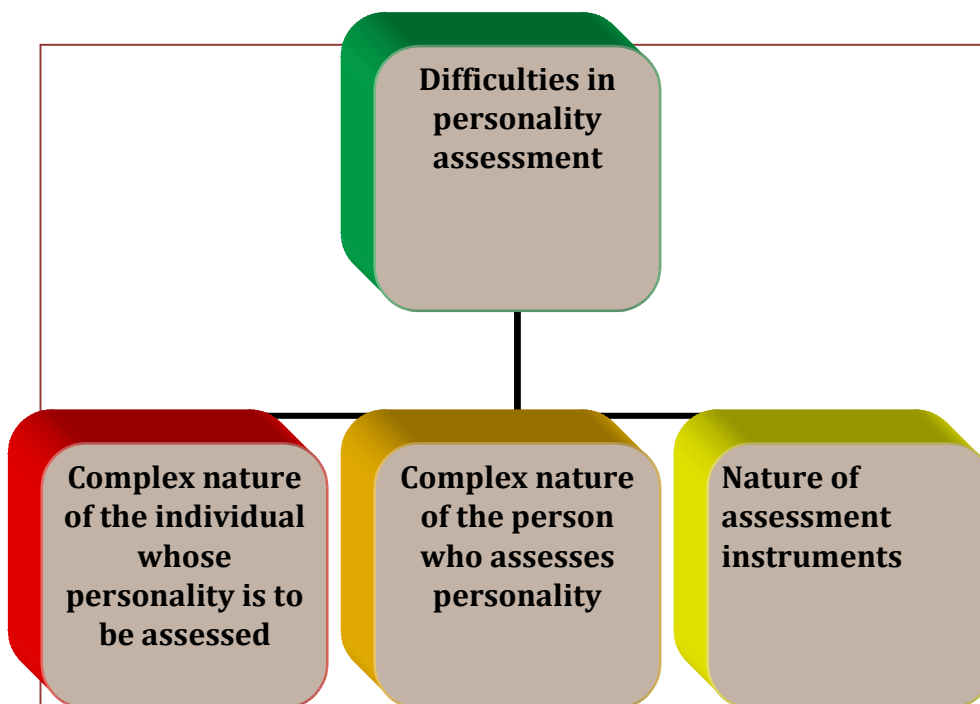


Figure 1.2: Difficulties in personality assessment

(Aggarwal, 2001: 366)

The conclusions we reach when assessing personality may change from one situation to another and from one time to another because individuals develop, change, etc. and because even when they are cooperative they cannot tell us about everything happening in their “unconscious mind”. Moreover, the assessor subjectivity also makes it complicated and the tools used in assessment are not very exact because of the abstractedness of the field.

In other terms, as learning any language is not as simple as it is thought, learners need to be taught some techniques that could really make the journey easier and more enjoyable.

Brown (2001) has set forward some teaching principles: Cognitive, affective and linguistic. Each principle consists of sub-principles. SI is a component

related to cognitive principles. The learner, nowadays, plays a major role in both the teaching as well as the learning processes. For that reason, the learners' methods to perceive and use the language may even be more important than the teacher's method. A successful teacher needs to satisfy his learners' needs and preferences.

(See Brown, 2001).

Self-Awareness Checklists of Styles

The language teacher role is to **'encourage, build, and sustain effective language learning strategies'** within his learners, this can be reached through "Strategies-Based Instruction" (SBI).

It is worth mentioning some features of successful language learners:

- ❖ Are autonomous.
- ❖ Are organized in terms of dealing with information.
- ❖ Are skillful at using the language.
- ❖ Are always willing to use the language and practice inside and outside the classroom.
- ❖ Tolerate ambiguity.
- ❖ Are aware of their learning styles.
- ❖ Use learning strategies to facilitate learning.

It is important, however, to distinguish between learning styles and learning strategies. As Brown (2001) quoted;

Good language learners know their learning preferences and use the appropriate learning strategies in different situations. The researcher has used Brown's Introversion/Extroversion Checklist as a personality test to discover how many learners were introvert and how many were extrovert. An instrument, as a questionnaire or series of standardized tasks, used to measure personality characteristics or to discover personality disorders (Dictionary.com).

The test is composed of fifteen statements, in each statement the participants had to choose one alternative only. What was interesting in the test is the learners' ability to score themselves, using the scoring procedure explained by the researcher. Again, this test has been handed after dealing with the lecture dealing with extroversion and introversion 'Individual Differences in Foreign Language Learning'. See Appendix One.

1.16 Classroom Observation

Classroom observation is used in order to improve both teaching and learning. It includes watching what is happening inside the classroom taking into account all the minutiae in order to find out any difficulties in behavior within learners.

And a well-developed and -implemented teacher observation instrument can (a) standardize the lens through which observers view teaching practice, (b) provide teachers with meaningful data to improve their practices, and (c) ultimately strengthen student learning outcomes. Investing thought in the design or selection of an observation instrument and its implementation procedures can help ensure that the inferences you make about the quality of your learners' behaviour are reliable and valid.

Styles [are] related to personality (such as extroversion, self-esteem, anxiety) [and] cognition (such as left/right-brain orientation, ambiguity tolerance, field sensitivity). Strategies,.....,are specific methods of approaching a problem or task, modes of operation for achieving a particular end, or planned designs for controlling and manipulating certain information.

(Brown, 2001:210)

Therefore, the researcher/teacher followed an unstructured observation with her class over more than one year since the participants included in the research are

the researcher's learners for more than one year. As for data analysis furnished by this instrument, it will be impressionistic, and will serve as a background to the choice of the other tools of investigation.

A diary study in second language learning, acquisition, or teaching is an account of a second language experience as recorded in a first-person journal. The diarist may be a language teacher or a language learner – but the central characteristic of the diary studies is that they are introspective: The diarist studies his own teaching or learning. Thus he can report on affective factors, language learning strategies, and his own perceptions -- facets of the language learning experience which are normally hidden or largely inaccessible to an external observer.

1.17 Language Diary

(Bailey, 1983:189)

The second research instrument used with third year Licence-Master-Doctorate (LMD) is a language diary which is utilised to reinforce the data and investigate affect. The diary studies are thus first-person case studies -- a research genre defined by the data collection procedures: A language learner keeps an intensive journal using introspection and/or retrospection, as well as observation, typically over a period of time. The data analysis may be done by the diarist himself or by an independent researcher using the learner's diary as data (Bailey, 1983) as done in the present study.

Students, at the end of each session of Educational Psychology were asked to write down about their internal feelings and reactions towards the lecture. The teacher as a researcher sought to know whether they liked or not the lesson, and whether they were directly concerned with that lecture. Of course learners had to argue.

For example, when dealing with Foreign Language Anxiety, the greatest majority of students was interested with the concept simply because most of them faced this problem which was a real hog-back in their learning process.

1.18 Extroversion/Introversion Test

Personality is a complex concept for which Allport (1937) in his book *Personality: A Psychological Interpretation*, mentioned fifty three different definitions! Among plenty of definitions the researcher has opted for the following:

Personality “...is the totality of everything about a person-his emotional, mental, social and spiritual make-up.” (Aggarwal, 2005:333). Simply, personality is reflected in the various ways one looks, dresses, talks, walks, acts and the artcraft used to do things.

It is of great importance to note down the intricate relationship between personality and self-concept. When self-concept is positive it leads to a balanced and harmonious personality. A well-balanced person is emotionally stable, has high intellectual abilities, adjusts easily to different situations, sets clear long-term as well as short-term goals and follows some techniques to fulfill them. The features above characterize a well-balanced personality, and we can see that these are what education aims at.

In order to preserve our learners’ well-balanced personality, a continuous needs assessment is necessary. Personality assessment permits to develop educational programmes. Therefore, the purposes of assessing personality are:

6. To be in close contact with the learners’ personality development.
7. To make teachers more aware of the importance of personality in the learning journey.
8. To consider the psychological side of learning.
9. To work cooperatively, teachers and students, towards a harmonious classroom.
10. To value relationships between teachers and learners.

1.19 Foreign Language Classroom Anxiety Scale

No one can deny the complexity of investigating affective variables as far as foreign language is concerned. Since “affect” includes a lot of components, the researcher has selected “anxiety” as it is one of the most important issues.

Anxiety is considered as a subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system.

(Horwitz & Young, 1991:27)

Anxiety, according to Scovel (in Horwitz & Young, 1991) can be measured through different means:

- Observing individuals through behavioural tests.
- Reflecting on internal emotions and reactions through self-reports.
- Measuring the subjects’ heart rate, blood pressure and palm sweating through physiological tests.

Accordingly, the researcher has adapted the (FLCAS) developed by Horwitz, Horwitz and Cope (1986). It is a questionnaire used as a psychological test. A questionnaire is a set of systematically structured questions used by a researcher to get needed information from respondents. Questionnaires have been termed differently, including surveys, schedules, indexes/indicators, profiles, studies, questionnaires, batteries, tests, checklists, scales, inventories, forms, inter alia (Ong'anya and Ododa, 2009).

The FLACS is a 33 item, self-report measure. It is scored on a five-point likert scale; from strongly agree to strongly disagree. The FLCAS attempts to analyze and find out the reasons and sources of anxiety in the foreign language

classroom. Three main reasons are depicted; communication apprehension, test anxiety, and fear of negative evaluation. (Horwitz et al. 1986). See Appendix Two.

Because this questionnaire is a psychological test, the quantitative analysis followed in this research is Pearson's analysis of statistics; relying on the mean values, standard deviation of the units after calculating the absolute and relative frequency of the repetitions.

1.20 Interview

Interviews are used to get in-depth and comprehensive data. The investigator asks the interviewees in order to make sure that the focal topics have been tackled. Firstly, it was to counterbalance the facts from the students' tests with a more holistic and comprehensive profile of psychological behavior from a teacher's perspective. Secondly, the teachers' interviews reflected their observations and inferences based on students' performance and responses in class which provided some objectivity to the students' self-report.

The researcher used a structured interview with teachers to provide more depth to the sample profile from the students' tests results. Unlike the pure fact-finding mission with the students' sample, the purpose of the interviews was to gather data that was rich and qualitative; in short, providing an answer to the 'WHY' behind the students' responses (Opie, 2004).

Understandably, it was a matter of being constantly vigilant against any potential fallibility in the methodology during interviews, especially, as being also a teacher of EP. With the open version of the questions, there was an opportunity to obtain more spontaneity, insight, and depth to learn more about the students' behavior from the pedagogical perspective of EP.

The questions have been prepared in advance. The aim of the interview was to explore whether foreign language teachers were aware of the importance of

affect in learning a foreign language or not. Another concern was to investigate the teachers' willingness to help anxious learners vanquish anxiety. See Appendix Seven.

The interviews were recorded for analysis, and none of the three teachers involved in the research expressed discomfort with this, and meetings were held during non-class time.

1.21 Participants in the Study

The sample population involved in the research comprised 106 Third-Year EFL learners from Djilali Liabes University of Sidi- Bel- Abbes. Their ages ranged from 19 to 26, and only three students were more than thirty. The number of the participants was randomly chosen according to the official students' repartition of the department of English. The participants are from different wilayas of west Algeria: Sidi Bel Abbes, Saida, Ebayadh, Tiaret, Tissemsilt, and few students from Setif and Djijel.

As far as the FLACS is concerned, 110 third-year learners have been administered the adapted questionnaire with each statement translated into Arabic. The teacher has administered the questionnaire after having dealt with the lesson "Foreign Language Anxiety" to facilitate understanding of the meaning of each statement.

The researcher explained carefully the questionnaire and the reasons for using it. Learners have also been told that they were not obliged to put down their names, which made them feel more at ease at the answer phase except for a minority that decided freely to mention their names.

1.22 Organization of the study

The present research study will be presented in four chapters. The first chapter deals with the problem and its context. The second chapter includes a review of literature that will be about the affective side of learning, humanistic approach to learning a foreign language and how to improve the quality of language learning and teaching from an affective point of view.

Chapter three is the practical part of the study. It includes data collection and analysis, and finally interpretation of the results. In the last chapter, there will be an attempt at proposing some remedial measures in order to help both teachers and learners develop a foreign language in a positive affective and humanistic environment.

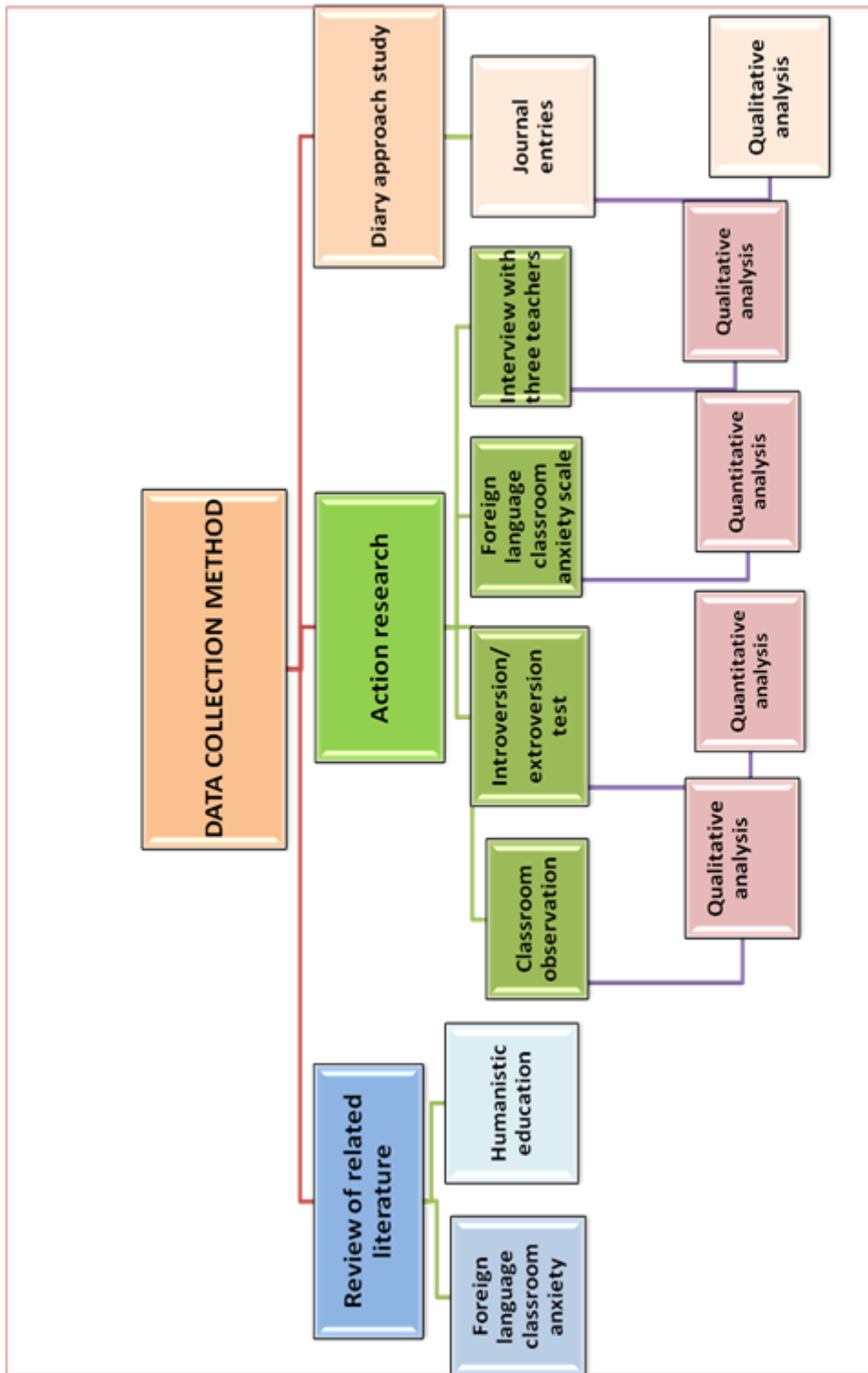


Figure1.3: Structure of the Study

1.23 Limitations of the study

There were more than a few limitations to the present research. These drawbacks are mainly related to the sample, the methodology and the challenge to achieve objectively measure approaches. This study has been conducted with 110 third-year EFL License-Master-Doctorate (LMD) university students, and only 106 provided results for FLCAS, and 78 students only fulfilled the Introversion/extroversion test and measured their own scores to know the type of a personality they display. Consequently, drawing the correlation between foreign language classroom anxiety, and the personality type was impossible; and that was a source of dissatisfaction for the researcher.

The gender variable constituted another type of limitation. The learners who participated in the study did not all specify their gender, and it was impossible to draw conclusion concerning this point that could of great value and would have constituted a supporting variable to the study.

Attitudes in any context are difficult to assess due to their inherent subjectivity, more so when an activity can be as individual as keeping a diary. And that was the problem with the learners who provided the researcher with their reflections concerning their attitudes towards their learning context. This phase of data collection method relied on the learners self-reports when writing their diaries. Predictably, learners may want to present themselves in a positive light, even when anonymity is assured, and especially when the researcher who reads the journals' entries is the teacher.

The final constraint was the omission of the module of Educational Psychology from the third year curriculum; which came against the objectives of the researcher who suggested introducing the module of Psychology and EP earlier.

1.24 Definition of Key Terms

- **Affect**

Affect is a term referring to a number of emotional factors that may influence language learning and use. These include basic personality traits such as shyness, long-term but changeable factors such as positive and negative language attitudes, and constantly fluctuating states such as enthusiasm, anxiety, boredom, apathy, or elation. One theory suggests that affective states are largely determined by the balance between the subjectively assessed level of challenge in an activity and the subjectively assessed level of skill that one brings to that activity¹.

- **Affective Domain**

Affective domain includes the objectives which have as their purpose the development of students' attitudes, feelings and values².

- **Affective Filter Hypothesis**

The affective filter hypothesis is proposed by Krashen. The hypothesis is based on the theory of an **affective filter**, which states that successful second language acquisition depends on the learner's feelings. Negative attitudes (including a lack of motivation or self-confidence and anxiety) are said to act as a filter, preventing the learner from making use of INPUT, and thus hindering success in language learning³.

- **Affective Needs**

There is no "standard" definition of giftedness, there are a myriad of facets associated with affective education, but no clear operational definition. Some elements associated with affective education include:

- individualized value systems (Krathwohl, Bloom & Masia, 1964);
- attitudes, beliefs, and values (Sellin & Birch, 1980);
- interests and appreciations (Carin & Sund, 1978);

¹Longman Dictionary of Applied Linguistics

² ibid

³ ibid

- persistence, independence, and self-concept (Levey & Dolan, 1988);
- feelings, emotions, and awareness of self and others (Treffinger, Borgers, Render & Hoffman, 1976);
- interpersonal relations (Treffinger, et al., 1976);
- humanitarianism (Weinstein & Fantini, 1970);
- curiosity, risk-taking, complexity, and imagination (Williams, 1970); and
- character and leadership (Delisle, 2002).

- Affective Learning

Affective learning refers to the acquisition of behaviours involved in expressing feelings in attitudes, appreciations, and values⁴.

- Emotional Needs

Emotional needs refer to a psychological or mental requirement of intrapsychic origin that usually centres on such basic feelings as love, fear, anger, sorrow, anxiety, frustration, and depression and involves the understanding, empathy, and support of one person for another⁵.

- Emotional Competence

Emotional competence refers to one's ability to express or release one's inner feelings (emotions). It implies an ease around others and determines one's ability to effectively and successfully lead and express. It is described as essential social skills to recognise, interpret, and respond constructively to emotions in yourself and others⁶.

- Self-esteem

A person's judgement of their own worth or value, based on a feeling of "efficacy", a sense of interacting effectively with one's own environment. Efficacy

⁴ Mosby's Medical Dictionary, 9th edition. © 2009, Elsevier.

⁵ The Free Online Dictionary.

⁶ Longman Dictionary of Applied Linguistics

implies that some degree of control exists within oneself. Self-esteem is an affective variable in language learning and low self-esteem may negatively influence second language learning⁷.

- **Self-confidence**

To be self-confident is to be secure and confident in one's abilities. Confidence is a feeling of trust in someone or something. To be self-confident is to have confidence in oneself. Self-confident people don't doubt themselves. This is usually a positive word: you can be self-confident without being cocky, arrogant, or overconfident. If you know what you're doing, you have every reason to be self-confident.

- **Multiple Intelligences (MI)**

Multiple intelligences is a theory of intelligence that characterizes human intelligence as having multiple dimensions that must be acknowledged and developed in education. Conceptions of intelligence that dominated earlier in the 20th century, particularly through the influence of the Stanford–Binet IQ test, were based on the idea that intelligence is a single, unchanged, inborn capacity. Advocates of MI argue that there are other equally important intelligences, found in all people in different strengths and combinations. MI thus belongs to the group of instructional philosophies that focus on the differences between learners and the need to recognize learner differences in teaching. The theory of MI is based on the work of the psychologist Gardner who posits 8 intelligences.

1 Linguistic: the ability to use language in special and creative ways, which is something lawyers, writers, editors and interpreters are strong in

2 Logical/mathematical: this involves rational thinking and is often found with doctors, engineers, programmers and scientists

3 Spatial: this is the ability to form mental models of the world and is something architects, decorators, sculptors and painters are good at

⁷ Longman Dictionary of Applied Linguistics

4 Musical: a good ear for music, as is strong in singers and composers

5 Bodily/kinesthetic: having a well co-ordinated body is something found in athletes and craftspersons

6 Interpersonal: this refers to the ability to be able to work well with people and is strong in salespeople, politicians and teachers

7 Intrapersonal: the ability to understand oneself and apply one's talent successfully, which leads to happy and well adjusted people in all areas of life

8 Naturalist: refers to those who understand and organize the patterns of nature.⁸

- **Humanistic teaching**

Humanistic teaching is the term that associates the affective and cognitive variables in learners (Brown1975). According to Stevick (1980) humanistic teaching takes into account the whole person of the learner. Mos Chowitz (1978) also emphasizes the cruciality and “influential” Impact of feelings in the learning process. According to her, feelings cannot be denied for learning to take place but information also needs to be present (Integration of both the cognitive and affective domains). The aim of humanistic teaching is to free learners from anxiety by reducing the affective filter.

- **Cognition**

The term cognition refers to the various mental processes used in thinking, remembering, perceiving, recognizing, classifying, etc.⁹

- **Cognitive domain**

Cognitive domain refers to the objectives which have as their purpose the development of students' intellectual abilities and skills.¹⁰

⁸ Longman Dictionary of Applied Linguistics

⁹ Longman Dictionary of Applied Linguistics

¹⁰ Longman Dictionary of Applied Linguistics

- Schemata

Schemata serve as a reference store from which a person can retrieve relevant existing knowledge and into which new information is assimilated.¹¹

- Interaction

The term interaction is the verbal/ non verbal give /take of communication in English between the learners themselves on one hand and the learners and the teacher on the other in the classroom.

Strategies-Based Approach

Strategies-based approach to teaching emphasizes both explicit and implicit integration of language learning and use strategies in the language classroom. This approach aims to assist learners in becoming more effective in their efforts to learn and use the target language. SSBI helps learners become more aware of what kinds of strategies are available to them, understand how to organize and use strategies systematically and effectively given their learning-style preferences, and learn when and how to transfer the strategies to new language learning and using contexts. SSBI is based on the following series of components:

Strategy Preparation

In this phase, the goal is to determine just how much knowledge of and ability to use strategies the given learners already have. There is no sense in assuming that students are a blank slate when it comes to strategy use. They most likely have developed some strategies. The thing is that they may not use them systematically, and they may not use them well.

¹¹ Longman Dictionary of Applied Linguistics

Strategy Awareness-Raising

In this phase, the goal is to alert learners to presence of strategies they might never have thought about or may have thought about but had never used. The SSBI tasks are explicitly used to raise the students' general awareness about: 1) what the learning process may consist of, 2) their learning style preferences or general approaches to learning, 3) the kinds of strategies that they already employ, as well as those suggested by the teacher or classmates, 4) the amount of responsibility that they take for their learning, or 5) approaches that can be used to evaluate the students' strategy use. Awareness-raising activities are by definition always explicit in their treatment of strategies.

Strategy Training

In this phase, students are explicitly taught how, when, and why certain strategies (whether alone, in sequence, or in clusters) can be used to facilitate language learning and use activities. In a typical classroom strategy-training situation, the teachers describe, model, and give examples of potentially useful strategies. They elicit additional examples from students based on the students' own learning experiences; they lead small-group or whole-class discussions about strategies (e.g., the rationale behind strategy use, planning an approach to a specific activity, evaluating the effectiveness of chosen strategies); and they can encourage their students to experiment with a broad range of strategies.

Strategy Practice

In this phase, students are encouraged to experiment with a broad range of strategies. It is not assumed that knowing about a given strategy is enough. It is crucial that learners have ample opportunity to try them out on numerous tasks. These "strategy-friendly" activities are designed to reinforce strategies that have

already been dealt with and allow students time to practice the strategies at the same time they are learning the course content. These activities should include explicit references to the strategies being used in completion of the task.

Personalization of Strategies

Personalization means relating the English communication in the classroom to the learner's life and experience (Mosckowitz, 1982).

Moreover, mistakes are still not valued in the classroom, which has a negative impact on the student's participation. The majority of students are afraid of making mistakes, especially when the teacher does not have the caring attitudes that encourage students to try without individuating them. Thus, the classroom culture should be changed to one that considers mistakes as something to learn from and not as something to be punished for.

1.25 Conclusion

The present chapter has permitted to provide an insight of the context under investigation. First, we have portrayed the rationale of the study in terms of methodology, the choice of population, and the different limitations encountered during the inquiry. The chapter constitutes a preamble of the study and all the steps we went through to collect consistent data.

The following chapter offers a detailed literary review of the different affective variables inside the classroom, and their impact on the learners' engagement in the learning experience.

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2.1 Introduction

In the EFL class, cognition is attributed all teachers' attention, while affect is almost not considered. For that reason, the present study tends to conciliate between both, affect and cognition. The main focus in the present chapter is the conceptual framework which constitutes the basis of our research. We will review a number of variables responsible of the learning process such as types of learning, learning approaches, anxiety, self-esteem, the learning environment and the learners' emotional needs. Moreover, the researcher will examine humanistic education in terms of its foundations and impact on both teaching and learning.

2.2 Studying vs Learning

Most students do not distinguish between learning and studying; because simply they do not reflect on their experience of studying and learning. It is important therefore, to tackle some aspects of these two concepts for it is when we do not know something that we build some defensive walls such as anxiety. First, students need to set some purposes in studying; have you chosen your field of study because it is relevant to the sort of work you will be doing, or is it because it was the subject you were best at in school?

Purposes differ; they may be academic, vocational or personal. If one is studying because he has always been keen on the subject and he has always wanted to spend as much time as possible on it, therefore the purpose is academic. In other terms, the student is following an interest or ability to reach an academic purpose. Being interested in performing well in a job or in qualifying for a job are both vocational purposes. Personal purposes, however, are met when students are looking for kind of mental development, or to prove to some people that they can do

it, i.e. study. Students may have more than one kind of purposes; for example, one may start with one type, but over time develop others. (Rowntree, 2002)

2.3 Suitability of Purpose

According to Rowntree (2002), suitability of purpose is concerned with how appropriate one's purposes are; what does the university demand from learners and what one's long-term aims are. When learners need some high-grade qualification in order to apply for a job, in this case purposes which are purely social or personal are not enough. This means that having more than one purpose in studying is essential; because varied purposes have an impact on the way one studies and how one feels about all what he is doing.

2.4 Intrinsic vs Extrinsic Purposes

When studying **is its own reward** (Rowntree, 2002: 16), the purpose is then intrinsic; it is highly related to the pleasure of the subject and personal growth. When, however, studying is simply a means to reach a goal then the reward is extrinsic. For example, showing academic achievement, qualifying for a job or impressing somebody are all extrinsic purposes. In fact, it is always preferable to match both purposes: intrinsic and extrinsic, since if one's purposes are just extrinsic s/he will:

- Resent much of the work one does on the course.**
- Do as little as one can to get away with.**
- Tackle things in a routine, superficial way.**
- Miss out aspect/s of the course that might have been intrinsically satisfying.**
- Have difficulty getting down to work.**
- Get tired and bored easily.**
- Gain very little of lasting value.**

-Judge one's progress only by grades and the opinions of one's tutors rather than by how one thinks and feels about what he has learned.

(Rowntree, D., 2002:17)

2.5 Learning

Learning may be defined as **a process that leads to a product.** (Rowntree, 2002:18). Learning has to do with what is going on in the learner's mind as s/he is reading, listening, etc. It may be considered as a progressive process; going from a simple view of learning to more complex ones (See Rowntree, 2002). Learning has different meanings:

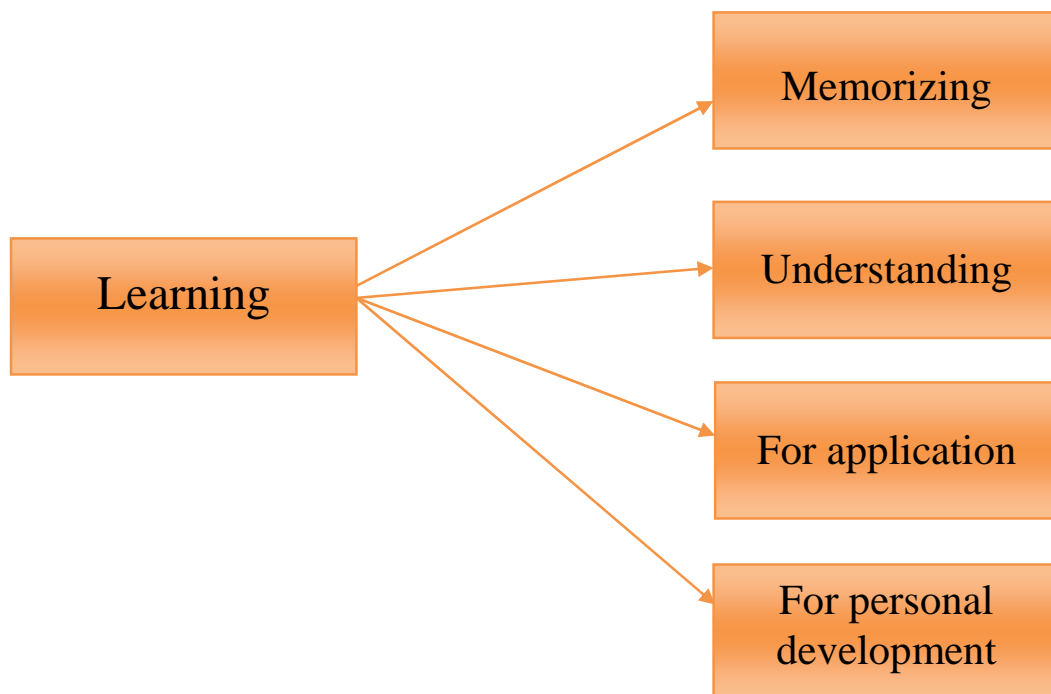


Figure 2.1: Learning Meanings

2.5.1 Memorising

Some students consider learning as memorisation i.e. they need to remember everything they have studied. Some students, however, may be more selective and reflective; they want to remember the most important elements. This kind of students may face some difficulties when they are asked to analyse.

2.5.4 Understanding

Learning by understanding focuses on meaning. In other words, students are worried not just about memorising and remembering, but they also have an analytic eye to understand what lies behind the ideas and approaches they are working on. Moreover, they try to relate what they have learnt to the real world.

2.5.5 Learning for Application

This type of learning includes the ability to relate new ideas to the learner's pre-existing ones, and trying to apply and use them in new ways. Those learners are not dependent on what the teacher gives them; in other words the teacher is not the only source of knowledge.

2.5.6 Learning for Personal Development

One develops his/her personality through the learning experience, by becoming a wiser and more capable person. Rogers (1951, 1956) has pointed out that **fully functioning persons** are those who can control their emotions and their learning process. The way one learns reflects his/her personality; how does s/he organise learning and what are the steps s/he goes through to reach her/his objectives. Indeed, personal satisfaction in the learning process helps, to a great extent, to one's personal development. Learners seeking for personal development are eager to learn from experiences, accept criticism, and more importantly they are willing to change their behaviour and attitudes. In Rogers' humanistic psychology, students go inside themselves and try to understand "this self". Subsequently, they develop a sense of readiness to self-experience and learning.

2.6 Learning Approaches

Researchers from different fields have been interested in finding out how learning proceeds. They have attempted to examine human behaviour by focusing on the different learning approaches.

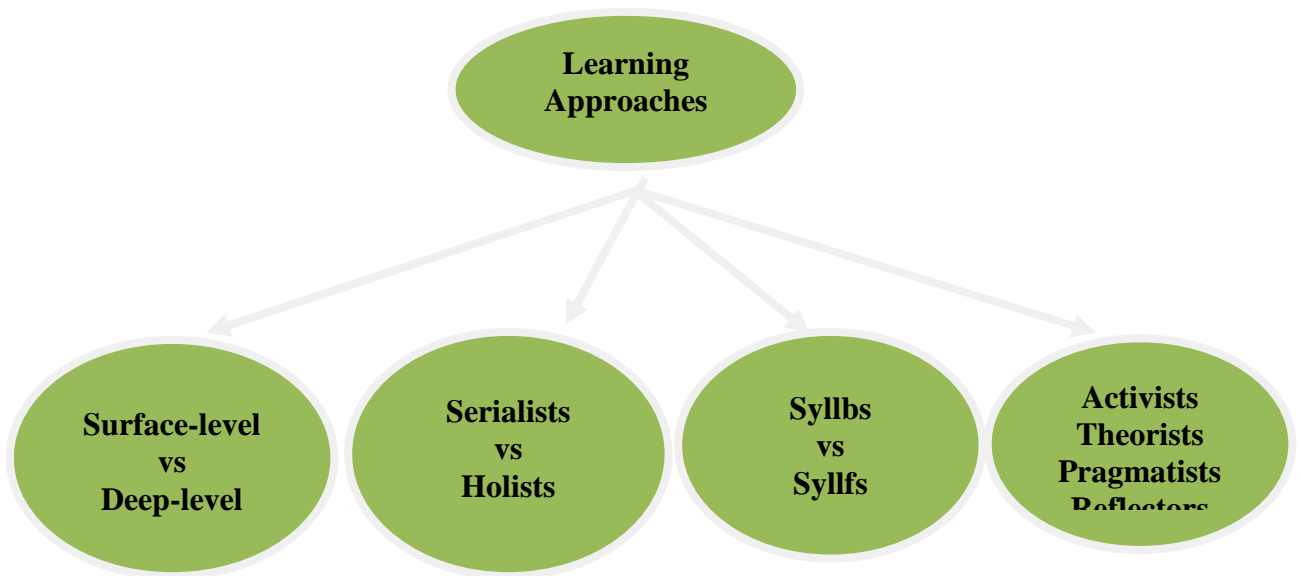


Figure 2.2: Learning Approaches

2.6.1 Surface- Vs Deep-Level Approaches

When a learner is trying to remember i.e. recall a word, he is using a surface-level approach. When however, s/he tries to go deeper and understand the general meaning, in this case s/he is using a deep-level approach. Learners need to adapt their learning approaches according to their needs. Sometimes, students face difficulties to grasp something, they may resort to memorising it. When, for example, multiple-choice questions test is used, learners have to concentrate on facts and thus, may opt for the surface-level approach. It is also argued that anxious

learners, when they do not know what they are expected to do because of nervousness, they tend to lye on a surface approach.

In fact, what learners need to do is to relax and work with the deep approach which can make learning more enjoyable, especially when one can understand and memorise a subject. As far as lectures are concerned, learners need a deep approach to make sure they have grasped the meaning, and recall the details when needed.

2.6.2 Serialist Vs Holist Learning

Serialist learners work on a given topic following a step by step strategy in which their objective is **to master each sub-topic thoroughly** before moving to the next one; they feel bounded by what the teacher gives them. Holist* learners, however, prefer to have first a general idea about the topic and then feel free to develop it; they are said to be more independent and dislike to be limited by the teacher's lessons.

It is important to note that neither approach is better than the other; both serialists and holists are trying to understand and get meaning rather than mere remembering. Therefore, a combination of the two approaches may be preferable. However, learners have to be careful not to be extremists into one approach or the other. Sometimes serialists may miss seeing the general picture of a specific topic. By the same token, holists need to beware of over-generalising about a topic or reaching hasty conclusions without sufficient evidence (Rowntree, 2002; Pask & Scott, 1972).

2.6.3 Syllabus-Bound vs Syllabus-Free (Syllbs Vs syllfs)

Syllabus-bound learners (Syllfs) feel more at ease when knowing what they are supposed to do in a given task; they need clear instruction to know what they

have to do. In other terms, syllbs learners rely to a great extent on their teacher from whom they need total guidance.

Syllabus-free learners (Syllfs), on the other hand, are more autonomous; they need teachers who help them develop some interests in the subject. They prefer freedom to decide for themselves what knowledge and abilities they want to develop. Moreover, syllfs learners do not stick on their teacher as a sole source of information and knowledge, they are more open to work and learn from different sources: books, other people, net, etc.

They prefer to go their own way, enjoying as much freedom as possible to decide what they will learn, how they will learn it, and how they will be assessed.

(Rowntree, 2002: 28-29)

2.6.4 Activists, Theorists, Pragmatists & Reflectors

Most learners have a preferred way of learning, i.e. a learning style. This latter depends to a great extent on one's personality. Honey and Mumford (1995) have set four main learning profiles: activists, reflectors, theorists and pragmatists.

2.6.4.1 Activists

Activists like to take part in activities through experience. They feel eager to learn and are risk-takers. They like leading group work and are always excited to move to new experiences and challenges.

2.6.4.2 Theorists

Theorists are said to be perfectionists; they try to relate their experiences and observations to logic and rationality. Their learning is always governed by concepts as assumptions, theories, models, principles,

etc. Everything should sound logical and make sense. They are keen on analysis and synthesis and dislike subjectivity and ambiguity.

2.6.4.3 Pragmatists

Pragmatists are always enthusiastic to apply and experiment what they have learnt and see whether it works or not. They are confident with their acts, positive, challenged and like open-ended debates.

2.6.4.4 Reflectors

Reflectors need some time before taking part in any activity. They participate according to a plan; their answers are carefully prepared and organized before venturing any action. They observe others in action and think of theirs and try to relate past to present experiences. They are “slightly distant” and calm¹.

2.7 Humanistic Education in Teaching English as a Foreign Language

Teaching English as a foreign language has witnessed some major changes. These changes emanated from dissatisfaction with traditional approaches based on teaching grammar and translation, and later on came as a result of advance in psychology, linguistics and socio-linguistics. The changes and their impact on foreign/second language teaching are now well documented (McNeil, 1970; Swain, 1985; Littlewood, 1986; Yalden, 1987).

Among many of the progressive approaches that received a considerable attention in teaching English as a foreign language/second language is the “humanistic approach”. Moskowitz (1982) points out that humanistic education has drawn its methods from the works of John Dewey (1902) and William H. Kilpatrick

¹ See appendix five for the advantages and disadvantages of each style.

Chapter Two : Reviewing Affect, Learning & Humanistic Education

(1925) whose approach was based on the idea that motivation to learn stems from individual experience and that learning results from encountering and resolving personally significant problems, rather than from exposure to answers that others have found to be appropriate.

Humanistic education has also drawn most of its aspects from psychological traditions. Concepts from Bruner (1966), Maslow (1968), Rogers (1969) have become greatly influential in the works of the advocates of humanistic teaching. Because of the ambiguity of the word “humanistic”, no one has proposed a universally accepted definition of “humanistic teaching”. Stevick (1982) states that:

Since the word “humanism” is difficult for me to use directly, I ask myself what its antithesis might be. The word is conundrum, so I will describe its opposite with a caricature. A “non-humanistic” course is one which is taught because of tradition, or some authority distant the classroom, has decreed it shall be taught. A course in which students work mechanically from the rules and vocabulary in a book; this is a course in which the teacher is always and in every sense “in charge”. There is no genuine communication, no uncertainty expect about whether one can come up with the right answer, and no joy except in getting a good grade.

(Stevick, 1982: 7)

Stevick’s caricature presents certain dimensions in the non-humanistic classroom, these are: the teacher’s total authority, the lack of genuine communication and non-acceptance of any ambiguity which is an important component in foreign language learning.

Brumfit (1982) maintains that humanistic education is a return to one of the oldest traditions in educational psychology, education of the whole person. Brumfit states that humanistic language teachers consider the importance of involving the

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whole person by focusing on the students' emotional as well as intellectual needs. According to Brumfit, students should not be considered as passive recipients. Instead, they have to participate actively in their own learning.

Thus, Brumfit stresses the integration of the affective and cognitive domains in teaching the language. He also stresses the cruciality of students' initiatives and interaction through language activities included in humanistic techniques. Therefore, the main principles of humanistic education are as follows:

- For learning to be significant, cognitive and affective dimensions should be integrated in teaching the foreign language. Feelings have to be recognised and put to use in the learning process.
- Humanistic education emphasises the centrality of the learner rather than the supremacy of the subject matter and the monopoly of the teacher. It gives priority to the needs and purposes of the learner: what learners are interested in, what they expect to need the language for, what they expect to carry away at the end of the course other than pronunciation, vocabulary and grammar.
- Having good relationships with other classmates is more conducive to learning. Personalising is a motivating factor in learning. The more the learner learns about himself in the classroom the more effective and interesting the subject matter will be for him.
- Values such as self-esteem, self-actualisation, respect, cooperation, are of paramount importance in learning.

Humanistic education in teaching English as a foreign language (EFL) creates opportunities for interaction which is the most essential factor that positively affects language learning. Besides, humanistic techniques help to establish a warm, supportive, and non-threatening classroom climate. They also help expand growth

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and self-awareness as they get in touch with the students' needs and feelings. Similarly, cooperative language learning is poignantly proved by many language theorists and researchers as one of the techniques for developing humanistic education in teaching English as a foreign or second language.

2.8 Studies on Humanistic Education in Teaching English as a Foreign Language

Moskowitz (1982) has worked on humanistic techniques of teaching foreign languages for some time. Some of the purposes of using humanistic communication activities to teach foreign languages are:

- to improve self-esteem,
- to develop positive thinking,
- to increase self-understanding,
- to build greater closeness among students,
- to discover the strengths and goodness in oneself and one's classmates.

In her studies on classroom interaction, Moskowitz has found out that learners from different cultures have similar feeling and reactions to teacher behaviour; negative feelings develop toward a critical, rejecting, highly directive teacher, while positive feelings occur when learning from a warm, accepting and understanding teacher. These behaviours and their subsequent effects, Moskowitz concludes, have often tended to affect learners' achievement.

In her courses and workshops, Mosckowitz (1982) has noted that people of all cultures have the same basic psychological needs:

- The need to have close relationships with others

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- The need to be listened to attentively
- The need to understand themselves better
- & the need to feel more positive in their outlook on life.

Moskowitz presents the results of her studies as follows:

I have witnessed the change of atmosphere, the increase in spirit, the growth of closer relationships, and the excitement that prevails as groups relate to one another. In addition, many people have shared with me, both verbally and in writing, what very positive emotions they experienced through such a communication.... The point is that I am not causing these results. It is the use of techniques which fulfil basic human needs in people that deserve the credit.

(Mosckowitz, 1982: 22)

Mosckowitz's ideas which have been deduced from her experience with humanistic approaches consider teaching as an art in which the relationship between teacher and student is crucial to real success. Teaching can be successful when it engages the whole persons of both the teachers and the learners because it involves basic moral and psychological issues (Brumfit, 1982).

Another study that can be considered as a proof of Mosckowitz's results was conducted by Ittzes (1986) in which 15 exercises from Mosckowitz's humanistic activities were used. Again, the results of the study showed great change in both the teacher and the students. These changes are summed up as follows:

- ❖ **Demand for communicative competence:** students in groups spent much more time talking, and there was very little time spent on the textbook.
- ❖ **Interest:** there was no boredom when someone talks in class, if not the topic then it is the person who is important.
- ❖ **Mutual trust:** there was mutual trust between the teacher and the students.

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Sensitivity to needs: the teacher was very sensitive to the students' needs, interests and mood.

❖ **A demand for knowledge** (grammar and lexis): because the students felt the urge need to communicate, they always realised their limits and how much more they needed to communicate, as they realised their limits and how much more they needed to study. Whenever they found a weak spot they asked the teacher for extra to study and for extra practice. They spent their time practising with a happy grin on their faces when they believe that it is practice which takes them nearer their goal.

Bennett (1997) conducted a humanistic study to identify the students' needs in the way of emotional support in second language learning and teacher practices that lower or heighten the affective filter. The research was conducted with six immigrant students studying English as a second language in the USA. The study identified conditions contributing to a positive affective climate and a constructive interpersonal relationship between teachers and students essential to learning English as a second language.

Results of the study suggest that teachers who have developed strong positive interpersonal relationships based on mutual respect and caring, can expect students to have more positive attitudes towards the English classroom, a higher level of self-esteem, a desire to carry on learning, and a higher performance in the target language. The findings of the study also suggest some ways for the teacher to increase emotional support and reduce anxiety in the language classroom, these are as follows:

1. Explaining clearly with lots of paraphrase and reinforcement and inviting questions in a friendly ways.
2. Treating each student like an important individual.
3. Allowing the students to read materials they find interesting.

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4. Overseeing the classroom in a friendly but disciplinary fashion.
5. Being flexible with students as assuring them that not understanding the foreign language or making mistakes never make them inferior.

In spite of the fact that Bennett’s study was conducted on students who were culturally different from our students, yet most of the findings can be generalized in teaching English as a foreign language in our classrooms. Bennett’s study has supported the hypothesis that positive interpersonal relationships between the teacher and the students help students to have positive attitudes towards learning the language. Moreover, it hypothesises the importance of lowering the “affective filter” (Krashen 1985) in language learning and acquisition.

2.9 Foundations of Humanistic Education

Humanistic education is largely based on psychological and educational foundations.

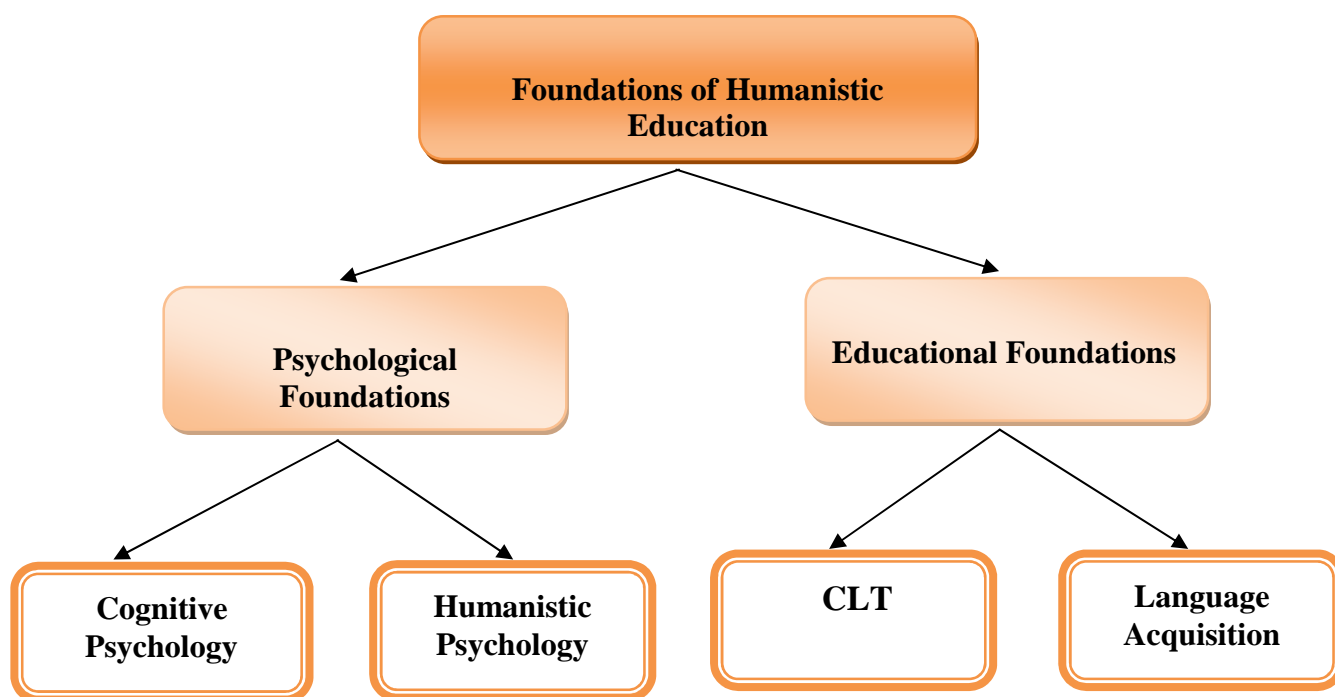


Figure 2.4: Foundations of Humanistic Education

2.9.1 Psychological foundations are concerned with both cognitive psychology and humanistic psychology. They are important bases for both affective and effective learning.

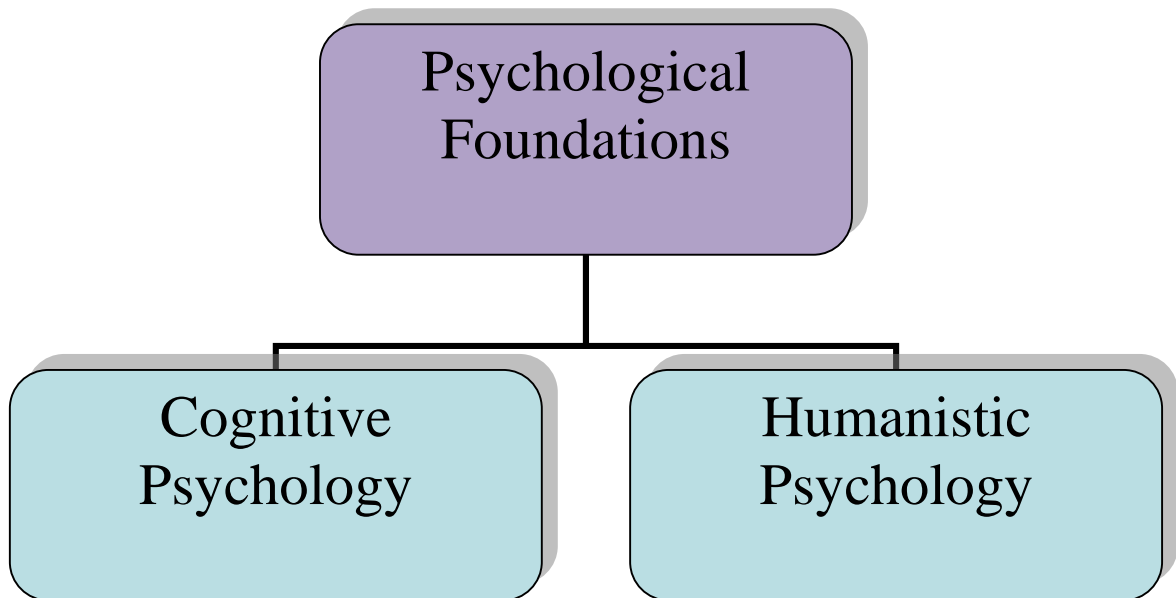


Figure 2.5: Psychological Foundations

2.9.1.1 Cognitive psychology

Modern language practices, including humanistic approaches, have been influenced by cognitive psychology (Ausubel, 1968; Anderson, 1985). Marquardson (1993) mentioned three principles that have special significance to humanistic approaches.

First, learners are active processors of information. Little credibility now resides in the behaviouristic view that students should be treated as passive receptacles into which knowledge can be poured little by little, with learning resulting as a conditioning process. Marquardson (1993) maintains that modern teaching practices emphasize the learner's active involvement in the classroom with the material to be assimilated. Activities like drills, mechanical practice, and rote

memorization are to be avoided in the classroom in favour of more stimulating and creative learning tasks.

Second, learning is facilitated when students are able to fit new information they encounter into their existing knowledge framework. Teachers, therefore, make special efforts to activate “learners’ schemata” or background knowledge as a first step in introducing any topic.

2.9.1.2 Humanistic psychology

As emphasised in the work of psychologists like Rogers (1969) and Maslow (1975), and also in the writings of language teaching practitioners like Moskowitz (1978), instruction is more effective when it appeals to, and satisfies the affective needs of learners. Moskowitz expresses this view very poignantly:

Affective education is effective education. It works on increasing skills in developing and maintaining good relationships, showing concern and support for others, and receiving these as well. It is a special type of sensitivity. It facilitates understanding, genuineness, rapport, and independence. Humanistic education is a way of relating that emphasizes self-discovery, introspection, self-esteem, and getting in touch with strengths and positive qualities of ourselves and others.

(Moskowitz, 1978: 14)

In other terms, for language learning and teaching to be successful, students and teachers alike need to build some relationships based on supporting each other, being sensitive and understanding. Humanistic language learning certainly promotes all of these values. Teachers should never underestimate the learning potential of students. Given instruction, encouragement, and guidance that enhances their self-esteem, learners are capable of amazing achievements.

2.11.6 Educational foundations

As far as educational foundations are concerned, we will focus on communicative language teaching and language acquisition.

2.11.6.1 Communicative language teaching (CLT)

The goal of language teaching is to help learners develop communicative competence. This latter is defined as:

.....being able to use the language appropriate to a given context. To do this, students need knowledge of linguistic forms, meanings, and functions. They need to know that many different forms can be used to perform a function and also that a single form can serve a variety of functions. They must be able to choose from among these the most appropriate form given the social context and the roles of interlocutors. They must be able to manage the process of negotiating meaning with their interlocutors.

(Larsen-Freeman, 1991:131)

Thus, communicative competence is not merely the knowledge of structure and vocabulary, but also the ability to negotiate meaning through interaction in a variety of situations which are authentic and realistic. Doughty and Pica (1986) maintain that there are three elements involved in communicative activities:

- Information gap, in which interlocutors are required to exchange genuine unshared information.
- Choice, which means that students are given the freedom to choose how to communicate, that is, their interaction will not be completely controlled to avoid mistakes or limit responses.
- Feedback which means that the student gets feedback from the person s/he is communicating with as to whether her/his output was comprehensible or not and is given the chance to negotiate meaning.

2.11.6.2 Language acquisition

In the field of language acquisition theory, the emphasis on meaning is greatly supported by Krashen's work. According to Krashen (1981), foreign language learners acquire language by understanding it which is a bit beyond their current level. That is, what is most important is meaning. Even when the language contains structures that are unfamiliar, learners deduce meaning from the context, extra linguistic information, and knowledge from the world. Thus, "comprehensible input", according to Krashen (1982), is essential to second language acquisition.

However, Swain (1985) has come to believe that the best aid to acquisition is not merely comprehensible input, which could conceivably occur without any interaction among language learners, but rather the need to produce language that is made comprehensible to others through negotiation of meaning. This negotiation would involve two or more people using clarification requests, repetition, elaboration, comprehension checks, etc. until both parties understand the topic of discussion.

Current theory of language acquisition hypothesises that the more learners have to negotiate and struggle to make themselves comprehensible to others and the greater the total amount of interaction they have, the better their foreign language will be. Thus, foreign language learning is a highly interactive and collaborative process (see McDonell, 1992). Clearly, such language acquisition theories have their implications for humanistic educators.

Humanistic approach in teaching English as a foreign/second language provides activities that make both the comprehensible input and the comprehensible output integrate together. Learners have the opportunity to learn from and teach each other. Learners use the language in a meaningful functional way such as giving

and receiving information, asking for clarification, expressing agreement and disagreement, etc. Moreover, humanistic activities provide a climate for learning which is collaborative, cooperative, authentic, useful, anxiety-free and meaningful to the learner.

2.12 The Need for Humanistic Education

In spite of the long period of theorisation and application of various approaches in teaching English as a foreign language, the results are still less what is expected. Humanistic education may offer a possible solution to the problem for the reasons below:

Firstly, there is considerable evidence that the traditional teacher-fronted instruction, which sets students to compete with each other for good grade and teacher approval, is inappropriate. The humanistic classroom, as proved in many research studies, provides a more appropriate environment: interactive, democratic and supportive.

Secondly, the traditional and competitive classroom is essentially teacher dominated. The importance of talk as a tool for thinking and learning is underestimated, and students spend more time listening in class than talking. Humanistic classroom provides the kind of structured and organised opportunities that encourage exploratory talk among peers and internalising new ideas and concepts.

Thirdly, a primary requirement for foreign language acquisition is the provision of opportunities for frequent and extended interaction in the target language (Coelho, 1992). That is, foreign language learners need to interact on meaningful tasks with one another. In the traditional classroom, students are rarely

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exposed to such meaningful interaction. In the humanistic classroom, there are increased opportunities for students to interact, question and negotiate meaning.

Fourthly, language is a tool for learning. Still, using language for learning the language is prevailing in the techniques of teaching English as a foreign language in our classrooms. We should stress that learning to use language and language for learning are inseparable. McDonell (1992) maintains that in the last twenty years, there have been many educational reports written in the United States, England, and Australia that have endorsed the value of talk as a means of students' learning and assessment. The traditional classroom rarely allows students to be involved in such talk. Humanistic teaching fosters talking to learn through using cooperative learning in the classroom. Cooperative work is said to provide non-threatening situations so that each student talks readily and is often encouraged to talk.

Finally, the educational systems are usually designed to serve the needs of the culture in a particular society. Presently, we are looking forward to living in a democratic society; therefore, democracy should provide the basis for the English classroom interaction. A look at the cotemporary classroom shows that it is dominated by the teacher control and authority. That is, our classrooms still lack the "academic democracy" (Walden, 1971) needed for beneficial interaction. This lack of academic democracy, according to the researcher's point of view, is due to the teacher's underestimation of the students' abilities and creativity. Most teachers believe that students do not have the ability to interact or negotiate in the foreign language classroom without their complete guidance. Consequently, teaching is conceived by teachers as a process of transmission of information from the "infallible" teacher to the empty minds of the learners.

Moreover, teachers still emphasise what should be learned and not how to learn. The humanistic classroom is democratic where students discuss and express their opinions freely. The teacher's point of view is no longer the only truth, it is a tentative.

2.13 Humanistic education and Human Potentials

We live in a world with new ideas about the nature of human potential and about what is possible for human beings. These new ideas pose vast new challenges to teachers who work with their students in the English classroom. Combs (1985) states that “it makes a lot of difference whether you believe that (learners) are able or unable. If you believe they are able, you let them. But if you do not believe they are able, you do not dare let them.” That means it is a matter of believing in your students' capacities. In spite of the fact that human potentials exist, we will have students who are greatly limited and who are not achieving well. Achievement depends on some factors that affect it either positively or negatively. These factors are: opportunity, needs, self-concept and challenge.

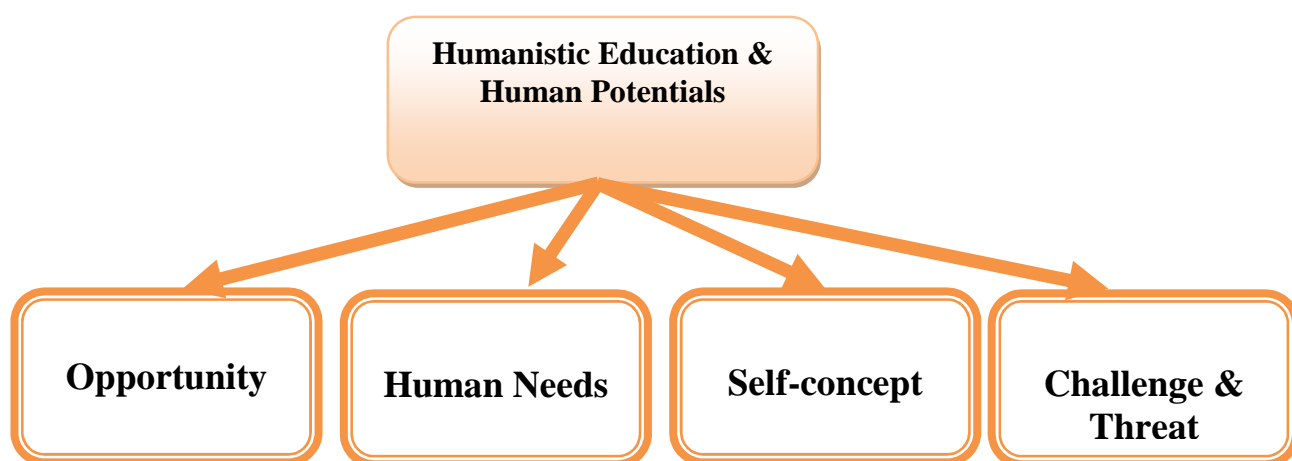


Figure 2.6: Humanistic Education & Human Potentials

2.11.1 Opportunity

It is well known that the realisation of human capacities is limited by the lack of opportunities. Borton (1985) points out that the experience of a child depends greatly on the persons around him. Thus, teachers in the classroom are responsible for providing their learners with opportunities. There are many techniques for providing these opportunities in the foreign language classroom; yet our students are really deprived of these opportunities in the traditional teacher-fronted classroom.

Humanistic education provides students with the required stimulation, through different techniques that enable them to make use of their potentials. The teacher in the humanistic classroom believes that his/her students are able; consequently, they have the opportunity to express themselves, to communicate and to develop their personal experience. Thus, humanistic education helps to overcome the limits of human potentials.

2.11.2 Human needs

A second factor that affects the potentials of a person has something to do with human needs. In spite of the fact that each of us is searching for the satisfaction of his/her needs, we have not really implemented that fact in the foreign language classroom. A look at our classes reveals that they are irrelevant and do not satisfy our students needs. Therefore, students are more concerned with pleasing the teacher and passing the examination.

Humanistic education tries to relate the content to the experiences and the needs of the learner. Hawly and Hawly (1978:?) assert that **learning cannot be carried on in an emotion- and value-free climate, and personal growth education cannot be carried on a vacuum of information. The two should be one.** Thus, as students find that their needs are regarded as important in the classroom, the classroom itself becomes important and a pleasant place to study in. The humanistic classroom gives a great opportunity to students to satisfy their needs by relating the subject matter to their needs and feelings in an attempt at making the classroom instruction valuable

2.11.3 Self-concept

People behave in terms of their self-concept. What a person believes about himself affects everything he does; and it is of great significance in determining how effectively the person will be able to deal with the world in which he lives. As Combs puts it:

What a person believes about himself will determine whether he is likely to be well adjusted or badly adjusted. Well adjusted people see themselves as liked, wanted, acceptable, and able, whereas the mal-adjusted are those who see themselves as unwanted, disliked, unacceptable and unable. A positive view of self provides a tremendous source for a person to be able to make the fullest possible use of his world.

(Combs, 1985: 300)

In the traditional classroom, some students have a negative self-concept, which may be due to the teacher's judgement on them. Students, therefore, are overwhelmed by a feeling of disability.

Humanistic education finds an outlet to the negative self-concept. Teachers use techniques that respect the students' abilities. A student is never judged in comparison with his peers. He is judged according to his progress. The student, in the humanistic education, learns who he is and what he is from the ways he is treated. He feels that he is liked, respected, accepted and always able to succeed.

2.11.4 Challenge and Threat

Whether a person feels challenged or threatened determines how effectively he will be able to make use of the world surrounding him. One of the main problems in the English language classroom, presently, is how to find ways to challenge students without threatening them. A student, being threatened, can pay attention to nothing but to that which threatens him. His potential is narrowed only to the object of threat. But when the students feel challenged, they have the chance to succeed and progress.

In the traditional teacher-fronted classroom, the fear of making mistakes and the constant corrections from the teacher are the main source of threat to the students. Stevick (1980) points out that when students are called on to answer a specific question, every single learner starts to panic as the teacher gets closer to him. In the humanistic classroom, however, students are challenged and relaxed. They are involved in discussion and team work. They communicate, agree, disagree and express themselves freely. Errors are no more considered as a sign of disability, but rather as an essential part of learning a foreign language.

2.12 Affective Factors & FLL Research

Affect is considered as a crucial component of individual differences in learning outcomes (Ellis,1994), and the affective variables covered by this term do

not include only emotional and motivational aspects of human behaviour but also personality characteristics, such as extroversion and introversion (Dewaele & Furnham, 1999; Strong, 1983), risk-taking (Beebe, 1983, Ely, 1986), and tolerance of ambiguity (Chapelle & Roberts, 1986; Naiman et al. 1978) as well as affective strategies (Oxford, 1990). The affective variables, according to Scovel (1978) covers the non-cognitive issues. He defines them as: **emotional reactions and motivations of the learner; they signal the arousal of the limbic system and its indirect intervention in the task of learn (Scovel, 1978: 131).**

2.12.1 Anxiety

Even though personality traits differ from one person to another and are difficult to assess, they have been researched by many scholars such as Gardner (1985), Brown (1987), Horwitz et al. (1986), Sparks & Ganschow (1996) and others. Therefore, the analysis of the learners' personality may answer lots of questions that foreign language teachers ask themselves, such as why do some learners feel inhibited and avoid participation inside the classroom?

One possible answer is anxiety that blocks any linguistic input that is necessary for language learning by creating an "affective filter" (Krashen, 1982). Anxiety is of paramount importance in the development of a foreign language. It has two distinct effects on learners; it may either push them to go beyond their fears and blocks or inhibit them from participating actively inside the classroom. According to Mc. Neil & Rubin, anxiety is an exceptionally uncomfortable experience that is hard to cope with because it has no easily identifiable source. (Mc. Neil & Rubin, 1977: 428). Language anxiety is closely related to four aspects: tension, apprehension, nervousness and worry, which are also associated with the object that is second language learning.

Tsui (1985) has differentiated between two types of anxiety: trait or general anxiety, and state or situational anxiety. Trait anxiety is concerned with one's tendency to be nervous in any situation; it is permanent personality feature (Spielberger, 1983). State anxiety, however, is due to specific situations that make the individual feel uneasy and embarrassed. In other terms, state anxiety is related to some external stimulus (Mac Intyre & Gardner, 1989).

By the same token, Tsui (1995) has argued that the foreign language classroom causes a type of state (situational) anxiety that is called foreign language classroom anxiety (Tsui, 1995: 88). That means, anxiety may arise inside the classroom because of the learning environment, the teacher and the classmates. However, it is worth mentioning that foreign language classroom anxiety may have two distinct effects; either positive or negative.

2.12.1.1 Facilitative Anxiety (Helpful)

Facilitative anxiety triggers the learner to do everything possible to fulfil the task, he tries to make anxiety work for him and not against him. As Scovel has put it **facilitating anxiety motivates the learner to 'fight' the new learning task; it gears the learner emotionally for approach behaviour. (In Gardner, 1985: 33)**

2.12.1.2 Debilitative Anxiety (Harmful)

Debilitative or harmful anxiety, however, hampers the learners' participation and pushes them to withdraw from the learning task. Scovel(1978) sees that **debilitating anxiety...motivates the learner to flee the new learning task.(In Gardner, 1985: 33).**

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All people face anxiety, but its degree varies from one person to another. Within the foreign language classroom, a distinction is made between cognitive tension and affective tension. Learners are cognitively tense when for example they find the task difficult and beyond their capabilities. When however they are affectively tense, they find it difficult to interact with the teacher and their peers (Spielmann & Radnofsky, 2001).

Test anxiety refers to the learners' apprehension to perform badly on tests. (Horwitz, Horwitz & Cope, 1986). Whereas specific subject or task anxiety is the fear related to grammar, listening, public speaking and writing. (Arnold, 2000). Some researchers consider that anxiety operates all the time, but unfortunately teachers tend to notice its negative aspect only. (See Young 1991 & 1992, Horwitz 1990, etc.)

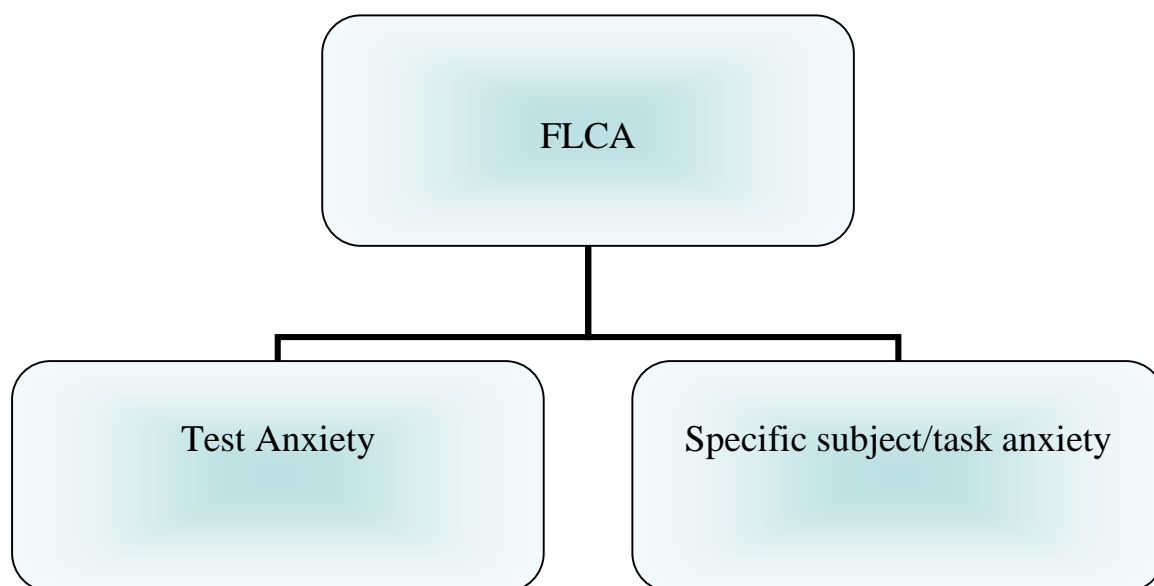


Figure 2.7: Anxiety & Language Learning

2.12.2 Causes of Foreign Language Learning Anxiety

Finding out the causes of foreign language classroom anxiety has been a major concern of research. Two different variables are said to promote anxiety inside the classroom; situational and learner variables. The situational factors include the teacher behaviour, difficulty of the activities, and the level and organization of the course (Jackson, 2002).

As far as the teacher behaviour is concerned it is worth mentioning that the establishment of rapport inside the classroom leads to mutual respect and trust. When these latter are instituted, learners feel able, creative and competent.

Teachers should be interested in each learner not just as a student but as a person. Instructors should also be open to critical debates and valuing what is said by soliciting learners' ideas and feelings. Learners will feel more at ease when the teacher is a team member and not a superior authority, and will accept criticism when it is appropriately delivered. Learners' stress would decrease when the input is simplified and the lesson is delivered in an organized as well as accessible way.

Whereas the learners variables include the learners' ability, age, attitudes and beliefs, gender, learning styles and personality factors. Such variables do have a say in either rising or alleviating anxiety (Dewaele, 2002). According to Webster's Revised Unabridged Dictionary(1913), attitudes are defined as **complex mental orientation involving beliefs and values and dispositions to act in certain ways**. One's attitude refers to how s/he feels and thinks about something; there is an evaluation of the object, then an emotional reaction about it emerges.

Beliefs about language learning are made up of **general assumptions that students hold about themselves as learners, about factors influencing language learning and about the nature of language learning and teaching.** (Victori & Lockhart, 1995: 224). The external factors that influence language learning may contribute to the assumptions that learners build about themselves. One of these external factors is the teacher who plays a major role in the learning process. Therefore, in order to deal with learners' beliefs, teachers should take into account students' past experiences; whether they were positive or negative; allow students for independent learning and achievement by building confidence and being aware of their interests, concerns, fears and goals(Bassano,1986).

Unfortunately, very few teachers go through the steps above. In order to change learners' attitudes and beliefs, there should be an active learner involvement and the classroom should be a place of constant change. When learners have positive attitudes and beliefs, this may facilitate the learning process. Learners with positive attitudes are likely to use some learning strategies that would facilitate the learning process and therefore be more autonomous.

However, developing negative attitudes will surely lead to withdrawal from the learning activity, unwillingness to participate actively in the classroom, classroom anxiety and hesitation to take charge of one's learning. To remedy this situation, teachers have to be smooth enough in understanding and respecting learners' beliefs and attitudes, and assist them go beyond wrong perceptions. The figure below shows how negative attitudes and beliefs may have negative effects on the learners' active participation mainly inside the classroom.

Moreover, girls are said to be more willing to develop a foreign language than boys. Personality factors and learning styles are also major elements for foreign language learning but they are not given the importance they deserve (See Brown et al., 1996 & Campbell, 1999).

Anxiety is typical to the foreign language classroom since students learn a new language and are supposed to express themselves in that language. They may feel unable to express their ideas and opinions as they do so easily in their native language. This may undermine their self-esteem and consequently their self-image will be threatened (Horwitz, Horwitz & Cope 1986). Some learners may be too sensitive and stressed in the foreign language classroom that they become tongue-tied.

2.12.3 Effects of Foreign Language Anxiety

Foreign language anxiety results in lots of negative effects: physical, psychological and social. Physically, the learners' heartbeats become rapid, his/her muscles become tense with a dry mouth and excessive perspiration. Psychologically, learners develop some negative feelings of helplessness, embarrassment, fear, going blank, and poor memory recall and retention.

As far as social outcomes are concerned, anxious learners are most of the time silent, avoid participation and sometimes decide to miss the class in order to avoid embarrassing situations. For some learners, foreign language learning depends on the teacher's readiness to minimize the debilitating effects of classroom anxiety and the learners' willingness to cope with it.

Some learners are aware of their internal processes and know how to cope with anxiety by making it work for them i.e. facilitative anxiety. Students will work harder in order to overcome their fears and nervousness.

According to Arnold (2011), Brown (2001), there is a “down spiralling” process of anxiety.

2.13 Self-Esteem

Self-esteem has been recognised as a very important component in foreign language learning. Researchers as James (1890), White (1959), Coopersmith (1959), Rosenberg (1965, 1979) and Mruk (1999, 2006), have related it to six main parts:

- Competence and worthiness.
- Cognition and affect.
- Stability and openness.

Worthiness appears in early childhood and it is influenced by parental values, whereas competence is connected to academic achievement. Cognition and affect are two different concepts in foreign language learning and teaching, but they cannot be separated (Shumann, 1994) because there is a close relationship between the neocortex, which is responsible of thinking and the limbic system that is linked to emotions (cf. Le Doux, 1996).

As far as stability and openness are concerned, there is not agreement whether self-esteem is stable or not. Though, it is argued by White’s psychodynamic view that self-esteem is open to change especially in childhood. As individuals grow up, their self-esteem may fluctuate due to some external factors (Sigelman & Shaffer, 1995).

Coopersmith defines self-esteem as follows:

By self-esteem, we refer to the evaluation which the individual makes and customarily maintains with regard to himself; it expresses an attitude of approval or disapproval, and indicates the extent to which an individual believes himself to be capable, significant, successful and worthy. In short, self-esteem is a personal judgement of worthiness that is expressed in the attitudes that the individual holds towards himself. It is a subjective experience which the individual conveys to others by verbal reports and other overt expressive behavior.

(Coopersmith, 1967: 4-5)

In other terms, self-esteem is a personal assessment after experiencing some situations and deciding whether the individual is able to do something successfully or not, and whether s/he is valuable and significant or not. People concerned with low self-esteem should be alarmed by the following signs;

- ✓ Excessive fear and timidity.
- ✓ Impossibility of making decisions.
- ✓ Hesitation to express oneself.
- ✓ Always expecting failure. (Coopersmith, 1967)

Reasoner, R. (1982) has found five components that promote self-esteem:

- ✓ A sense of security.
- ✓ A sense of identity.
- ✓ A sense of belonging.
- ✓ A sense of purpose.
- ✓ A sense of personal competence.

Security, the first ingredient in building self-esteem, has also been pointed out by Maslow who considers that **only a child who feels safe dares to grow forward healthily. His safety needs must be gratified. (Maslow, 1968: 49).**

Accordingly, only a foreign language learner who feels safe and secure in the classroom dares to learn, especially when the teacher makes the learning process a positive, non- threatening experience. Most of the time, however, teachers are seeking to achieve competence and neglect the affective variables that lead to it.

2.14 Attitudes

Generally speaking, attitudes refer to individuals' judgement of people, objects and issues. They are the result of what people like or dislike, and play a major role in social behaviour and reactions. Early in childhood, people start to develop attitudes which are influenced by their parents and peers. Attitudes are closely related to learners' motivation in developing a foreign language (Gardner & Lambert, 1972). Some of these attitudes, which are the most important, are towards the community that speaks the target language. Gardner has distinguished between two types of attitudes: educational and social. The former are developed towards the teacher and the course, whereas the latter are influenced by the group's language and its culture. (Gardner, 1985: 40-41).

Other researchers such as Gardner and Smyth (1975a), Gagnon (1974), Burstall (1975), and Jones (1950a, 1950b) have concluded that girls are more positive about learning a foreign language than boys. Attitudes are shaped through personal experiences and interactions with other people; i.e. parents, peers and teachers play a major role in fostering either positive or negative attitudes. According to Brown:

**...the teacher needs to be aware that everyone
has both positive and negative attitudes...
Negative attitudes usually emerge from false
stereotyping or from undue ethnocentrism.
(Brown, 1987: 127)**

Teachers, then have to help learners understand cross-cultural differences to be more positive about learning the foreign language

2.15 Affective Principles & Language Learning

The emotional environment within the learning process has a clear impact on foreign language development. Brown (2000) has set some teaching and learning principles that are categorised within three categories; cognitive, linguistic and affective principles. In the present research, we are more concerned with the affective principles. For both cognitive and linguistic principles refer to **notes**. Affective principles are related to feelings, emotional bounds between language and culture, and interactions within the learning environment.

2.15.1 Language Ego

Learning a second language requires developing a different way of thinking, feeling and acting. All this may fragilise learners and makes them build some walls of **inhibition**. In this case, learners need affective support mainly from their teachers.

1. Teachers have to be supportive towards students, for example by saying it is normal to babble a bit as they learn a second language.
2. Teachers need to be patient and empathetic especially towards those who have a fragile ego.
3. Selection of teaching techniques should take into account the learners' affective needs. **(Brown, 2000)**

2.15.2 Self-Confidence

Self-confidence is closely linked to the learners' self-esteem; do learners believe in their ability to fulfil a task or not? If we, teachers want the answer to be yes, we have to provide our students with both verbal and non-verbal assurance, and move a step by step from simple towards more complex input. Doing so would build self-confidence within learners and destroy the walls of inhibition.

2.15.3 Risk-Taking

Foreign language learning is characterised by one's willingness to take risks. Learners have to be willing to test their competencies; they have to gamble a bit. However, most foreign language learners fear losing face in front of their teacher and classmates; they are too apprehensive about what others might be thinking of them. Learners need to know that risk-taking is a feature of the good language learner. Beebe (1983) considers that:

**Persons with a high motivation to achieve are...
moderate, not high risk-takers. These individuals
like to be in control and like to depend on skill.
They do not take wild, frivolous risks or enter into
no-win situations.**

(in Brown, 1987: 105)

Even though educational research shows that risk-taking is more conducive to long term retention and intrinsic motivation, the instructional contexts elsewhere do not really encourage it. To encourage risk-taking, teachers should be willing to create a climate that pushes learners to venture even when the result is not sure. In addition, even when the attempts are not successful, teachers should show a positive not rejecting attitude that would encourage learners for more work and investment in their learning journey.

2.15.4 The language-Culture Connection

Learning a foreign language successfully cannot be separated from learning the culture of that language. Culture is defined as...**a way of life...ideas, customs, skills, arts, and tools which characterize a given group of people in a period of time (Brown, 1987: 122).**

It is therefore advisable to be open to the target culture through the implementation of activities that relate language to culture; because as Gardner and Lambert (1972) have claimed positive attitudes towards the target culture enhance and facilitate language learning.

2.16 Motivation

Motivation is a force that triggers learners devote all their energy and persevere to undertake a task; it is a major component in any field of human learning. Motivation is considered as a “complex phenomenon” that may be defined as the incentive, the need or the desire learners feel to develop a foreign language. (Dickinson, 1987; Littlewood, 1984).

Gardner (1985) has pointed out that motivated learners should have:

Chapter Two : Reviewing Affect, Learning & Humanistic Education

- A goal that is a stimulus.
- A desire to attain the goal.
- An effortful behaviour.
- Favourable attitudes towards the TL. (Gardner, 1985: 50-51)

Dickinson (1987) has also tackled the issue of motivation and based her study on Stern's (1983) discussion of Gardner's model. Her results have revealed that motivation is made up of four constituents:

- Group-specific attitudes.
- Learners' motives for developing the TL;
- Affective factors.
- Intrinsic and extrinsic motivation.

The components above are closely related to the features of successful language learners put forward by Naiman et al. (1978) and Ur (1996). Thus, successful and motivated learners share the following characteristics:

- Positive task orientation through self-confidence as well as willingness to tackle tasks and challenges.
- Ego involvement in order to promote one's positive self-image.
- Need for achievement and overcome difficulties that may interfere with language learning.
- High aspiration through ambition and challenges.
- Goal orientation by directing efforts towards achieving one's objectives
- Perseverance through constant investment and courage to go beyond learning barriers.

- Tolerance of ambiguity: learners should not feel frustrated by temporary lack of understanding or confusion. Instead, they have to accept uncertainties that are part of foreign language learning. (Ur, 1996: 275)

More recently, researchers have proposed alternative conceptualizations of L2 motivation, such as self-determination theory (Noels, 2001a, 2001b; Noels, Clément & Pelletier, 1999, 2001), attribution theory (Williams & Burden, 1999, Williams, Burden & Al-Baharna, 2001), and goal theories (Belmechri & Hummel, 1998, McClelland, 2000). These have broadened L2 motivation to include new conceptual elements, such as willingness to communicate (WTC). In this milieu, research attention has shifted from viewing L2 motivation as a stable and self-contained attribute of an individual to considering its ecological and contextual aspects by incorporating social and situational factors, such as learning environments.

2.17 The Learning Environment

The Learning Environment refers to the roles that the teacher plays, and the styles s/he develops in the language classroom. These roles and styles will contribute to create a positive classroom atmosphere that energizes learners and promotes language development (Brown, 2001). This latter is enhanced when strong interpersonal relationships, balance between praise and criticism are established, and when positive is generated (ibid).

2.19 Conclusion

This chapter has itemized the field of foreign language learning (FLL); by pointing out the necessity of differentiating between learning and studying. We have also identified the components responsible of successful language learning. Language anxiety represents a serious obstacle to success, and is the main reason to the learners' passiveness. It has unfortunately, a debilitating impact on FL learners since it is experienced by one third to one half of the students. Taken into account, these factors had been tested to either confirm or refute the hypotheses provided by the researcher in the following chapter.

Chapter Three: Data Analysis
& Interpretation of Results

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3.1 Introduction

In the present chapter, the researcher will analyse all the results obtained from the different tools utilised in this research study. The data gathered for the practical chapter of the study will be analysed quantitatively for both tests –Foreign Language Classroom Anxiety Scale FLCA and the Introversion/Extroversion Test, and qualitatively as far as classroom observation and diary entries analysis are concerned. The chapter will spot light on the main results and conclusion after the triangulation of data

However, the analysis of data remains merely descriptive and no correlation is made between the instruments, especially the two tests. The reason behind this is exposed in the section allocated to the limitations of the study.

3.2 Classroom Observation

Observation is the most common and oldest technique to evaluate the learners' behaviour in the classroom context. It can be easily adapted and the teacher does not need special equipment while observing; it is 'measurement without instruments'. Teachers observe in order to differentiate between various types of personality; for example, introversion/extroversion, etc.

Observation would seem to be an obvious method of carrying out research in psychology. However, there are different types of observational methods and distinctions need to be made between *Controlled Observations*, *Natural Observations*, and *Participant Observations*¹

In the present study, the type of observation used is the third one; participant observation, Participant observation is a variant of the above (natural

¹ www simply sycology.com

observations) but here the researcher joins in and becomes part of the group they are studying to get a deeper insight into their natural context; language classroom in our case, and the researcher here is the teacher and the observer at the same time. As for the academic type of observation, we used an impressionistic method of observing, where the steps are not structured.

The learners under observation are third year LMD students during the academic year 2014-2015, in the educational psychology session that was held once a week for one hour and half. The class was composed of 253 students. The main concern of the researcher at this stage of the study is to explore the psychological side of learning. Teaching EP has permitted her to test her hypotheses. During the EP sessions, the teacher/researcher has always tried to provide an affective climate for her learners; trying to be attentive to every single individual inside the classroom. Nevertheless, there were always the same students who were more involved in classroom discussions, the others tended to observe and listen. This can be explained by the fact that our classrooms do not encourage taking risks unless the students are sure of the correctness of their participation. Learners are praised when they give correct answers only, they should be praised for participation and using the foreign language.

3.3 Language Diary

Language diary is an introspective method of data analysis that permits learners observe themselves and examine their learning experiences through their reactions to different situations. Language diaries can reinforce the results we can have through different tests as the FLACS and the Introversion/Extroversion Test.

In order to make the classroom observation more effective, the teacher asked her learners to keep a language diary to record their daily observations,

reactions and feelings at the end of each session of EP. Unfortunately, not all students were eager to exteriorize their feelings since doing so needs some strength. Speaking about emotions is considered as a taboo in our society; therefore, learners use avoidance strategy through building walls of inhibition especially inside the classroom.

However, those who accepted to have a language diary gave valuable opinions that reinforced the validity of our problematic. The diaries revealed a great deal of interesting things, for example some students had the same reflection about the module of EP; “why didn’t we study EP before our last year because this module could help us as learners too?” The learners revealed that through the module of EP they were able to discover their personalities, individual differences, etc. One of the students wrote; *“thanks to this module I discovered a part of my personality that was hidden as I am anxious, introverted, and shy but I think it is too late to cope with this problem.”* The student thinks it is too late to cope with her affective difficulties because they are in their final year. Dealing with the psychological side of learning would not only assist the learner to be a good future teacher, but also to cope with the affective barriers they, as students, would face.

The most important factors that influence the learners’ emotional state inside the classroom are the teacher’s attitudes, teaching methods, school discipline, academic facilities, and classmates. As Maslow (1970) puts it in his hierarchy of needs theory, teachers have to pave the way to their learners to satisfy their needs by creating a feeling of belonging and comfort inside the classroom. In other words, when students feel safe, secure, and are willing to take risks without feeling afraid, their self-esteem will be reinforced and strengthened. Krashen (1986) also advocates the importance of the learners’ feelings to learn a foreign language successfully.

As far as motivation is concerned, lot of educators like Rogers (1969) and others have attributed more importance to intrinsic motivation, but in the foreign language classroom we notice that tests and exams are imposed on students without any concern to their affective needs. Therefore, teachers encourage accuracy and competitiveness and neglect collaboration to build competence. As a matter of fact, our students are all the time trying to please their teachers, to have good grades because the curriculum is more extrinsically oriented. The result is extreme fear of failure and risk-taking.

The table below explains how we can transform our institutions into intrinsically oriented direction through student-centred learning and teaching inclusion.

Extrinsic pressures	Intrinsic Innovations	Motivational Results
School Curriculum	Learner- centred Personal goal-setting Individualization	Self-esteem Self-actualization Decide for self
Parental Expectations	Family values	Love Intimacy Acceptance Respect for wisdom
Homogeneity Expect (Conformity)	Security of comfortable routines Task-based teaching	Community Belonging Identity Harmony Security
Tests & Exams	Peer Evaluation Self-diagnosis Level-check exercises	Experience Self-knowledge
Immediate Gratification (“M & Ms”)	Long-term goals The big picture “things take time”	Self-actualization
Make Money!	Content-based teaching ESP Vocational education Workplace ESL	Cooperation Harmony
Competition Never Fail!	Cooperative learning Group work The class is a team Risk-taking, innovation Creativity	Manipulations, strength, Status, security Learn from mistakes No body is perfect “c’est la vie”

Table 3.1: From Extrinsic to Intrinsic Motivation in Educational Institutions (Brown, 2001: 79)

One of the learners wrote in his diary “...*the last lecture was very interesting, but there are some psychological issues which always control my learning process and the rate of my progress in gaining experience. Moreover, my psychological situation during the lecture and after it is totally different in terms of comfort. So these obstacles may disable me from doing my task in a complete way. For example, when the teacher asks questions concerning the subject, I find some kind of difficulty to answer even if I had the right answer, and I know the reason of this bad experience is ‘anxiety’ and its negative effects. I start to push myself to reply on the asked question and that under the teacher’s encouragement of course, which I consider as a massive booster that may allow the anxious and shy students participate and spend more effort during the lectures.*”

The diary entry above indicates the immense importance of *affect*; learners have a lot of things to say and share but some of them face some affective barriers and decide to give up, unless the teacher recognition of their psychological difficulties. Again, intrinsic motivation is not enough because the majority of students like to learn English. Academic learning and more specifically language learning needs to be “backed up” by the teacher assistance because this latter is considered as the main source of extrinsic motivation (Walkin, 2002: 1).

In the classroom, students will be willing to learn only when they feel that the learning environment is conducive and encouraging; they need to feel attracted by the teacher in the way s/he presents the lecture and interested in the learning material in order to be more and more attentive (Walkin, 2002: 1). In fact, teachers have to charm their learners to get their attention. What is important to note down is that when learners are attentive and reach intellectual achievement that would lead them to more motivation to learn, forming the virtuous circle of the motivated learner.

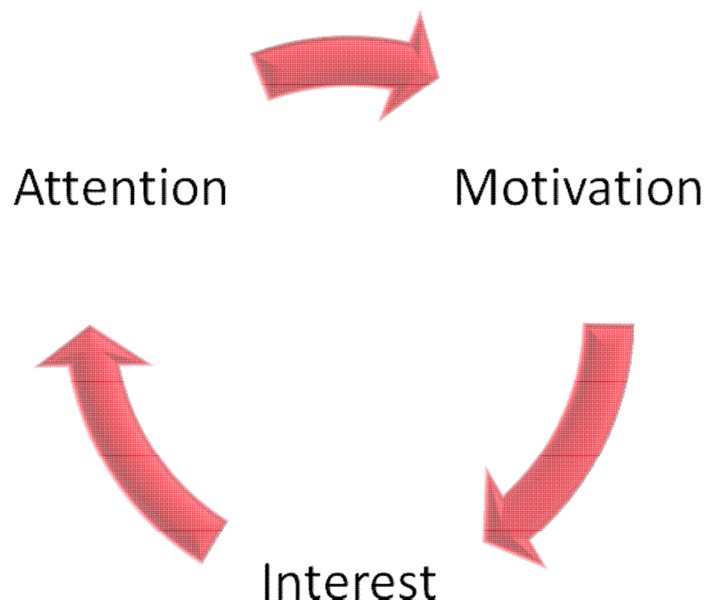


Figure 3. 1: The Virtuous Circle of the Motivated Learner

Feelings of self-satisfaction and the sense of achievement can be promoted through praise and reward for correct responses and more encouragement and acceptance for wrong ones. Those feelings are enhanced by the teacher who is not merely the bridge that links learners to knowledge, but also the promoter of motivation. The objective of all this is to help our learners to be successful as well as autonomous language learners characterised in the following figure:

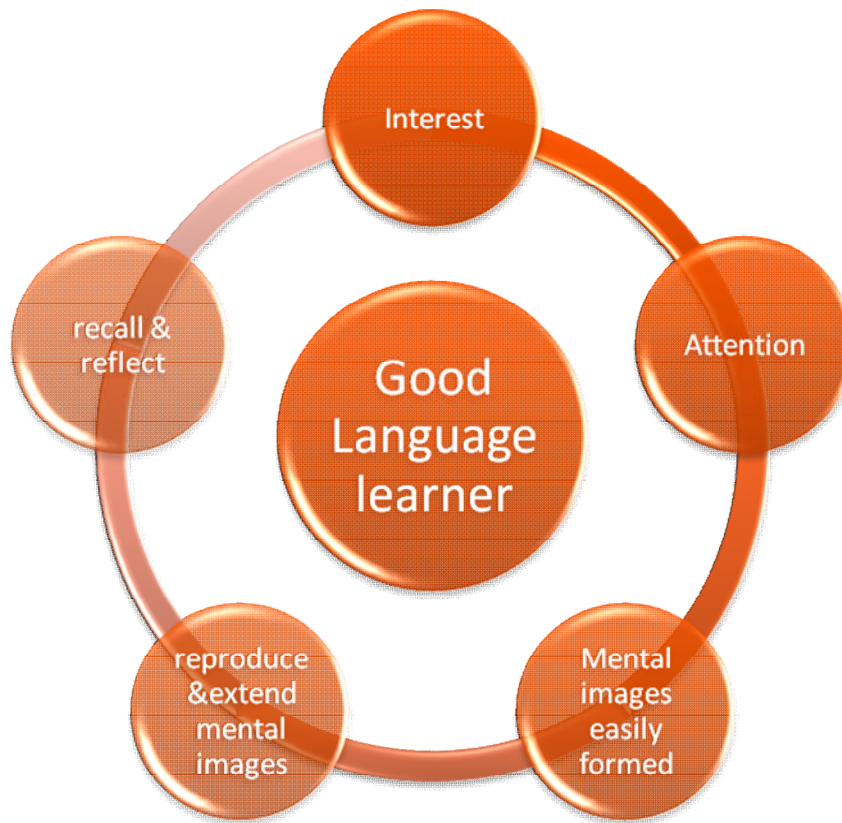


Figure 3.2: Characteristics of the Good Learner

Sometimes, teachers oblige students to be ‘empty recipients’ that have to be filled in. When we want our learners to be active and not passive, we have to be more democratic and encourage them bring their personal touch through basing our teaching on affective needs and not simply cognitive ones. We need to accept that the learners’ emotional states do have a say in their feedback. A disciplined classroom should be based on feeling at ease and security and love. Language learners need to:

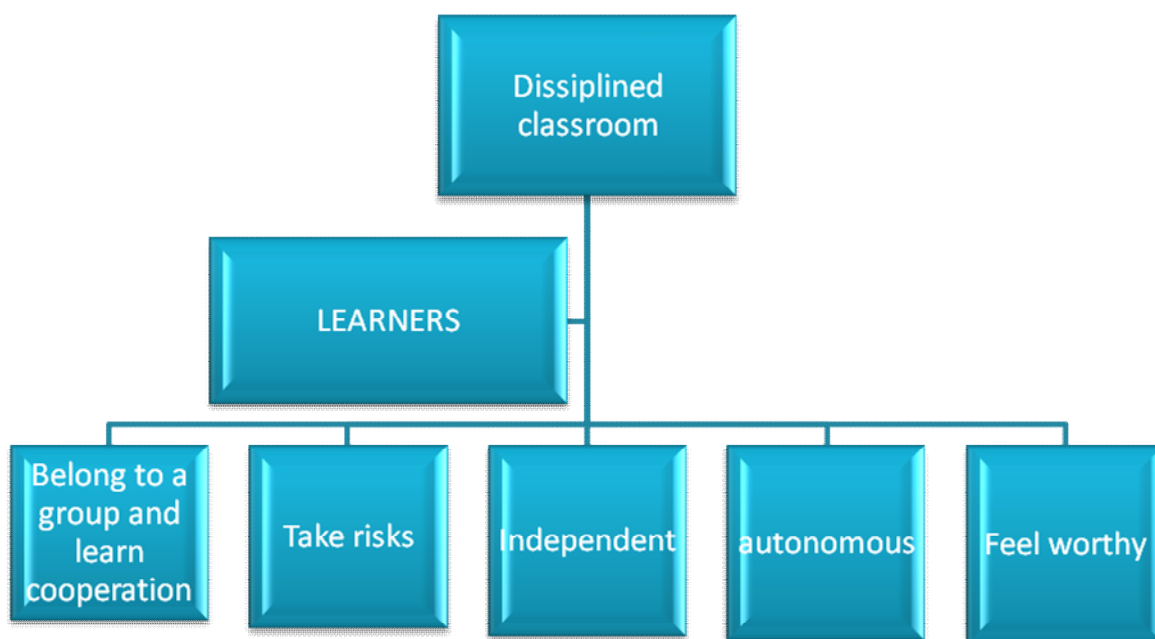


Figure 3.3: Characteristics of the disciplined classroom;
(based on Maslow, 1954)

3.4 Extroversion/Introversion Test

As it has been already stated, personality tests are difficult to undertake. It is generally agreed that second language learning depends to a great extent on the individual psychological characteristics within learners (J. Arnold & H.D. brown, 1999) involved (Gross, 1992: 139).

The aim of using the Extroversion/Introversion Test is to develop within foreign language learners a self-awareness of styles for more successful language development. Being aware of one's learning styles would help discover one's personality. Teachers tend to devote more time and energy promoting direct strategies and neglect or avoid indirect strategies such as *affective* strategies.

The test has been distributed to 106 third-year LMD students in the EP session. The test sought to know the learners' reactions into specific social situations. Among the 106 tests (N=106), only 78 were valid since 28 students did not complete the whole test. The researcher handed the test to her students and after having responded to all statements she explained to them the scoring procedure by marking an X corresponding to their choices. Students were really happy and enthusiastic to discover themselves. Some were really astonished about the results when they realised their personality type.

3.4.1 Extroversion/Introversion Test Results

The table below describes the quantitative results obtained after the application of the test, and the calculation of the scores.

Type of personality	Quite Introverted	Moderately introverted	Quite Extroverted	Moderately extroverted
AFR Absolute frequency repetitions	30	26	03	19
RFR Relative frequency repetitions	38.46%	33.33%	03.84%	24.35%

Table 3.2: Introversion/Extroversion Test Results

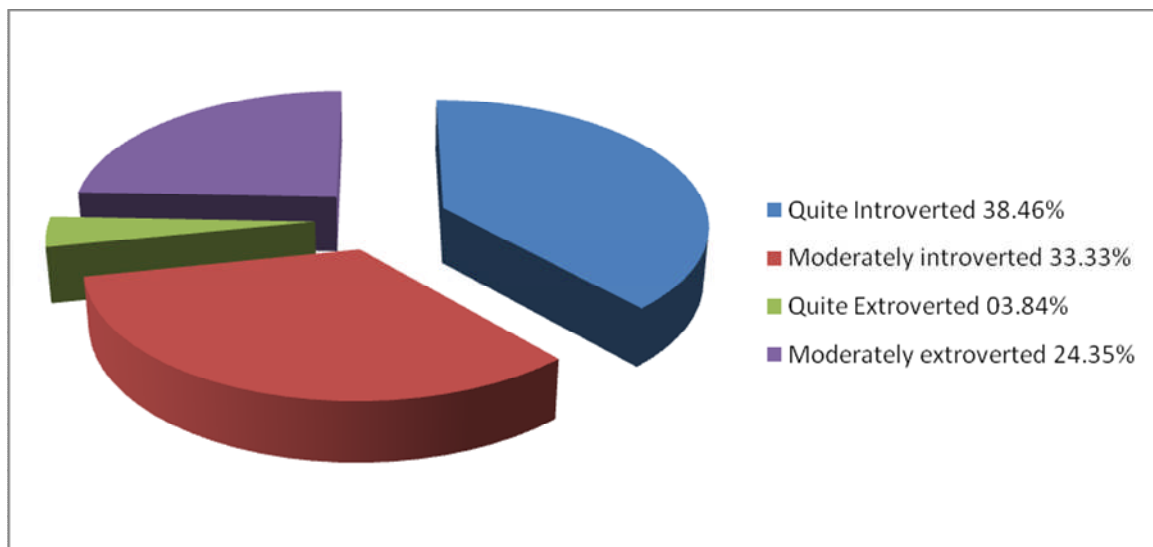


Figure 3.4: Introversion/Extroversion Test Results

The results were expressive since 71.79% of the population were introvert, among whom 38.46% quite introvert and 33.33% of them moderately introvert. The remaining 56.41% of the students were extrovert. The reason of implementing this test is first to distinguish between introvert and extrovert students, and then help the introverted who suppose themselves to be less proficient than the extroverted find their place in the language classroom. The stereotype of an extroverted learner is an active student who has no problem to engage into discussions and activities (S.M. Gass & L. Selinker, 2001). Introvert students may be as proficient as the extroverts; the only difference is related to frequency as well fluency. Extroverts are more fluent and speak inside the classroom whereas the introverts are said to be less fond of oral communication. (S.M. Gass & L. Selinker, 2001).

Jung (1923), in his theory of psychological types, argued that both personality mechanisms: introversion and extroversion are present within the same person, and when one is permanently present in the same person, she/he becomes a “type”. What is important to bear in mind is that successful foreign language learners are not necessarily extroverted. A great deal of language teachers and even

learners think that extroversion is automatically linked to success in language development, because inside the classroom the teacher is most of the time interested in extrovert learners who dare speaking. More importantly, even students believe that to succeed in language learning, they have to be extroverted and may envy their friends who have no difficulty expressing themselves. They, teachers as well as students, are not aware about the major characteristics of the successful language learner that Gardner (1985) describes as follows:



Figure 3.5: Characteristics of the successful learner (based on Gardner, 1985)

According to Agarwall (2005), Introvert and Extrovert learners present distinct characteristics presented in the table below:

EXTROVERT	INTROVERT
1. Fluent in speech	1. Better at writing than at speech
2. Free from worries	2. Inclined to worries
3. Likes to work with others	3. Likes to work alone
4. Friendly	4. Rather reserved
5. Not easily embarrassed	5. Easily embarrassed
6. Interested in athletics	6. Fond of books and magazines
7. Governed by objective data	7. More influenced by subjective feeling
8. Flexible and adaptable	8. Lacking in flexibility
9. Neglectful of aliments and personal belongings	9. Careful of these
10. Aggressive	10. Submissive
11. Unscrupulous	11. scrupulous
12. Popular with people	12. Not popular with people

**Table 3.3: General Characteristics of Extrovert and Introvert
(Aggarwall, 2005: 360)**

When we relate characteristics number 2, 4, 5, and 7 to the foreign language context, we can understand the reasons that prevent students from participating inside the class. Learning English is inhibiting for a category of learners because such an experience implies learning the foreign language and using it at the same time. Generally, a child learning a language does not feel inhibited

and takes more risks, however university learners would feel more stressed, anxious, and are more careful when they have to participate. Their concern is to protect their “fragile ego” Arnold (1999). The learners’ anxiety is strengthened when they feel rejected by their teacher who does not care about their psychological difficulties and is not ready to even notice their emotional states.

..... create[s] a climate of acceptance that will stimulate self-confidence, and encourage participants to experiment and to discover the target language, allowing themselves to take risks without feeling embarrassed.

(Dufeu, 1994, cited in Arnold, 1999: 89-89) 10)

Therefore, language learners need special care to lower their inhibition; through the creation of a learning environment in which individual differences are considered, to discover the special positive features within each learner. Empathetic teachers can help their introverted learners become active participants and enjoy the learning journey. It is the teacher’s role to work with his students, the extroverted and the introverted alike to take advantage from the characteristics of both types and try to benefit from the qualities of each one.

Dufeu (1994) described the affective climate that is conducive to learning as a context that assists learners to cope with their fears and negative affect. Learners with a “fragile ego” are fearful of making mistakes while speaking and losing face in front of their teacher and peers. Such a feeling is experienced when the teacher is authoritarian and makes it clear, either verbally or non-verbally, that students can participate only when they have valuable, error free responses. In this case, the extrovert may have enough courage to express themselves but the more sensitive may feel more inhibited than ever. As the teacher is the main source of

extrinsic motivation, he is also responsible of his learners' self-esteem when s/he cares of their emotional well-being. Accordingly, the students' learning experiences can either reinforce their self-esteem or make it fragile.

Before knowledge, the language teacher's role is to transmit values, security love and care. When feelings of belonging and security are established with all learners, there will be a sense of community inside the classroom where all members care for each other. It is true however, that teachers face difficulties with large classes and at the same time considering individual differences among learners. Nevertheless, when learners see that their learning styles and individual differences are important to their teacher; this would make them feel more comfortable and secure.

3.5 The Foreign Language Classroom Anxiety scale

The main objective of the test is the diagnosis of Foreign Language Anxiety, where the method of analysis is merely descriptive. Accordingly, we have chosen the most commonly used instrument for assessing Foreign Language Anxiety is the FLCAS, developed by Horwitz et al (1986), for measuring the FLA of the third year EFL learners at Djilal Liabes University.

Several reasons encouraged the researcher to use the FLCAS in her study: on the one hand, this scale had been designed on the foundation of preceding in-depth qualitative research, which made it as one of the most comprehensive and valid instruments that were available for measuring the situational anxiety directly associated to the specific context of the foreign language classroom; on the other hand, the scale had demonstrated satisfactory reliability coefficients with the first samples of population to which it had been administered (Horwitz, 1991); in fact, nowadays it is the most frequently scale used -often shortened or adapted in other research studies concerned with similar purposes.

3.5.1 Measuring the Students' Level of Anxiety

Before presenting the results obtained from the survey utilised in the study, the following table illustrates the theoretical description of the scale, and the values upon which the researcher drew practical implications.

Level of anxiety	Scale
Anxiety- free	33
Trait anxiety	34 – 67
Medium anxiety	66 – 101
Over medium anxiety	106 – 135
High anxiety	136 – 165

Table 3.4: Theoretical description of the scale

The table below exposes the statistical description of the results obtained from the application of the Foreign Language Classroom Anxiety Scale (FLCAS) following Pearson Model of descriptive statistics (1foot-note).

Number	Mean	Mode R	Standard Deviation	Min T. S	Maxi T S
106	92.91	[49,131]	17.54	33	165

Table 3.5: Overall Sample's Level of Anxiety

The results in the present table demonstrate that the mean level of anxiety is 92.91, with a Mode R scale (note) located between 49 and 131, provided that the theoretical Mode R scale is estimated between 33 as minimum and 165 as maximum. Averaged, all the respondents came out at 92.91 (Mean), and deviated

17.54 units (standard deviation). The results at hand suggest that the students exhibit a medium degree of anxiety as a whole in the EFL classroom.

Therefore, no one can deny the presence of FLCA inside the foreign language classroom which is considered as a unique form of anxiety found especially in the language learning context (Horwitz, 2001). However anxiety and its intensity have been found to depend on some variables that operate mainly inside the classroom. One of the main variables is being asked to use and learn the target language (TL) at the same time especially in the speaking skill. This latter is operant in all modules when learners have to respond to the teacher questions, debate, argue, etc.

Language learners are not aware of the effectiveness of some levels of anxiety, i.e. anxiety is not always detrimental to the learning process because experiencing it might have some beneficial effects. For that reason, when anxiety is considered as a positive force some it is called a “tension” which can be either beneficial or detrimental, whereas the term “anxiety” is generally thought of as a negative force (Lightbown, P.M. & Spada, N., 2006).

3.5.2 Different Levels of Anxiety among the Sample:

Sample Population 106	Level of anxiety	AFR(absolute frequency of repetitions)	R F R Relative frequency of repetitions
	Anxiety free	00.00	00.00%
	Trait anxiety	08.00	07.53 %
	Medium anxiety	63.00	59.43 %
	Over medium anxiety	35.00	33.01 %
	High anxiety	00.00	00.00 %
TOTAL		106	100 %

Table 3.6: Levels of Anxiety among the Sample

The table above exhibits the results of the FLCAS and shows how anxiety is present within the foreign language classroom.

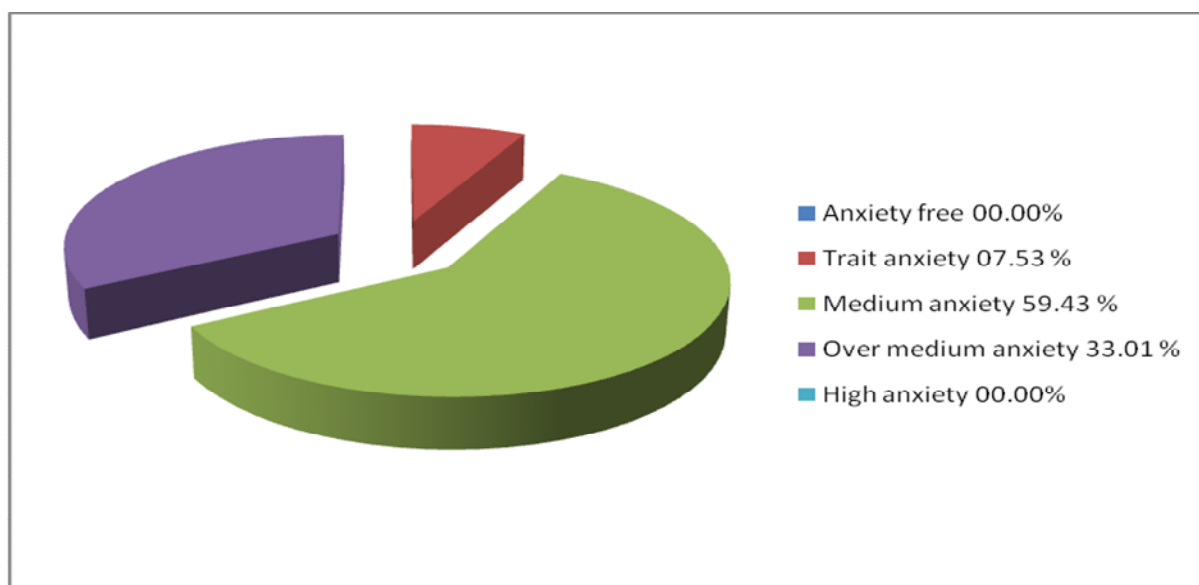


Figure 3.6: Levels of Anxiety among the Sample

The results in table 3.1 and Figure 3.1 demonstrate that 59.43% of the studied population including 106 participants (N=106) exhibit a medium level of anxiety, whereas 33.01% display an above medium level of anxiety. This means that 92.44% of the members of the population undergo a level of anxiety that ranges from medium to over medium. The results obtained from the test suggest that the level of anxiety, which is not a strait one, is significant in the EFL classroom, and requires a serious care over the students display this type of behaviour.

One important element in the results is that the whole class bears some levels of anxiety. Nevertheless, we have to admit that the affective factors which influence learning as anxiety are generally ignored especially when there is a “mismatch” between teaching and learning (Nunan, 1995b: 135). Such a mismatch may create instability in motivation and affective states which are influenced by what is happening inside the classroom.(Benson, P., 2001). Language anxiety and control over it determine the learner’s success in foreign language development, in other terms it “... has been recognized as a key factor in successful language learning” (Benson, P., 2001: 71).

Foreign language anxiety is made up of three main components communication apprehension, test anxiety and fear of negative evaluation.

Communication apprehension when learners have to get into real communication with the teachers or peers, such an apprehension is due to the lack of communication skills, introversion, and the difficulty to understand others and be understood (Horwitz et al., 1986). Moreover, CA is triggered by three main impetuses; trait anxiety, situational-based anxiety and context-based anxiety (Byrene, 1997).

Trait anxiety generates from the learner personality being generally tense, timid and unwilling to take part in the classroom tasks. Situational anxiety is experienced when for example presenting a personal work such as a memoire, a thesis, etc. such situations are anxiety-provoking even with subjects who are not shy and apprehensive. Context-based anxiety takes place especially in the classroom where the students have no difficulty to speak English outside of the class but as they are in the classroom context they become tongue-tied and unable to participate. Horwitz et al. (1986) asserted that the learners' context-based anxiety explains why language students apprehend and avoid communication. In this case, we need to go back to the learning experiences students have gone through

Foreign language learners are afraid of being evaluated negatively either by their teachers or classmates especially when making mistakes is considered as a failure or when the subjects have very tiny egos and a shaky self-esteem. In this situation, subjects opt for withdrawal from the learning participation to protect their ego. Test anxiety is fear towards academic evaluation; the more learners are afraid of failure the more they are likely to develop performance anxiety (Horwitz & Cope, 1986). According to Horwitz and Young (1991) such a fear of failure is due to:

- a. test techniques,
- b. test length,
- c. time limit,
- d. clarity of the test instructions and the testing environment,
- e. the learners' level of proficiency and study skills.

Learners would be able to control their fears only when they admit that they face LCA, then, it will be possible to control it;

It is possible for learners to control their anxiety;

Foreign Language Anxiety	Learners
Naiman et al. 1978 Wenden 1986b	Able to analyze their own feelings and attitudes about learning.
Oxford 1990	Use affective strategies to control their emotions and attitudes.

Table 3.7: Control over FLCA (adapted from Benson, P. 2001: 72)

Controlling anxiety is closely linked to the teacher environmental, emotional and linguistic back up (walker, 1997). However, research on how to assist learners cope with language anxiety needs more empirical research. Rebecca oxford has listed some strategies used to control classroom anxiety. The teacher role is to guide her/his students in using those strategies and integrate them in his daily teaching procedures.

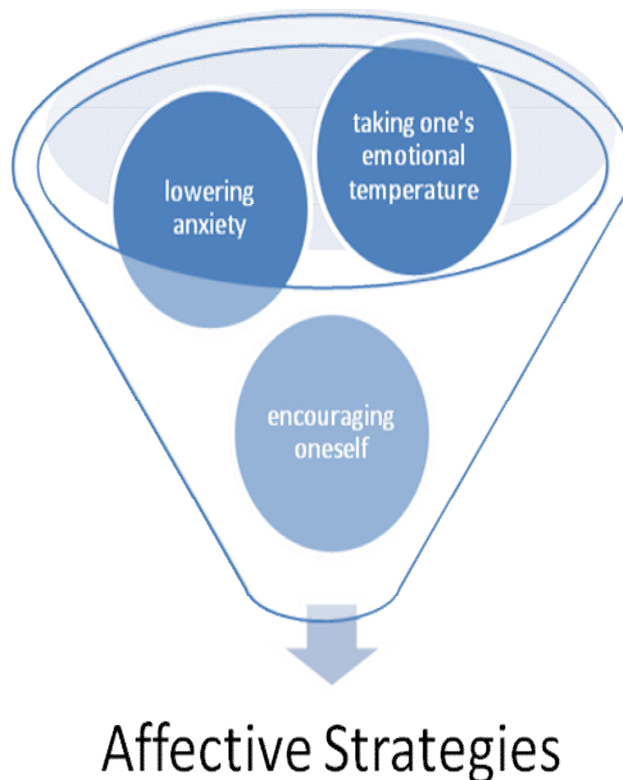


Figure 3.7: Affective Strategies

Why are affective strategies important for alleviating anxiety? Anxious learners cannot receive enough input and process it because the affective filters are too high; they are considered as **the keys to language-learning success** (Brown, 1977), i.e. the more affective filters are high the more language learners feel blocked to perceive and transform the input into intake and then to output. In short, the teacher is the bridge that relates learners to knowledge; that bridge should be strict and smooth at the same time to bear all the learning experiences, positive and negative they might be. In other terms, the teacher should facilitate learning by trying to access to the learners' inner world and make teaching more learner-

centred, but at the same time s/he has not to forget his duty which is giving birth to a knowledgeable citizen.

To be sensitive to the learners' affective needs teachers need to develop some "emotional intelligence" and foster it in their daily practices because second language learning is a complicated and stressful task especially for adult learners. Henceforth, decision makers need to value emotional intelligence and integrate it to the syllabi through training in this field. Learners would feel better in a classroom full of empathy and emotion recognition.

3.6 Teacher Interview

To make the present research study more significant, the teachers' participation was a must because if we want to shift the focus of education from teaching to learning, both learners and teachers (or parts) have to be implied in the process. Language teachers have to perceive the affective needs of their students. In other terms, they need to their personality types and psychological difficulties to make the classroom more harmonious and caring. In fact the role of the teacher is similar to that of a parent who takes care of his children.

The research data were gathered during the academic year 2014-2015; it was implemented with three teachers at the department of English at the Faculty of Letters, Languages & Arts in Sidi Bel Abbes, Algeria. The three teachers had been working at the university for more than twenty years; one started in 1992 and the other in 1993. The latter had a long professional experience in teaching (ITE). The third teacher taught at the secondary school for two years before teaching at the university in 1996. Two teachers of the sample taught the module of EP and psycholinguistics. All the interviews were recorded, and then transcribed for analysis, clarity, and convenience.

The questions were carefully prepared to elicit information about the importance of affect in foreign language teaching, and whether teachers were conscious of the role of personality traits and their impact on the students' bien-etre especially inside the classroom or not. The interview consisted of ten questions. The first question aimed at investigating whether teachers were in favour of the negative effect of anxiety on learners or not.

Question N° 2 was related to the learners' emotional states inside the classroom; in other terms, are the learners' emotional states determinant of their involvement in the class activities and discussions?

Question N°3 this question was about whether the formality of the classroom context was the only hindrance to the learners' participation and the source of their stress.

Question N° 4 the researcher addressed the question of the psychologist teacher, in other terms does the language teacher need to be a psychologist with his students? The following question was about how to manage the students' psychological barriers to learning.

Question N°6 was very important to the researcher because it aimed at asking teachers whether the module of EP should be initiated in second year or not since that was the wish of the majority of students. Unfortunately, the crucialty of the question faded away because the module had been omitted from the licence programme in September 2015. EP is taught in master only. Such a decision shocked the researcher but at the same time motivated her to carry on her investigation in the affective domain. The problem in our educational system is that

it thinks that language learning depends only on materials and techniques neglecting the “psychological mechanisms” (Arnold, J., & Brown, H.D., 1999) that guide the students’ learning journey. Therefore, the questions are as follows:

1. *Is anxiety a barrier to foreign language learning?*
2. *Are the learners’ emotional states determinant of their involvement in the language class activities and debates?*
3. *Are the formality of the language classroom and the teacher the only reasons of the learners’ avoidance to take part in the discussions?*
 - *If not, what are the other causes?*
4. *Does the language teacher need to be a psychologist with his students?*
5. *How can the FL teacher cope with his learners’ psychological barriers in class?*
6. *Do you think that language students need to be initiated to the module of EP in second year?*
 - *Justify your answer.*
7. *Do you favour integrating some notions of EP in other modules as oral expression?*

As it has been stated above the interview was implemented with three teachers at the department of English, all of whom had more than twenty years of experience in teaching. Teacher one and three used to teach EP. As far as the first and second questions are concerned, the three teachers agreed with the pervasive role that anxiety plays on foreign language learners (FLL), as well as the determinant role of the emotional states of learner. Usually, anxious learners feel uncomfortable, frustrated, apprehensive and self-doubting. Heron (1989:33) referred to “existential anxiety” (EA) which occurs inside the FL class; according to him, EA is related to three sub-types; acceptance anxiety and orientation anxiety

and performance anxiety. Each sub-type happens under a specific situation; for example:

Acceptance anxiety. Will I be wanted ? ...
Orientation anxiety. will I understand what
is going on?... performance anxiety. Will I be
able to do what i have come to learn?
(Heron, 1989: 33)

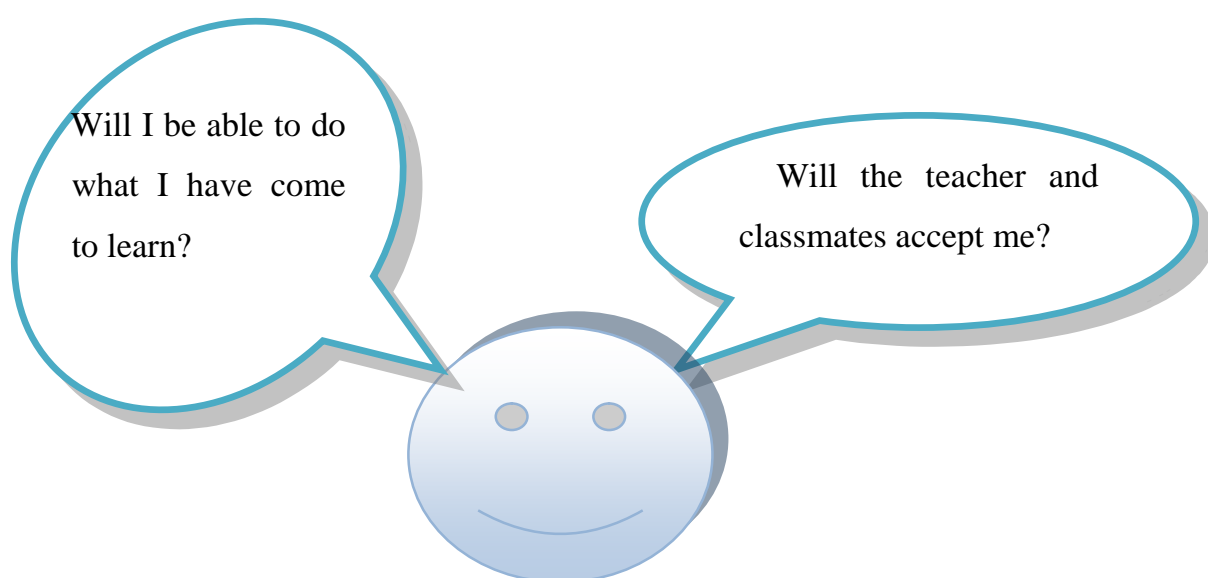


Figure 3.8: Acceptance & Orientation Anxiety

Teacher A argued that the more students feel at ease, the more they are motivated and the more they are motivated the more they will try out participate and be self-confident. In the same token, when the relationship between learners is based on trust they will be more enthusiastic to take risks and initiatives. As Arnold and Brown (1999) put it language learners are “vulnerable” as they are to take part in the classroom activities and debates because of their “shaky linguistic vehicle”, thus feel anxious. Unfortunately, this situation is worsened by the teacher’s

methodology. In fact, what language learners need to remedy this bad experience and alleviate anxiety is the provision of an emotionally secure climate that is conducive to learning.

Foreign language anxiety (FLA) is not considered as a serious barrier to FLL since most teachers do not attribute enough importance to this affective phenomenon, but when we know that anxiety correlates with so many variables then it becomes a must to consider it.

Language anxiety (LA) is related to self-esteem, tolerance of ambiguity, risk-taking, competitiveness, social anxiety, test anxiety, identity and culture shock, beliefs, classroom activities and methods and instructor-learner interactions

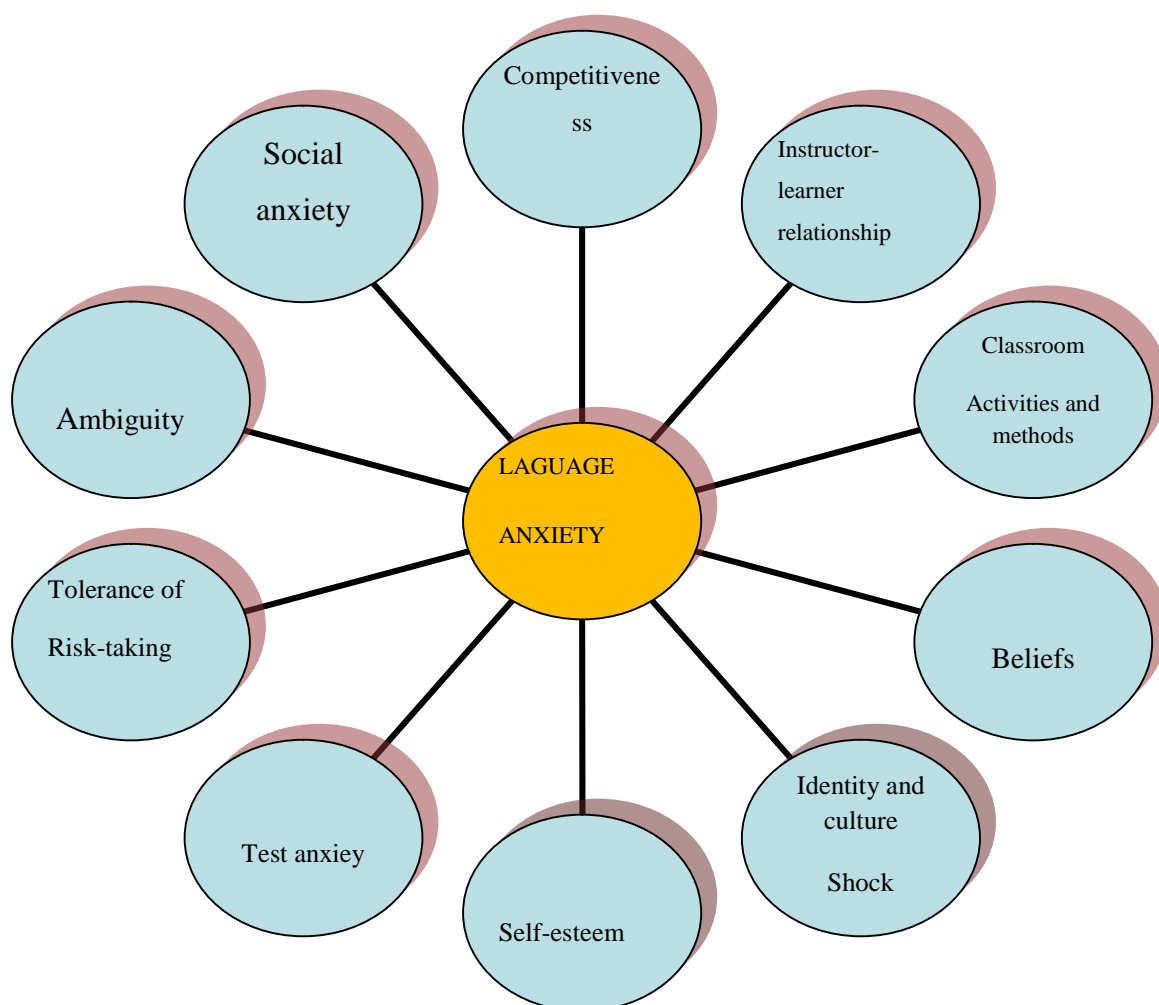


Figure 3.9: Correlates of language anxiety
(Oxford, Cited in Arnold 1999: 62-66)

Self-esteem is the learner's personal judgement of her/his worth. This value is based on the daily experiences inside the classroom².

Horwitz et al. (1986) pointed out that self-esteem is threatened when students feel that making errors is not welcome inside the class. Foreign language learners should be willing to tolerate ambiguities as far as pronunciation, meaning, etc. are concerned, and accept taking uncertain risks. Moreover, social and test anxiety are both real hogbacks to learners' improvement; a timid learner would likely feel afraid to engage conversation and be evaluated by others i.e. suffering from a "strong external locus of control". Social anxiety prevents learners from communicating and even when they participate they tend to have short turns. In addition, they have difficulties to concentrate in class. See Mc Croskey (1984), Mc Croskey et al. (1985), Leary (1983) & Aida (1994).

Language learners feel anxious when their self-identity is threatened, or this is what they feel, and find difficulties to identify with the language group. They think that putting themselves in the English mood would deprive them from their identity. Research in foreign language learning and teaching has shown that the most anxiety provoking skill is speaking since the students think that through their teacher would not accept their participation unless they are devoid of any mistake. This leads us to the third question in which the three interviewees insist on the importance of classroom management. Attributing positive feedback and encouraging personal initiatives are very important to provide a safe and secure climate. Teacher A emphasized the importance of listening to the students' propositions and evaluating their needs, both cognitive and affective. Even though the teacher is considered as the major reason of anxiety, there are other causes as the LMD system and the family.

²when the learner is competent in his native language but faces difficulties in the foreign language development this might undermine his self-esteem

Success in FLL should not exclude the learners' family, notably the parents in reinforcing motivation and building self-confidence; the supportive affective climate, the explicit encouragement as well as trust and believing in the children's abilities all are likely to increase self-esteem and decrease anxiety (Dornyei, Z., 2000). The researcher did not include parents in the present study because of lack of time.

Question n° 4 is whether the language teacher needs to be a psychologist or not with his learners. Two teachers advocated that they need to be psychologists or at least have some notions in psychology through training and workshops relating teaching and learning to psychology, which is lacking in our institutions. In other terms, teachers noticed a great gap between theory and practice. However the big number of students within groups makes things harder since it is not easy to deal with each learner individually. The number of students might be a reason of anxiety because what teachers have noticed is when there are absences during the lectures/sessions those who are stressed feel more comfortable. Moreover, teacher three noticed that when girls and boys are separated there is more ease and comfort among learners. This opinion is shared by many students.

Teachers find it very difficult to know about each learner's affect because of the large classes they work with. Teaching small groups, no more than 25 students, would permit to be more attentive to each one of them, through making individual cards for each learner and invite after each session four or five students and discuss with them the emotions that interfere with the learning process. Teachers should include at the beginning of the year a lecture about affect, students will have a clear idea about how to cope with affective barriers to learning. More importantly, teachers need to have 'will' to develop awareness of the "group process", and foster a sense of 'acceptance' towards their students which refers to *...a non-evaluative feeling...involves...an 'unconditional positive regard' towards*

other individuals as complex human beings with all their values and imperfections. (Dornyei, Z. & Malderez, A. In Arnold, J. 1999:159). Most of the time, the teachers, unfortunately and unconsciously, are attracted by the learners who are active inside the classroom. In other terms, teachers should not settle for ‘negative initial feelings’ for silent learners, but try to be more understanding and affective. It is up to instructors to play the role of a democratic, autocratic or a laissez-faire teacher (Lewin, Lippit, & White, 1939 in Arnold, J. 1999: 165). The democratic teacher invests lots of efforts in and is more willing to get close to her/his learners creating a climate of security and acceptance, whereas the autocratic or authoritarian teacher imposes strict rules and controls the class firmly. The laissez-faire teacher is not able to lead a classroom since the students with this type feel a total absence of control which might be a reason of demotivation.

Question n° 5 investigates the remedial measures language teachers undertake in order to cope with the learners’ affective barriers namely anxiety especially in class.

Teacher A suggested the necessity of being attentive to the students’ needs and difficulties encouraging them to share and debate their ideas. Well, this suggestion seems too broad because one may ask ‘how to be attentive to the learners’ needs and difficulties? And on which basis is the teacher going to do so?

Teacher 3 emphasized the importance of:

1. Putting oneself in the students’ shoes.
2. Devising specific tasks, especially in the oral expression lecture, and involve learners in doing that.
3. Taking into account the learners’ cultural as well as cognitive backgrounds.
4. Varying teaching styles.
5. Grading task difficulty.
6. Using and improving classroom management.

7. Asking for help from a specialist i.e., a psychologist.
8. Teaching with the humanistic approach.

It has been noticed from question 5 that foreign language teachers do not attribute great importance to the affective facet of learning since only one teacher gave detailed suggestions to cope with the problem of anxiety. First of all, we need to depict the motives of the students' anxiety in order to take act actively in its decrease. Research suggests that the sources of classroom anxiety are divided into three main components; the learner, the teacher and the classroom procedures.

One-third of FL learners face anxiety (Horwitz, Horwitz & Cope, 1986), and the speaking skill has been found to be the most anxiety-provoking experience because of some reasons related to the learners, teachers as well as the class procedures.

Sources of classroom anxiety	
Learner	Low self-esteem Competitiveness Self-perceived low level of ability Communication apprehension Lack of group membership with peers Beliefs about LL
Teacher	Judgmental teaching attitude Harsh manner of teaching Absence of teaching support Unsympathetic personalities Lack of time for personal attention Favouritism Putting the learner “on the spot” without prior preparation
Classroom procedures	Error correction Demands of oral production Feeling of being on the spot The pace of the class Fear of negative evaluation Style wars Language testing

Table 3.8: Sources of FLCA

As far as the learner variables are concerned, self-esteem has a tremendous effect on our students; because it depends on the daily experiences they have with the “significant others” (Coopersmith, 1967). Those “significant others” are the parents, teachers and peers. Building self-esteem starts in childhood and is likely to last for the whole life; i.e., when students are unwilling to participate, avoid making decisions and expressing viewpoints and are scared of being put on the spot when speaking, all these are indicators and symptoms of a low self-esteem.

When the image they build is positive, they would feel worthy and valued and thus would forge the five key components of self-esteem: security, identity, belonging and personal competence. For Rogers (1961), “the main socializing force” that triggers behaviour stems from a ‘positive regard’ (Arnold, J., 1999: 88). Accordingly an affective secure classroom climate would reinforce our subjects’ self-esteem and personal development. The researchers’ as well as teachers’ role is to implement action research for theory and classroom practice interaction. Gregersen and Horwitz (2002) have claimed for the possibility of correlation between anxiety and perfectionism.

Moreover, competitiveness and self-perceived level are said to increase language anxiety since they encourage anxious learners to compare themselves with others or to put higher standards of competence, and be too self-concerned over their performance. The more learners are anxious the more they isolate themselves from the classroom interactions, group memberships, and consequently apprehend taking any endeavour to participate in the classroom activities.

Last but not least, the learners’ beliefs about language learning can also heighten anxiety when they have unrealistic assumptions about learning. For example, the learners believe that the language teacher has to correct every single

mistake while they are performing the foreign language; pair and group work are not suitable because the teacher may lose control over the class. Additionally, they may think that the instructor is supposed to do most of the talk and play the role of drill sergeant (Young 1994).

Palacio (1998) related the students' beliefs to anxiety in terms of considering language learning a very difficult and embarrassing experience; thinking that LL means translation and is easier for children; and it is almost impossible to perceive everything easily.

As far as teacher variables and classroom procedures are concerned it is accepted that anxious students prefer a caring and supportive teacher who avoids practising harsh authority and inculcate a sense of being obliged to please her/him. Therefore, if the teaching styles are not compatible with the learning styles there will be a clash between both; as Oxford (1999) put it "style wars". They find it frustrating when the instructor is unfair and uninterested in learners as individuals in search of personal attention; i.e., attention not only to the cognitive but more importantly to the psychological side of learning; teaching the whole person (Rogers, 1961). It is worth mentioning however that the three interviewed teachers strongly believe that large classes make things harder. In the same token, ambiguous instructions and difficult tests have tremendous impact on either increasing or diminishing anxiety.

Question n°7 sought to investigate whether FL teachers would favour teaching EP in second year in order to permit learners discover the wild world that relates education to psychology or not and cope with their actual affective barriers as learners before entering/undertaking the teaching career. Teacher 1 did not favour initiating learners to EP in second year because she considered that students do not

possess the required maturity to understand such a module. Teacher 2 however suggested devoting some sessions in first or second year to stylistics and pragmatics. Moreover, since there are some psychological concepts that might be complex to the novice learner, the first language and the target language could be used to facilitate perception. Teacher three assumed that unifying the syllabus in the Algerian university was a good decision but omitting EP from the licence degree was a big fault, for this practice showed the real unawareness of decision makers of the role of affect. As teacher two, he proposed to integrate EP and teaching English as a foreign language (TEFL). Notions of EP might also be taught in the module of cognitive psychology (CP) with the help of a specialist.

Question n°8: Do you favour teaching some notions of EP in the oral expression (OE) module?

Teacher three described the OE module as “the best module to teach” and the most demanding skill; it deserves a careful preparation and engagement. The teacher first duty is to attract his learners through task variation and procedural management; the teacher know-how is very important.

The first stage in teaching speaking is the input; it needs to be well organized in terms of presentation and timing and attractive so that the learner moves smoothly to intake and after that to output. Since learning English takes place in instructional settings, our classrooms unfortunately tend to focus on grammar and vocabulary rather than the meaning and because of such demands students feel hesitating and stressed. The speaking skill is divided into motor-perspective skills and interaction skills. The figure below shows the difference between the two (both).

In the oral expression classroom, the teacher can assist students in fixing objectives in a climate that encourages communication because he is no more supposed to be an authority but rather a facilitator and counsellor. However, as it has been already mentioned, teachers of oral expression face a number of difficulties, namely the lack of an official syllabus; lack of learning aids; the big number of students within groups (more than forty); students' avoidance strategy; students' lack of self-confidence; students' lack of linguistic background; students' personalities and finally lack of motivation. Therefore the establishment of interpersonal relationships between teachers and learners and learners themselves is of paramount importance to diminish stress. The choice of activities and tasks and gradation in difficulty are decisive in either involving the whole class or withdraw of some, if not a big number of students. In other terms, the teacher's way of teaching is very influential.

The teacher interview revealed interesting responses to many questions as whether language teachers were aware of the role of affect on learners' daily interactions in the classroom or not. The investigation also tried to know about the teachers' ways of handling the problem of some affective variables as anxiety when it interferes with the learning process. It has been found that the problem does not always lie in the learner but in the teacher and the classroom procedures as well.

In short, the teacher has a immense role to smoothen the classroom atmosphere and integrate emotions in her/his daily practices. When interpersonal, affective as well as caring relationships are promoted, learners would be more engaged, anxiety-free, and positive about learning the TL.

3.7 Conclusion

In the present chapter, a detailed analysis of the different data has been undertaken in order to highlight the importance of affect in foreign language learning. The language diaries' analysis revealed that learners were indeed struggling with anxiety and its effects on their outcomes, the results obtained from the extroversion/introversion test has also proved that more than a half of students were introverted and therefore needed a special care. Moreover, the FLACS has been found to interfere negatively with the learners' performance inside the classroom and achievement. The learners' avoidance to participate stems from their personal feeling of being ineffective and classroom anxiety has been found to be the major cause of the students' inhibition. Additionally the interviewees gave valuable opinions about how the foreign language class should be, two teachers found it a must to organize workshops with specialists and the learners' parents to as well for awareness-raising among teachers and learners alike to overcome anxiety and for both positive and effective teaching and learning.

In the last chapter, we will recommend some solutions to the burden of anxiety when learners are supposed to debate in different modules. Special concern will be dedicated to the teacher role and classroom practices that could alleviate the symptoms of anxiety. Then, the researcher will propose some remedial measures in attempt to lower the learners' affective filter, especially in the oral expression class, that might be a key to language learning success.

Chapter Four: Affective Teaching for Effective Learning

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4.1. Introduction

Most of students experience certain degree of stress at a specific stage of their learning. Such stress has been believed to decrease thanks to the adoption of the humanistic teaching approach (HTA). Indeed, the humanistic approach is regarded as a means to improve students' learning. The teachers' primary role is to facilitate the learning process and create an atmosphere that encourages learners to freely express themselves with no apprehension. Henceforth, this chapter epitomizes an attempt to propose some possible solutions to overcome students' anxiety. At the mean time it focuses on the necessity of the humanistic approach in foreign language teaching. The solutions suggested are the upshots of the data gathered during the research process.

4.2 Anxiety Alleviation

Our findings proved that the majority of the subjects presented a certain level of LA. Some of them were aware of the negative effects LA operated upon them and tried out a number of tactics to cope with it. Others however, could not get by their reticence to participate. What is important now is how to alleviate LA and make our classes less stressful and tense. The first step is to supply four main ingredients; a sense of community, pedagogical practices and classroom environment and the teacher's role.

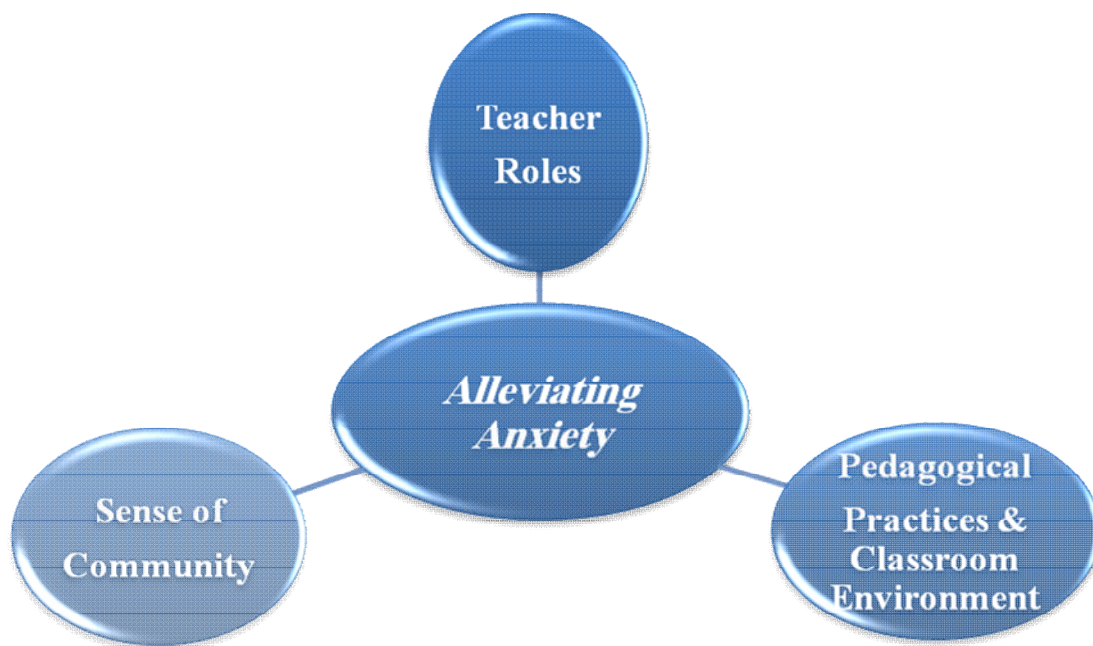


Figure 4.1: Ingredients for LA Alleviation

4.2.1 A Sense of Community

Groups help to reinforce connectedness and decrease emotional barriers like anxiety (Samimy & Rardin, 1994). Therefore, the atmosphere inside the classroom enables language learners to go beyond its formality and belong to a group through self-acceptance, accepting, trusting as well as helping each other, etc.

4.2.2 Pedagogical Practices and Classroom Environment

Fulfilled FL students learn better within a climate that underlines affective factors along with cognitive variables. The positive classroom atmosphere founds the basis of effective teaching and learning. Henceforth, learners need to develop the desire for community belonging. This latter can be reached when the teacher maintains an orderly setting. Changing the traditional seating arrangement has a

great impact on diminishing the learners' LA; as an example horse-shoe shape or circle. This classroom organization produces a relaxing atmosphere so as to alleviate anxiety level.

Besides, the teacher relationship with students can help reducing students' fear. The teachers' behaviours in the classroom, contact with learners, and perception of language learning are all paramount. Students postulate that the classroom is more comfortable and encourages self-confidence particularly when teaching is fun, and animated, they become less anxious and able to express themselves.

More to the point, kind error correction and suitable tasks help students to feel more confident. It is worth mentioning that skits, plays, and games are helpful for only some students, whereas others claim that activities are attractive if associated with their real life goals and objectives.

4.2.3 Teacher's Roles

Teacher behaviours and roles in the classroom are the essence aspects in students' anxiety alleviation. The instructors, who are capable to create a supportive and comfortable learning environment that considers the learners' feelings and needs, employ flexible methodologies that foster learning and make it more enjoyable. Humanistic teachers avow that anxiety diminishes when the classroom context is warm and sociable.

4.3 Pedagogical Implications For Overcoming Speaking Anxiet

Speaking anxiety has gained a large area of research. Many scholars have focused on this phenomenon as it hampers students' learning and speaking performance. For this reason, teachers need to centralize speaking anxiety as an essence contributor in students' language learning. Thus, a number of strategies can be applied.



Figure 4.2. Strategies for Speaking Anxiety Reduction

4.3.1 Cheerful Atmosphere

One of the foremost elements towards good classroom communication is the learning environment. Teachers can create a cool and comfortable learning atmosphere that would encourage students for practicing the target language. That is to say, a conducive learning environment may be reflected on the students' mood leading to a positive attitude and comfortable learning.

4.3.2 Rewards or Positive Reinforcement

A reward is not always a good grade; it is when language learners are noticed. The impact of fairly noticing all learners has a tremendous effect on their self-esteem. What happens in our classes unfortunately is noticing bad behaviour since it is the only way to attract the teacher's attention, especially when instructors are working with a limited number of students, ten or fifteen, because they dare participate and ignore the remaining silent subjects. Henceforth, teachers need to give equal opportunities to all learners but also offer equal positive reinforcement. We know that this is not always easy because the large classes we have, one alternative is once you give a task to the class walk around and assure them that you appreciate their good behavior and efforts.

As the learners' self-esteem is reinforced it directly boosts self confidence and decreases apprehensions. Communication anxiety results in students' lack of confidence in their own abilities for interaction and appropriate vocabulary usage. Hence, teachers can provide consistent rewards or positive reinforcement as to foster students' personal aptitude perception.

4.3.3 Communication Skills Development

Better speaking performances depend on the students' freedom for expression. In other words, teachers need to give students opportunities to communicate, express themselves, and share their ideas in a formal and informal way. This way, students may perceive communication situation as less deadened, and would be more encouraged for speaking. Moreover, students' avoidance to speak stems from their poor luggage in terms of vocabulary, functional phrases, etc. In this case, the teacher has to supply students with materials that permit them overcome the 'how to say' barrier. This can be taught in the four skills, especially oral expression which is not the easiest module to teach as it is thought.

4.3.4 Self-Confidence Enhancement

Since most students hold some wrong beliefs about their own communicational skills, teachers may help to repair such thoughts. In other words, foreign language speakers are, more often than not, looking forward to be perfect users. However, it is worth mentioning that perfection is the key for personal perception destruction. Language teachers have to explain that studying at the university for six semesters is not sufficient to be proficient in the TL, however it is the learners' initiatives to practice the language inside and outside of the university that will ensure real development.

The students' lack of self-confidence generates from their difficulty to play the role of learners inside the classroom, which undermines their self-confidence and heightens anxiety. Contracts are important to set for the reason that all members inside the class perceive their roles. Putting forward contracts make learners feel valuable and significant participants in the learning and teaching processes. Of course learners have a say in deciding upon the contracts.

4.4 Principles for Foreign Language Instruction

It is commonly known that foreign language speakers have some assorted disabilities. The vital problem cannot be related to only their motivation, but also their language potential. Researchers (Sparks et al. 1992a, Sparks et al. 1992b, Ganschow and Sparks 1995, Sparks et al. 1998) have proved that the usage of a multisensory structured language methodology¹ can be very beneficial. The MSL approach enters skill development (Sparks et al. 1992b: 33).

To put it simple, students are taught grammar (syntax) vocabulary (semantics) and even phonology (Sparks et al. 1992b: 33). Besides, the foreign material is organized in a way that enables students to recognize how new information fit with the previous ones. In addition, the MSL approach highlights students' visual, auditory and kinesthetic learning styles (Sparks et al. 1998: 242). This means that students' distinct learning styles are paramount and well considered. It is worth mentioning that instruction does not bank one learning style alone, a variety of styles is regarded (Moilanen 2002: 28).

With the MSL methodology, small amount of material is presented at one time (Ganschow and Sparks 1995: 109). Some scholars as Schneider and Crombie (2003: 17) suggested that learning and presenting new information should be done at a pace so that students easily cope with it. Repetition of data and reinforcement are necessary; that is, task variation of the same subject can help good information grasping (Cogan 1998: 62, Schneider and Crombie 2003:17).

Additionally, teachers play a chief role in the MSL methodology. Their primary task is to render learning more enjoyable and create students positive learning attitudes. Hence, the following ways are suggested for better language learning.

¹The multisensory structured language (MSL) approach has traditionally been used to teach students with native language problems but has more recently been found to be useful also in the FL classroom since it helps students to see and understand how language is structured.

Figure 4.3. Some Hints for Better Language Learning (Katriina Viskari (2005))

- **Task Variation:** Teachers can vary the tasks based on students' interests so as to expose them to distinct genres of the material. This way, students' motivation is more likely to be developed (Dörnyei 1994: 281, Dörnyei 2001: 129).

- **Real Life Situation:** Teaching a foreign language to non-native speakers is very demanding. Yet, providing some real life situation example might help in bridging the gap between theory and practice. Relating the input to the classroom tasks is renders learning positive and enjoyable.

- **Personal Experiences:** Speaking about personal experiences can be beneficial, i.e. teachers can give their learners opportunities for speaking about their own experiences or teachers themselves can provide examples about their personal experience as to enhance students' confidence in speaking. It is also plausible to invite foreign visitors, show films, and play music.

- **Cross-Cultural Awareness:** culture integration in foreign language teaching has been proved to be influential. Teachers may teach the differences between cultures as well as similarities so as to raise cross-cultural awareness (Dörnyei 1994: 281). Students' motivation is more likely to be fostered, as students will understand the essence of the language they study.

- **Seizing Opportunities:** the utilization of a wide range of opportunities helps students to better their language performances. Most of students are used to learn English via television programmes, films, and music, Internet, magazines, books, and computer games. These means can be introduced in the English courses. They can help students to be acquainted with the real English conversations, and reduce their anxiety.

- **School Trips Abroad:** Trips can be a good way to encourage the practice of the target language beyond the classroom. That is to say, teachers may arrange school trips abroad. Such journeys are believed to encourage learners to engage in real life conversational situations. Well, this is not easy in our country but

at least try to adapt and propose having lectures outside of the classroom, this is very motivating and relaxing.

4.5 Reducing Anxiety in the Listening Skill

The listening skill is also a difficult skill to teach and to learn; as Listeners are exposed to the necessary amount of the spoken language to be able to understand the language being listened to and processed which represents a real hog back. Several students find themselves in situations where they are exposed to new spoken words before processing the new ones. Thus, they slowly react, as they do not have enough data for the completion of the activities.

In addition, due to the feebleness in the short-term memory, students cannot remember details, and answer questions at the same time. Extra problems may emerge such as having difficulties in picking up necessary information. Other challenges may occur, as difficulties in following speech and writing at the same time. (Moilanen 2002: 45.). Besides, some listeners with less capacity have difficulties in recognizing words. Meanwhile, they may also be distracted as they become unable to concentrate on decoding the first part of the text (Goh 2000). The figure below proposes some remedial measures to improve the quality of the listening comprehension skill:

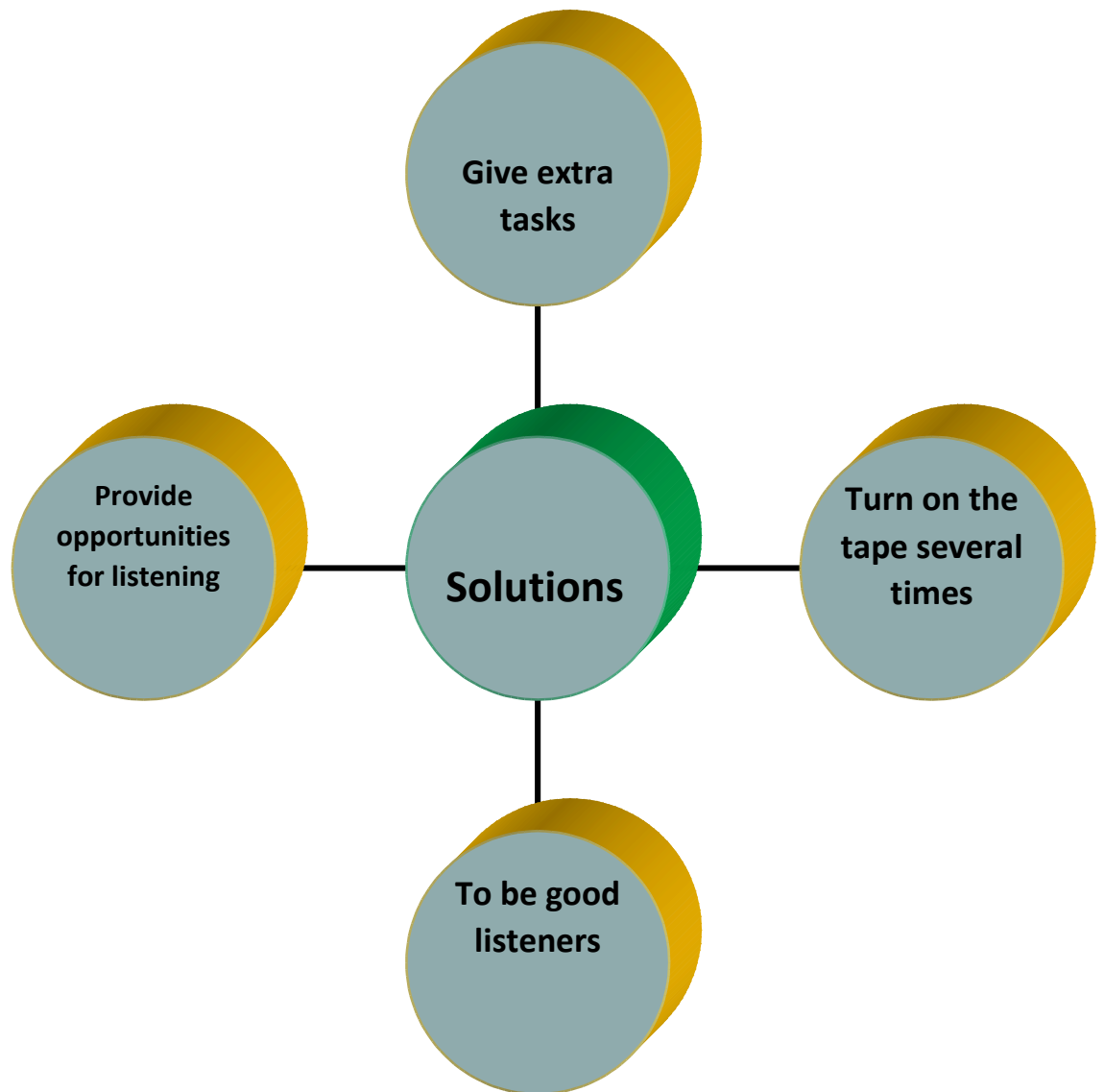


Figure 4.4: Solutions for Diminishing Anxiety in the Listening Skill

The listening and the speaking skills are intertwined. Henceforth, EFL learners need to learn first and foremost how to be good listeners. Learners need to listen to topics that interest them, so teachers have to be very selective. Then, the listening skill must be taught in a specialized laboratory for a good quality input. The way input is delivered attracts or distracts the learners' attention, therefore we need to be cautious about that. to provide them with opportunities for listening to the spoken language. Goh (2000: 71) Improvement of the listening skill can be

reached via affording the practice of picked-up sounds, content words, pronunciation of new words and intonation features.

4.6 Diminishing Anxiety in the Speaking Skill

The oral expression skill is usually the power of dyslexic students (Moilanen 2002: 231). Some students have some difficulties in to keep-up with conversation and understand speech (Moilanen 2002: 231); they do not know how to pronounce words and they are incapable of taking a long-turn. Thus, the first step is to make sure that students master phonetics by always recalling how certain difficult terms should pronounced. Students need to be aware of the importance of keeping an English-English dictionary in order to consult whenever necessary. This way, students would be able to learn and recognize words easily.

The practice of both listening and pronunciation skills can improve the students' oral expression capacity. Group and pair discussions are the two main means through which speaking skill can be developed. Texts that are read in class can foster students' linguistic repertoire. In other words, pair/group work help students exchange ideas and talk about issues that are close to their real life experiences.

In addition, other ways can foster the students' speaking skill as reacting to distinct situation, keeping up conversation, or using compensation strategies (Moilanen 2002: 232). For instance, many students face some difficulties in expressing themselves. Thus, synonyms, simple words and structures, facial expressions and gestures can be taught as a remedy to their expression skills deficiency (Mäkinen 2003: 12). More to the point, some expressions can be helpful for learners to fill up the gaps in their conversation and develop fluency as expressions that show attention (really, I see, etc.), filler expression (well, yes), and hesitation devices (er, hm)(Ehrman 1996: 195).

Despite the students' lack of confidence in their oral skill capacities, they are required to use English as much as possible to impress their teachers. Tutors need to put it crystal clear that the focus in speaking is to be able to well transmit the message. Therefore, accuracy is secondary. Besides, some monolingual students find it hard to switch from one language to another, teachers can help them warm-up their English by reading a familiar text loudly before beginning the speaking task or presenting a short talk that motivates learners to listen to (Tuokko 1997: 18):

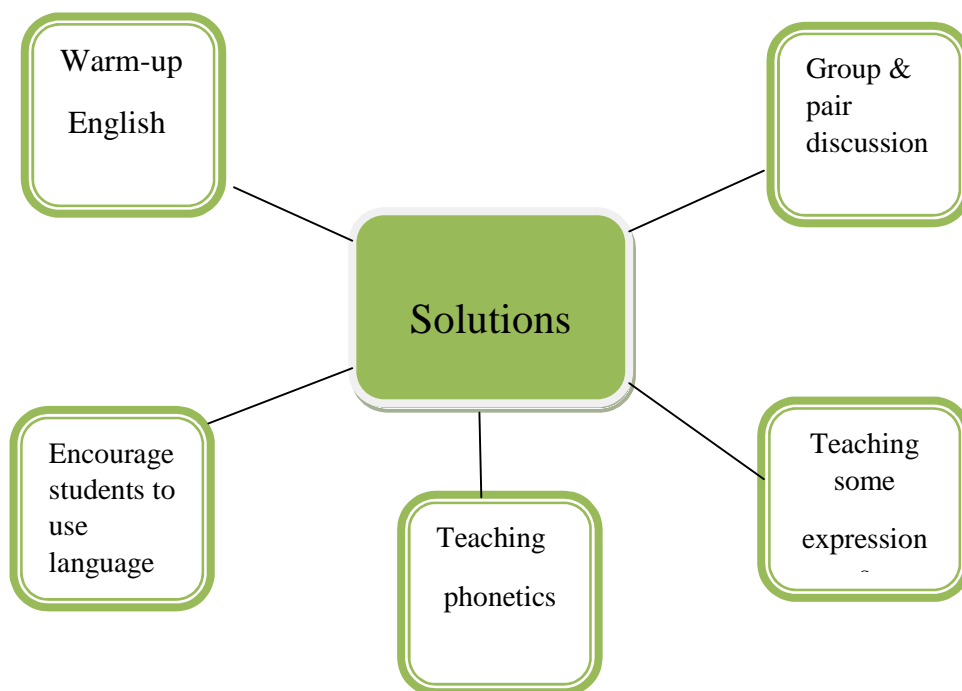


Figure 4.5: Solutions for Speaking Anxiety Reduction

4.7 Reducing Reading Skill Anxiety

Many foreign language learners consider reading an anxiety provoking experience mainly when they are asked to read loudly. They feel afraid to mispronounce a word; for this reason, practicing reading as much as possible can help them improve, as the old saying goes, "practice makes perfect". Yet, if they read slowly, and are unable to determine basic words, reading long and complex texts can be a hard task. That is why; it is more advisable to start practicing with easy, short and simple text. Teachers can introduce the text by asking some questions in order to make them enthusiastic to discover the text.



Figure 4.6: Strategies for Reducing Reading Anxiety

Thus, teachers need to concentrate on the text size before its selection, as it should fit with the learners' level and needs. Besides, reading aloud in class by one student can alter the students' apprehension of the material (Moilanen 2000c: 12). Since the contemporary books encompass CDs with the texts, students need to be

fortified to listen to the texts when reading at home. In addition, visualizing the text in pictures can help students for comprehension (Moilanen 2000c: 12). After finishing reading, students can summarize it (Mäkinen 2003: 13).

4.8 Reducing Writing Skill Anxiety

Many students face some difficulties in expressing themselves and producing a coherent and cohesive composition. Some learners may even develop a kind of phobia toward writing (Moilanen 2002: 111). They often consider writing as a hard task, especially since except the speaking skill all modules are tested in a written form, and a large number of students do not command the skills needed for that. They also feel perplexed when asked to organize their thoughts and start writing. Their compositions are characterized by misused words or lack of appropriate vocabulary.

Therefore, students need, first and foremost, to be encouraged to enjoy writing and to find a pleasure in reading some adequate books as to enhance their vocabulary. Positive feedback is also paramount for learners, i.e. teachers need to provide their learners with a positive feedback as to improve their motivation to write; this latter could be done via introducing some texts based on students' interests. Besides, students can be motivated for writing for themselves for the sake of writing when for instance the teacher asks them write about topics that interest them.



Figure 4.7. Strategies for Reducing Writing Skill Anxiety
(Moilanen 2002: 116)

More to the point, teachers' distinct ways to correct students' essays is also important, but before that, learners need to understand the symbols for each error type. And after some sessions, students can be taught to monitor their writing and correct it by themselves then afford a constructive feedback. Instructors need from time to time to refer to their learners' good and less good writing in order to encourage them and improve their level.

Additionally, students need mainly to learn how to organize their thoughts as to avoid any kind of fear before writing. This means to be taught how to map or plan for their ideas. In other words, students need to learn how to collect enough ideas, and subdivide each idea into parts. The ideas can be organized by numbers or even pictures (Pollock and Waller1994: 135.).

Process writing can be another efficient way to decrease students' writing skills anxiety. Teachers can ask for play writing, students work for their essays, then after its presentation, they may get some new ideas or constructive feedback. Teachers can also provide an essay chart in which all essay parts are mentioned (title, beginning, the actual handling of the topic, ending) so that students could be able to correct by themselves their essay.

In addition, grammar lists may help learners to check out their grammatical mistakes before submitting their final paper. It is also worth mentioning that teaching different types of the essay or texts and discuss how the topic is analyzed in them and the essay structure might be helpful for learners, this way, students can discover how essay are written and organized.

4.9 Affective Variables

Recently, affective variables have become an important area of research and led to a controversial debate among language teachers, linguists and researchers. Some variable have been believed to have a great impact on students' success or failure, such as self-esteem, inhibition, motivation and anxiety.

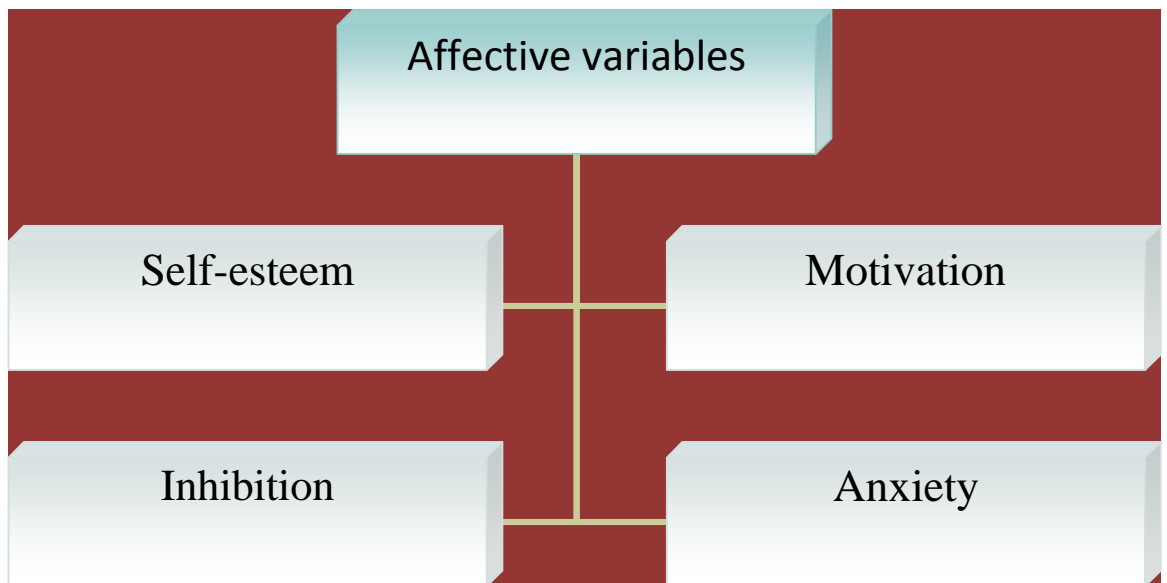


Figure 4.8: Affective Variables

4.9.3 Self-Esteem

Self-esteem has positioned a wide area of research, and been investigated for more than a century. It is a potent means for self-construction that exists within each individual. It is considered as the buzzword of the century and many researchers from various fields have been interested in pointing out its importance and impact as far as language learning is concerned. High self-esteem promotes self confidence and makes it possible to cope with unpredictable obstacles in life generally and in specific situations as the language classroom. Self-esteem is also believed to affect people’s motivation, behaviours and sense of satisfaction.

According to studies, learners who have visualized themselves as being good enough are more likely to be self-confident, less anxious and successful. Self-esteem is the result of, and not the cause of, the daily personal experiences as academic achievement. In addition, in her research on the relationship between self-esteem and achievement, Dr. Martin Covington (1989) from the university of California stated that: **self-esteem can be modified through direct instruction and that such instruction can lead to achievement gains.** This means that self-

esteem can be improved in foreign language learning, and so, important gains can be noticed in SLL/EFL learning. Thus, teachers can for example provide activities through which students discover themselves and readjust their beliefs about the self, so that they reinforce their self-esteem. See Appendix

4.9.4 Inhibition

The term ‘inhibition’ is closely linked to low self-esteem because inhibited learners seek to protect their fragile ego. Perfectionist learners tend to be inhibited in some situations because they are rarely satisfied with their performances, for example, a student who has always been good in other subjects or at using her/his native language finds it difficult and unacceptable to develop a foreign language with all the challenges it bears. In short, perfectionists do not accept making fools of themselves in front of their peers and teacher. Teachers can help learners to raise their awareness of the importance of self-esteem and how to reinforce it. They have to:

- Respect learners.
- Work with learners to set attainable goals.
- Offer positive reinforcement.
- Treat learners as valuable persons, and each one of them has a particularity.
- Teach values before knowledge.

4.9.3 Motivation

Motivation refers to people’s inner desire for doing some particular actions (Brown, 1994). Likewise, other scholars defined it as the needs or drives. A number of researches concerned with the EFL/ESL classroom have proved that motivation is paramount for success. Intrinsic motivation, the desire to work for the sake of the

activity itself, is favoured in class. However, there are some cases where students' intrinsic motivation is not enough, and extrinsic motivation is necessary. This means that both intrinsic and extrinsic motivation should be balanced. Classroom methodologies and practices affect intrinsic motivation; when the classroom environment is motivating this will automatically increase intrinsic motivation.

4.9.4 Language Anxiety

Learning a second or a foreign language is a demanding task. For this, most foreign language students encounter some difficulties while learning. Those difficulties are believed to harm self-esteem. This means that students experience a feeling of self-doubt, or fear of incapacity. This factor requires some teaching methodologies that encourage freedom of self-expression and learning style to keep it as low as possible. Several studies on state anxiety that occurs inside the classroom have shown that it has a pervasive effect on language learning. However, some degree of anxiety is necessary for learning and achievement. Yet, a high degree of anxiety can result in students' failure.

Anxious learners wish to overcome anxiety, but before that they need to understand how nervousness works. Anxiety is the result of some biological and environmental factors i.e.; the learners' genes and the environment they are coming from have a great impact on their nervousness. Some individuals are predisposed to be anxious; this predisposition is either genetic or inborn, and when anxiety is present within a family it may be contagious. Most often, anxious learners are scared of public speaking because of their personality type; as shyness, having lived a bad experience or overestimating how others see them.

4.9.4.1 Language Anxiety In Relation To Learning Styles

Learning styles refer to the individuals' preferences in regard to what mode of instruction or study is most effective for them. It is the view that different people learn information in different ways. In the recent decades, this concept has steadily gained influence, and has been extensively discussed in the educational psychology literature. The ways in which individuals acquire, retain, and recall information are learning styles. However, further research needs to explore the connection between language anxiety and learning styles. Learning styles consideration in the foreign language classroom may play a role in reducing learners' anxiety; raising the learners' awareness about their learning modes permit getting inside oneself and discovering things that were not that important before.

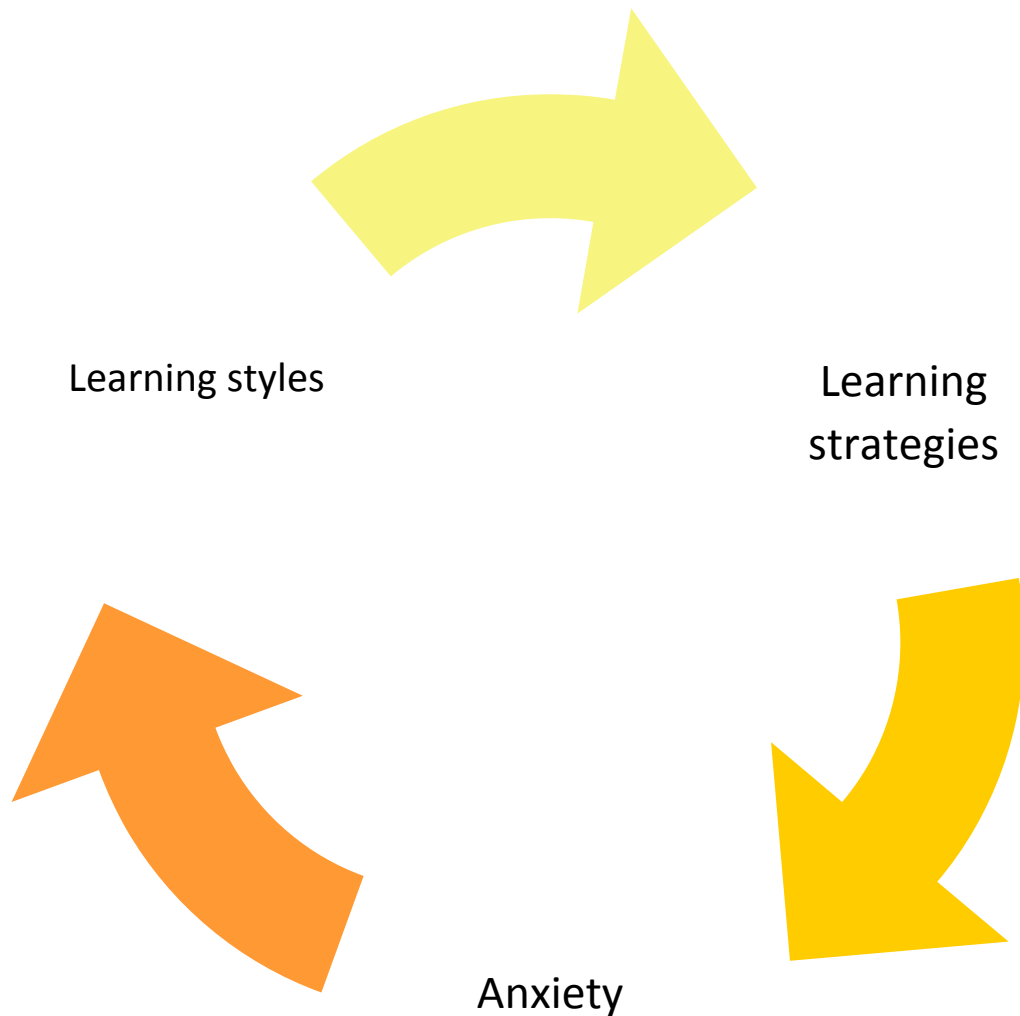


Figure 4.9: Anxiety and Language Learning Styles and Strategies Correlation

4.9.4.2 Language Anxiety in Connection to Learning Strategies

Research has shown that there is correlation between LA and the usage of learning strategies (MacIntyre and Noels, 1996). It has been suggested that students' who are aware of the learning strategies' utility could be more motivated for learning. Moreover, the right usage of the learning strategies can help reducing anxiety level.

4.9.5 Styles- & Strategies-Based Instruction (SSBI)

Teaching methodologists nowadays have realized that in order to improve the quality of instruction and learning, they have to put the learner at the centre of their concern because even with the most knowledgeable and skillful teachers the feedback is not always satisfactory. Why? Simply because the language class has become more learner-centred, and great concern is attributed to promoting learners' autonomy and accountability. The role of the teacher is no more to transfer input but rather teaching learners how to become independent of their teacher and take charge of their learning. This can be reached as learners are made aware of the large number of strategies that facilitate the learning process in terms of both the language and the tactics to cope with the difficulties they encounter.

The humanistic classroom instructor cares of her/his learners' well-being; s/he can incorporate SSBI in his daily practices. SSBI coalesces style and strategy training activities with daily classroom teaching (Oxford, 2001, Cohen & Dornyei, 2002); it helps learners:

- Turn into being more skillful in their efforts to learn and make use of the TL.
- Be aware of the existing strategies.
- Understand how to systematize and employ strategies methodically and efficiently.
- Learn when and how to apply the techniques to new language learning situations.

4.9.5.1 Steps of SSBI

- The figure below represents the different components that are also steps for SSBI.



Figure 4.4: Steps of SSBI (based on Cohen & Dornyei, 2002)

a. Strategy Preparation

Language learners utilize strategies, but sometimes they do so unconsciously and ineffectively. Henceforth, the objective of the first step is to agree on using strategies in a systematic way.

b. Strategy Awareness-Raising

Students are explicitly made aware of strategies they might never have used before; they need to know what the term ‘learning’ means, and what are its different parts. Then, the teacher has to help students discover their learning modes. After that, the teacher puts the strategies her/his learners’ already utilize plus those recommended by peers and him together. Language learners need also to feel

accountable of their learning process and language development. And finally, their teachers assist them for the evaluation of their strategy use.

c. Strategy Training

Strategy training aims at explicitly teaching learners why to use strategies, when and how. An example of strategy training is how to make notes. The teacher may first ask his students about their way of making notes then, s/he explains in details how notes are made. After that, students are encouraged to vary their techniques.

d. Strategy Practice

As its name indicates, this step aims at trying out the wide array of strategies in different situations. The tasks at hand determine which strategy learners need to use. As far as our study is concerned, anxious learners have to use affective strategies that would help them out cope with the affective barriers while they are learning; as using positive self-talk, taking one's emotional temperature, deep breathing, etc.

e. Personalization of Strategies

Learners modify and acclimatize strategies so that they will be able to use them in various circumstances.

4.9.6 The Academic Effect of LA

The effect of anxiety has positioned an important area of research. Various studies have demonstrated the connection between test grades and language anxiety (e.g., Horwitz, Horwitz, & Cope 1986; Young 1986). Research has reported that language anxiety is one of the strongest factors which influence language achievement. In fact, it was related to both perceived and actual second language competences (Gardner et al. 1984, Gardner et al., 1976). The basis of such effect is in the cognitive, emotional and behavioural disturbances caused by anxiety arousal.

In fact, the combination between such effects results in the plausibility that anxiety can either facilitate or debilitate performance, relying on its level as well as the demand of task. Facilitative anxiety arises in some easy tasks. Yet, demanding tasks can lead to debilitating anxiety. Indeed, as shown by some scholars, anxiety can be debilitating especially when the task is beyond the students' level, resulting in a negative impact on their performance (MacIntyre, 1999).

4.9.7 The Social Effect of LA

The social environment can have a negative effect on people communicative abilities; it may hamper communication. Such a fact influences the way learners relate to the others. Students worry about the others' perceptions as a result of vocabulary or language deficiencies. Actually, several factors can lead to social anxiety such as: a competitive classroom atmosphere (Bailey,1983), hard interactions with teachers(Young 1991), risks of embarrassment(Ely 1986), chance for communication with native speakers and tension between ethnic groups (Clément 1986).

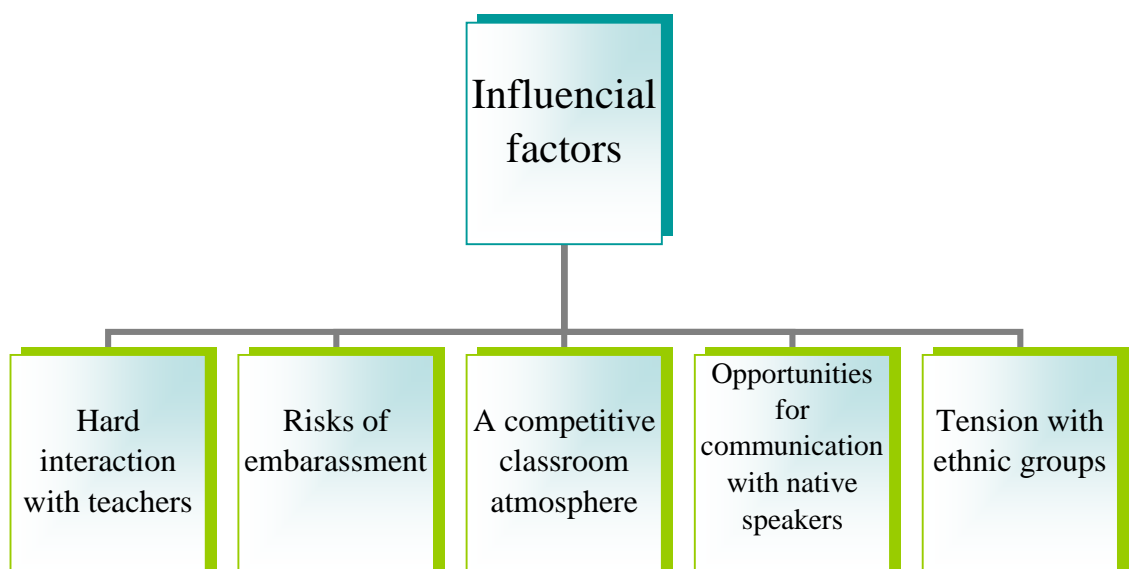


Figure 4.10: Factors Leading to Social Anxiety

4.9.8 Language Ego

Second language usually determines language ego, this latter builds a sense of defensiveness, fragility and upsurging inhibition. Second language students feel delicate because of their language ego. That is why teachers are required to be patient and show some emotional support to their learners. Educators need to bear in mind that their students are capable but are unaware of managing their learning, which is enough for LA.

4.9.9 Classroom Dynamics in Language Education

Group dynamics is the global term that stands for the group processes as students' relationship in a group, and its influence on their way of learning as well as the entire field dedicated for studying groups. It has been believed that the group influences not only the learners' behaviours but also the efficiency of their learning. There are many advantages for group dynamics alongside class group. Both of them can improve students' motivation and involvement. It can also lead to positive and comfortable learning atmosphere. Learners need to be ready and enthusiastic for cooperation, otherwise it will not work.

Learner-centred classes are more open to group dynamics. Yet, recently, ELT group or pair work have become standard, positive relationship and collaboration between the group is more paramount, even vital for the activities' success².

² Note As one of the leaders in the humanistic approach ,Earl Stevick denote (1980) that “In a language course success depends less on materials, techniques and linguistic analysis, and more on what goes inside and between the people in theclassroom.”(qtd. in Finch 2002).

4.9.10 Features of a Group In Language Learning

A group need to share similar objectives, is willing to interact and the members within the group are considerate to each other.

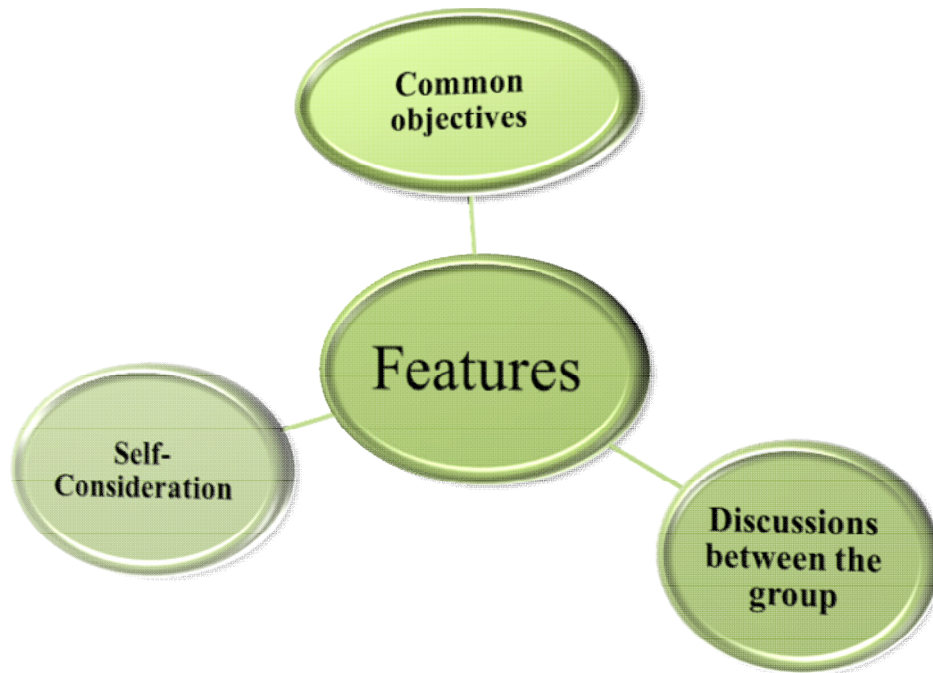


Figure 4.11: Features of the Group

4.9.11 Factors Determining Group Dynamics

Owing to Scott Thornbury and his A-Z of ELT (2006: 72), group dynamics is identified by:

- **Construction of the group:** age, sex, and relative status of the members, as well as their different attitudes, beliefs, learning styles and abilities.
- **Relationships within the group:** how well they recognize each other, and each one's role.

- **The group size:** The fewer members within each group are the more possibility to interact will be.

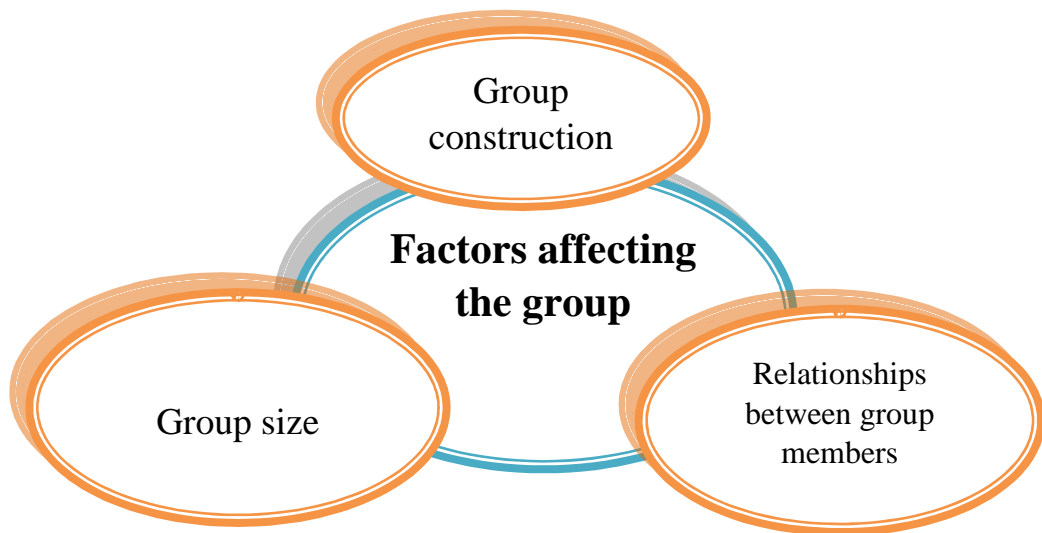


Figure 4.12: Factors Affecting the Group (based on Thornbury, 2006:

72)

4.9.12 Group Development

Tuckman in 1965 and Wright (1987: 36) proposition, The group goes through four main stages.

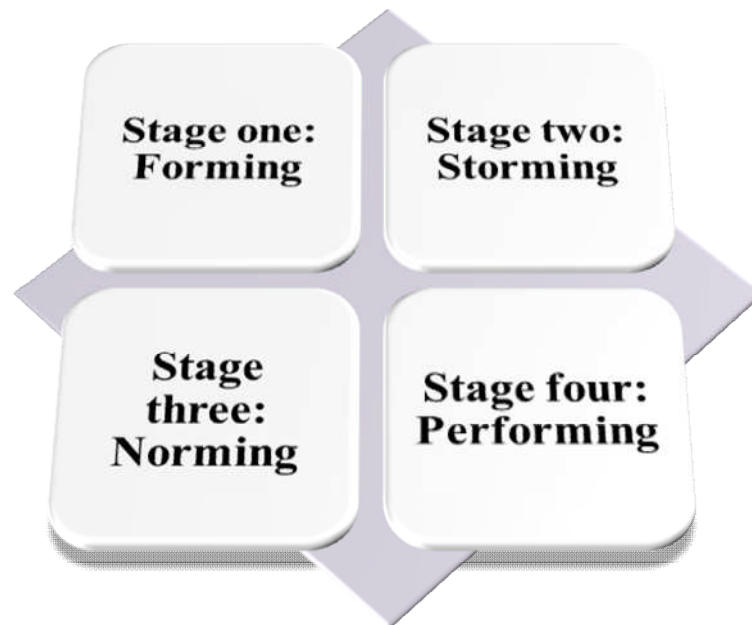


Figure 4.13: Stages of Group Development (based on Tuckman, 1965, and Wright, 1987)

- **Stage One: Forming:**

This phase depends on the extent to which each one recognizes the other and the ability to break the wall between them. It is characterized by: politeness, tentativeness and significant dependency on the leader (that is the teacher).

- **Stage Two: Storming:**

This stage enables the students to become acquainted with each other. It encourages freedom of expression, and conflict become normal as the groups are competing. This way, the group is more likely to become autonomous and no more attached to the leader who is the teacher.

- **Stage Three: Norming:**

At this level, members start sharing responsibility and set out rules and roles.

- **Stage Four: Performing**

In this stage, learners start cooperating by trying to control their emotions. The group has gone through rules, roles and decision-making procedures. So, it is time for performing.

4.9.13 Group Roles

As any group has a specific structure, this implies that each member of has a role to play.

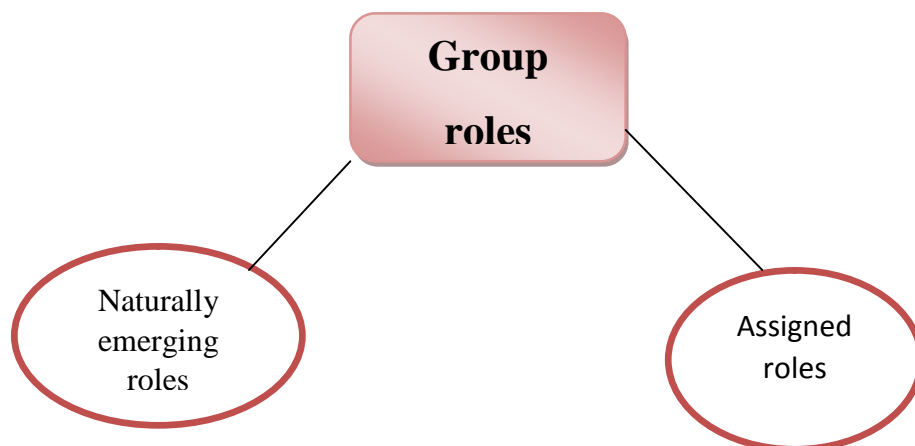


Figure 4.14: Groups’ Roles (based on Rogers, 2002 & Murphy, 2003)

In learning group, all members of the group and the teacher have a role to play. Dörnyei and Murphy (2003: 110) stated, there are two main roles of the group: ‘naturally emerging’ roles (or informal roles) as class clown, and ‘assigned roles’ as the group secretary appointed by the teacher. The archetypical example of group

roles include: the student's leader, the organizer, the energizer, the harmonizer, the complainer, the pessimist, the rebel and the clown.

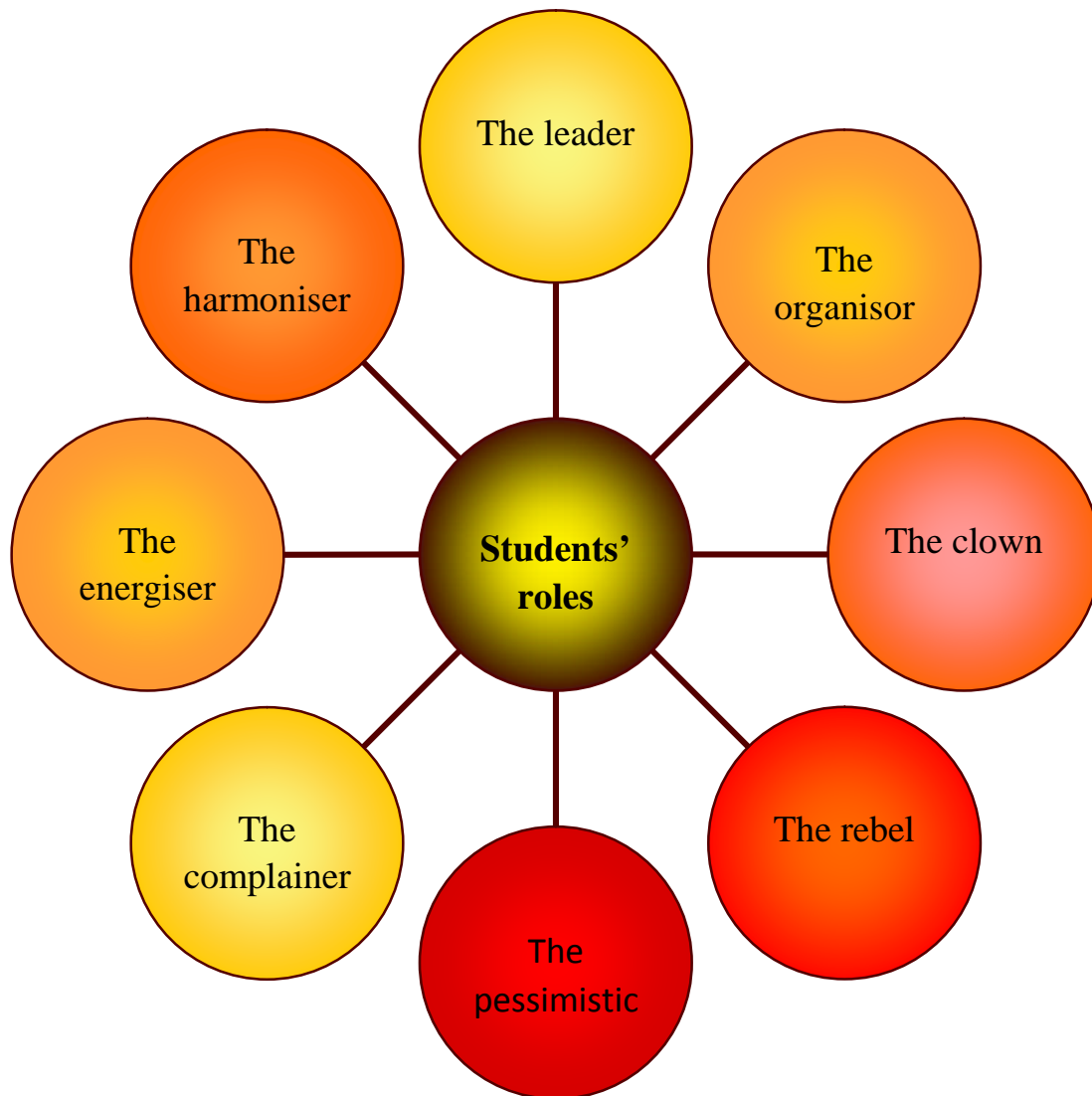


Figure 4.15: The Students' Roles within the Group
(based on Dornyei & Murphy, 2003)

Thus, if students are given the appropriate role, they become active members of the team. However, it is important to change roles and not stick on the same for both involvement and better learning.

4.9.14 Positive and Negative Group Dynamics in the Classroom Context

According to Hadfield (1992), the successful group is cohesive, supportive and collaborative. It renders students tolerant and willing to contribute in the learning task. Contrary, the unsuccessful group is that in which a student dominates and gives little chance to shyer peers to take part in the task, discourages listening to each other, and is characterized by the lack of interest and consideration to each other. Other features can be territoriality, lack of cooperative feeling and lack of trust within the group.

4.9.15 Group Facilitation

The term facilitate is defined as ‘to free from difficulties or obstacles’ or ‘to make something easy or easier’. A facilitator encourages the group to work together to learn and to reach their goals (McNamara 1997). According to Hadfield (1992), the majority of the groups have the possibility to become cohesive and cooperative when adequate circumstances and support are provided.

4.9.15.1 Facilitation of the Group Forming Stage

The first phase is difficult for some students because they need to deal with others students that can be strangers. They compare their crafts to others’ that look competent and skillful. Some negative feelings may arise as the students commence form the group, such as: competency hesitation, doubt about whether others will acceptance them or not, awkwardness, anxiety about using English and about incomprehension, as well as lack of self- confidence.

A healthy group usually surpasses such feelings accept each other (See Dörnyei 2001). Acceptance could be attained if teachers try to facilitate this stage through suitable conditions. This means to utilize icebreaking activities, encouraging effective group norms and getting to know each other.

a. Icebreakers

Icebreakers stand for some kind of tasks in order to soften the atmosphere, relax, smile, laugh and get ready for what is coming next. They are said to:

Ehrman and Dörnyei (qtd. in Dörnyei and Murphy 2003: 30)

- Help students learn each other's names.
- Ensure discussion within the group even if it is briefly.
- Include sharing personal information.
- Contain various learning formats (e.g., Pair work, small group work, larger group work).
- Indorse collaboration.
- Help students' movement in the classroom.
- Involve as much humour and fun as possible. (based on Ehrman & Dornyei cited in Dornyei & Murphy, 2003)

b. Establishing Group Norms

Every classroom is characterized by a range of rules that should be set out explicitly; they determine what students can and cannot do. Overt rules are those connected with students' behaviours, whilst covert rules are those developed during the group development. As Cummins and Davison (2000: 722) put it:

The significance of classroom norms, whether official or unofficial in their origin lies in the fact that they can considerably enhance or decrease students achievement and work morale.

(Cummins & Davison, 2000: 722)

c. Learning about Each Other

As acceptance among the group members does not occur automatically, learning about each other is an important step to reach it. Feelings of insecurity within the group can result in intolerance and hostility. This means that, if the student doubts about the group members' perception to her/him, s/he will not cooperate. If such a case is repeated the groups will be more introverted. Henceforth, 'low-risk self-disclosure' activities may aid learners to become more familiar with each other.

4.9.16 Maintaining The Group

Forming a group is easy but preserving its unity is more complex (Hadfield, 1992). Cohesiveness in a group is fruitful. It is usually understood as the groups' attachment to each other (see Dyaram and Kamalanabhan, 2005), or as (Dörnyei 2001) defines it as the "glue" that clutch the members of the group together. Cohesiveness has two scopes: emotional and task related. The former feature of cohesiveness is the upshot of the group linkage to one another and to their group as a whole for instance: time spent with each other. Whilst task related cohesiveness stands for the extent to which the whole group shares the same goals and work hard to reach them.

Cohesiveness in the classroom creates a pleasant environment. Researches have demonstrated that students are motivated in a cohesive group and may perform better (Dörnyei & Murphy 2003, qtd. in Dyaram and Kamalanabhan 2005). More importantly, classroom' cohesiveness has a great impact on reducing language anxiety and improving students' self-confidence (Popescu 2006). Hadfield (1992), Ehrman and Dörnyei (qtd. in Dörnyei 2001) there are some methods and approaches that can increase group cohesiveness.

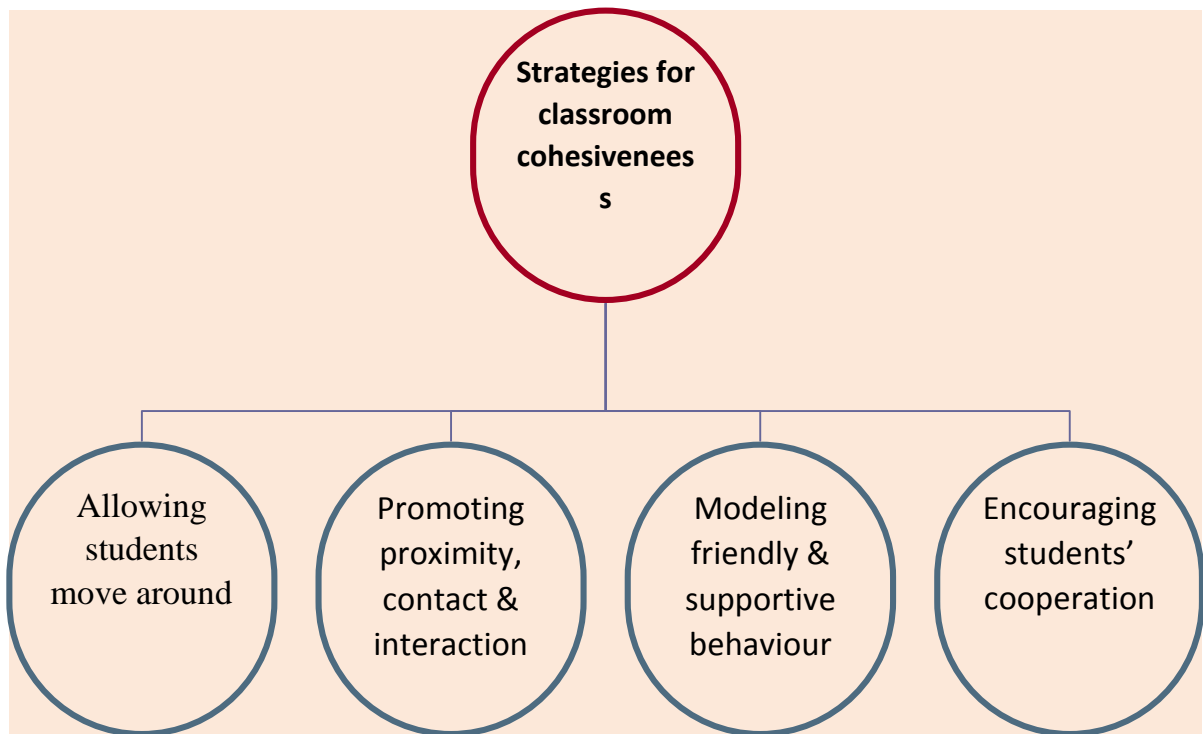


Figure 4.16: Strategies to Improve Classroom Cohesiveness

✓ **Promoting Proximity, Contact and Interaction**

Proximity refers to the physical distance in space. Teachers recognize the importance of seating arrangement in affecting the relationship in the group. There is no a perfect seating arrangement neither for each class nor for each activity. What is important is to arrange the classroom so that the members can interact easily. Some activities as: pair work, small group work or role-plays are practical in permitting direct contact with group's members.

✓ **Making Students Move Around**

One reason of students' demotivation is the lack of students' move in the class. Territoriality and the uncomfortable seating patters in class can decrease group cooperation and make class very complicated. By allowing students to move, interaction is encouraged. Model.

✓ **Encouraging Students' Cooperation**

Cooperation within the group may result in special emotional tone. The students' collaborative work and common goals may lead to feeling of solidarity and supportiveness (Dörnyei 2001), the only condition is forming small groups; three to four students.

✓ **Modeling Friendly and Supportive Behaviour**

Teachers' words and gestures have an influence on the group dynamics. Learners are very sensitive to teachers' behaviours that are believed to play a significant role in class. If the teachers are requiring learners to be good listener, then, s/he should be a good listener first. In the same token, eye contact is also crucial for effective interaction. Moreover, patience and tact are two prominent elements when a learner is trying to transmit an idea (See Turula (2000).

4.10 Creating an Emotionally Safe Environment

The classroom atmosphere can be based on creating an emotionally safe environment. Language classroom is considered as one of the most frightening contexts (Thanasoulas2002). Students are required to take risks as to produce a simple sentence. Similarly, self-esteem and emotional safety is the typical students' self-image. If students feel embarrassed in class, they often chose to withdraw from the class activities and avoid participation. Teachers' role in such a case is to help learners accept mistakes as a necessary part of the learning process. In the humanistic classroom teachers takes the learners' blocks into consideration and work hard to chase them away. Consequently, teachers have to:

- Be a secure and safe.
- Grade difficulty.
- Be patient.
- Use body language.

- Allow learners to go their own pace.
- Inspire self-evaluation.
- Model awareness.
- Show students that they are human and humane.
- Be creative and innovative.

4.11 Features of Humanistic Teaching

Humanistic teaching aims at providing a safe environment for learning in which all learners have the same equalities to flourish both cognitively and emotionally. Therefore, the main objectives of HA are as follows:

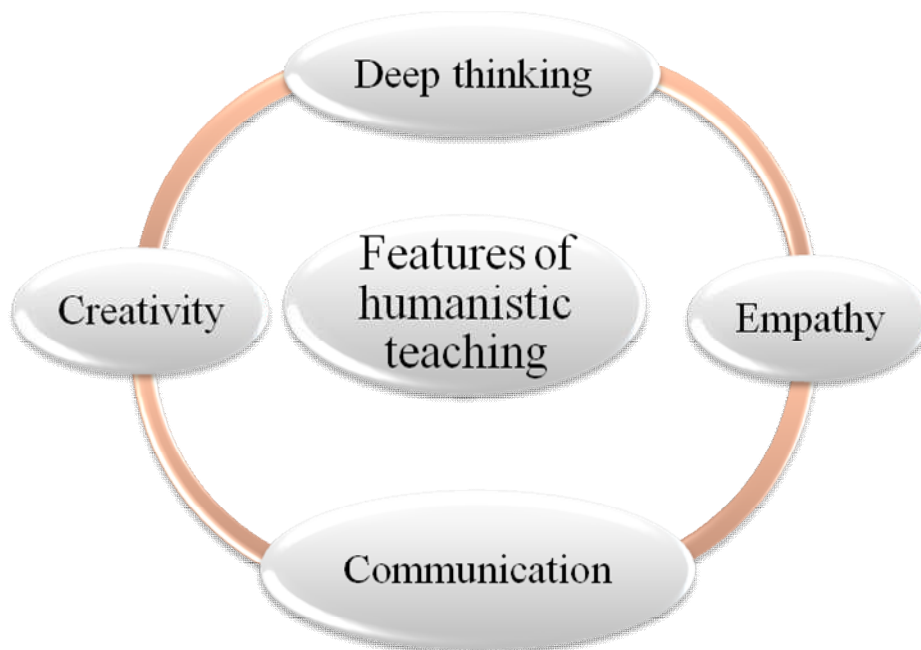


Figure 4.18: Features of Humanistic Teaching

4.11.1 Deep Thinking

Humanistic teaching helps students to anticipate things, i.e., reflect on their learning.

4.11.2 Creativity

Humanistic teaching helps students to enlarge their imagination. It improves their ability to go beyond the teachers' expectations and bring their personal touch to the class.

4.11.3 Empathy

Humanistic teachers help students to be sensitive to each other. They share feelings of compassion and understanding with their classmates and teacher. In a group work, for example, it encourages students to listen to each other carefully. Such listening helps them to sympathize with others.

4.11.4 Communication

Since humanistic teaching encourages communication, opportunities for debates are provided, so that feelings, thoughts and emotions are shared.

4.12 Humanistic Teaching Applicability According to Carl Roger

Humanistic teaching emphasizes the importance of the teaching shift from the teacher to the learners. It also encourages students' autonomy and independence. Thus, it focuses on one of the primary teachers' role, that is, facilitative (Rogers, 1969). Facilitative teaching encompasses the instructors' ability to be empathetic,

congruent and having a positive regard. Facilitator teachers share the following features:

1. Communicate with students' feelings.
2. Appropriately use students' ideas in an instructional interaction.
3. Open interaction with students.
4. Praise students.
5. Use congruent teacher talk (less ritualistic).
6. Smile with students.

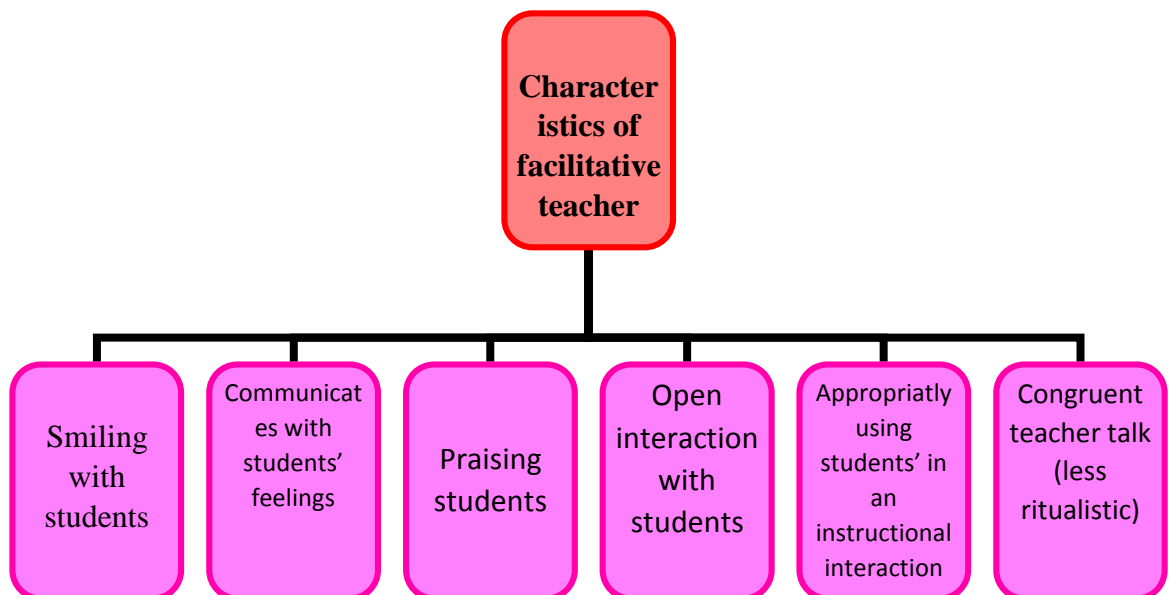


Figure 4.19: Features of Facilitative Teacher

(Based on Rogers, 1969, Freirberg, 1994, Aspy & Roebuck, 1975)

As a result, students in the humanistic classroom are:

1. Rarely absent
2. Increase their self-concept
3. Improve in terms of academic achievement.
4. Cause few disciplinary problems.
5. Tend to be committed
6. Spontaneous and enlarge their thinking capacity.

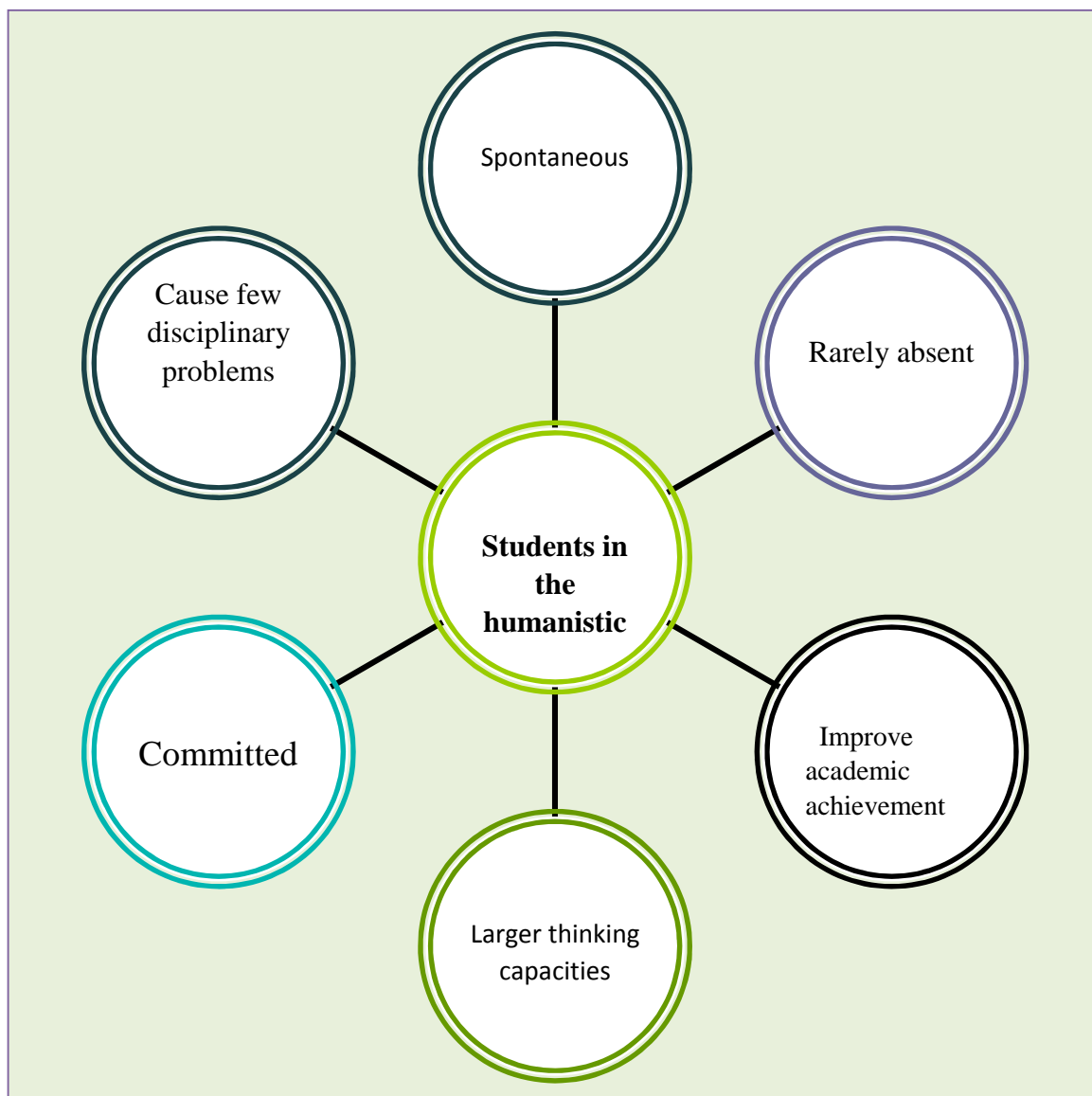


Figure 4.20: Students in the Humanistic Classroom (based on Aspy & Roebuck, 1977)

4.13 Applying Humanistic Teaching

Humanistic teaching aims at developing the learners' capacity and teachers' efficacy. In this case, the teacher has a specific role to adopt, i.e. facilitator, then to well select the classroom materials and the activities for his class.

4.13.1 Teachers' Role

In the humanistic classroom teachers have a basic role to play in the learning process; they facilitate learning. They advocated that respect and believing in learners are crucial in any humanistic classroom. Such an environment can foster the students' curiosity and nurture their learning desire. Humanistic teachers help their learners to develop their self-concept and thus be fulfilled.

4.13.2 The Activities

The choice of the activities depends on: their type, the material used and the topic selected.

- **Type** Many humanistic teachers use the activities that encourage communication and students' involvement. It is worth mentioning that HA is suitable for all types of grouping.

- **Material** Regarding materials, there exists no specific material that is particularly used in the humanistic approach. This signifies that teachers are not required to bring in some new materials. Thus, humanistic teaching is viewed as a supplementary but influential approach. In other words, HA is more concerned with how to teach.

- **Topic** the humanistic approach joins both the students' preferences and the topic being taught. This means that the topic should be based on what

learners like. These topics can be about: relationship with others, discovering oneself, personal strength, personal self-image, expressing personal feelings, personal memories, etc. More importantly, teachers need to be very selective in terms of topics, so as to increase the students' capacity and willingness to be active participants.

4.14 Humanizing Language Teaching

The humanistic approach to language teaching advocates first the supremacy of the learner as a human being who is supposed to succeed in language learning only when his basic physical and psychological needs are satisfied. (Wang, 2005).

Humanistic education fosters a social and intellectual climate which is conducive to learning; it prioritizes the learners' dignity against any intellectual oppression. The humanistic teacher is more attentive to personal development, self-acceptance, and acceptance by others. Learners are considered as "whole persons" with intellectual as well as emotional needs, and independent learning and creativity are encouraged. Unfortunately, the traditional teaching theories have emphasized the intellectual dimension only. The feedback in humanistic education is the same as in psychotherapy:

- Making a fully functioning person.
- Readiness to experience.
- Life becomes ongoing, flexible and adaptive.
- Self-confidence as well as confidence in others, notably teachers and peers. (Maples, 1979)

Some teachers may think that humanistic education is too concerned with learners' emotions and neglect the cognitive facet of learning; as a reaction to this criticism, Arnold (1998) has pointed out that focusing on affect from time to time would optimize language development.

There are two emphases in humanistic education. The first is feelings; as humanists strive for educating the “whole person”, learning should consider how learners feel about themselves. The second emphasis is to discover the uniqueness of each learner. (Mosckowitz, 1978: 11).

Therefore, some principles of humanistic education are as follows:

- The main objective of education should be the provision of learning as well as a context that promotes learning.
- Both cognitive and affective growths should be emphasized.
- Feelings are part of the learning process.
- Learners need to be encouraged to take part in and discover learning.
- The establishment of good rapport with both teachers and learners is also a booster for effective learning.
- Motivation to learn.
- Learners' self-esteem is of paramount importance in the learning process.
- Independent learning is encouraged.

4.15 Conclusion

Good teachers inquire into their daily practices through critical reflection and inspection; they always ask themselves ‘how can we improve our teaching?’ It is major to look for teaching drawbacks and undertake some strategies to improve it. No one would disagree that we are a major source of motivation, and positive affect in our homes; I mean our classes. In fact, cognition and affect are not in opposition but rather complementary.

The last chapter provided recommendations for language anxiety alleviation, for which humanistic teaching has been proposed as a remedial measure. It has been argued that the learners’ affective needs have to be satisfied, and the reasons that prevent a large number of students from participating may stem from the psychological domain. Henceforth, appropriate classroom management, materials and activity choice can generate a vital discrepancy for learners.

General Conclusion

The main objective of the present research study was to investigate the role of affect in FLL with Third-Year LMD English students in Sidi Bel Abbas, Algeria. Indeed, it is not easy to define the term “affect” but it is to some extent accepted that it encompasses variables as feelings and emotional states that determine behaviour and reactions to specific situations. As it has already been mentioned in this doctoral thesis, teaching in our institutions attributes more importance to cognition and neglects the affective side of learning; in other terms affect is not considered as an important, if not a major component for language success. We tried to demonstrate that the learners’ negative affect could block communication and learning, and thus inhibit students from taking part in the class activities.

The remedy for the affective barriers towards language learning was to humanize language teaching and consider the learners’ emotional well-being the focal point of our decisions and practices. However, since the concept “affect” is wide and comprises a great deal of personality variables, the researcher has selected two of them; anxiety and the introversion/extroversion dimension. The investigation had been undertaken during the academic year 2014-2015 in the EP class by the researcher who was also the teacher of EP. The class was made up of 253 students among whom a large number avoided participation and preferred to remain silent during the lectures.

This study was composed of four chapters; the first chapter introduced the investigation pointing out the purpose of the study, the importance of personality in relation to language learning and the role of EP in the facilitation of language development. It also consists of the methodology we followed as well as the instruments we used to gather data. As far as data collection was concerned, we utilized a variety of instruments in order to make our study more reliable, namely classroom observation, language diary, introversion/extroversion test, the foreign language classroom anxiety scale (FLCAS) and interview.

General Conclusion

The second chapter provided a strong basis for our research; it reviewed some literature about the difference between studying and learning, then it offered a detailed description of the affective variables and humanistic education that do have an impact on our classes. Foreign language anxiety has been found to play a negative and threatening force upon learners, whereas humanistic education promoted a great number of students' potentials such as stimulating motivation and self-confidence, reshaping self-esteem and satisfying their needs; affective and cognitive.

The third chapter consisted of the practical side of our study through which we verified the reliability and validity of our three hypotheses presented in the first chapter.

The fourth and last chapter looked at how we as teachers could create a suitable climate in which learning would no more be lived as a threat. We wanted to raise both the teachers' and the learners' awareness of the importance of an emotional positive atmosphere in which learners and their teacher belong to one group, then how to control the many sources of anxiety to realize the humanistic objective; teaching the whole person. Finally, some recommendations were proposed to make the English class more harmonious.

As far as the observation and language diaries are concerned, the researcher remarked almost always the same students who dared participate and debate in class. The language diaries clarified the why of avoiding participation which was a sign of classroom anxiety. That apprehension was closely associated with the students themselves, the teacher as well as the instructional practices. The students' personality plays an influential role on their learning process, and since this facet is very important the researcher implemented a personality test; introversion/extroversion and found that among seventy eight respondents fifty six were introverted while only twenty two of them were extroverted. Being introverted however did not mean being unable to learn a foreign language because there might be a non-founded connection between introversion and inhibition. In the same

General Conclusion

token, extroverted subjects are not always the best learners just because they dare participate openly in class.

The third instrument we used to determine whether our students were anxious or not was the FLCAS developed by Horwitz (1986). Anxiety is a serious barrier to language learning that is experienced by one third of students, and sometimes one student upon two is anxious. The results showed that third-year students exhibited some degree of anxiety in the English class, among whom ninety eight of the subjects displayed a medium to an over medium level of apprehension and only eight students presented trait anxiety. Fortunately no subject was a highly anxious learner.

From the results above, it seems clear that the whole sample we implemented the FLCAS with was anxious since any task that involves a certain degree of challenge cannot be anxiety-free. Foreign language learners are always seeking to please their teacher, afraid of failure and of negative evaluation. Their major concern is to protect their ego, especially when the latter is fragile. Consequently, when the students feel or “sense” that the learning environment is not safe and supportive because they have to be very careful of making mistakes when the teacher is too severe about them and being laughed at as well as losing face, all these negative experiences would make learners reluctant to risk. Moreover, anxious learners have a tendency to be influenced by a negative self-talk, here comes the role of the teacher and his know-how in boosting classroom motivation and reinforcing his learners’ self-acceptance.

To make our investigation more consistent, we were conscious of the importance of the teacher participation in the study. Hence, we interviewed three teachers in the English Department seeking to collect more information about affect. The teachers’ responses were meaningful since they all view *affect* an important element for language learning. Nonetheless the problem was in how to integrate it into their teaching practices. According to the teachers’ responses it was easier said than done to combine them due to the huge number of students within

General Conclusion

groups, which makes it impossible to be heedful of individual differences. Subsequently, classes composed of more than forty students, as in our universities, would face many difficulties in doing so. Another motive for avoiding affective teaching is the continuous “style wars”, i.e. the teacher obliges her/his learners to adapt to her/his teaching styles, and the students want their teacher to adjust teaching taking into consideration their diverse learning styles. Alas within a classroom of 50 students this would be rather impossible.

An additional barrier to affective learning is the teachers’ superiority complex; an instructor who believes that s/he monopolizes knowledge, dominates the classroom and looks at students as “empty recipients” that need to be filled in is not disposed to soften the classroom atmosphere. An environment where little or complete absence of support and personal attention, judgmental and ruthless teaching behaviour as well as favouritism will surely dissuade the most sensitive personalities to join the group. Accordingly, the students will feel despaired and their level of anxiety will do anything but decrease.

The humanistic approach is more suitable for anxious learners because it underscores both the psychological and cognitive aspects of learning; emphasis is laid on whole- person teaching, learning styles, self-esteem, language ego and empathy fortification. Furthermore, cooperative learning is promoted and students are encouraged to use learning strategies. Concisely, what is missing in our classrooms is some degree of emotional intelligence that can transform the tense class into a caring atmosphere. However, the first step is to be open to change, then as teachers are supposed to be course designers and reflective practitioners their task is not just to teach but to explore any disruptive behaviour.

The teachers’ perspective on initiating learners to EP in second year varied from one who judged that as an undesirable idea, whereas two estimated that some notions of EP could be taught in second year within pragmatics in the module of linguistics. One teacher asserted that all modules could be taught with the humanistic approach.

General Conclusion

The findings, from observation, language diaries and the FLCAS corroborated the presence of language anxiety within the foreign language class; CA was found to be a real obstacle to language development as anxious learners felt powerless and regrettably incapable to transcend their apprehension to engage in active participation. The data analysis supported the importance of affect in foreign language classroom, and how negative affect could make mainly the anxious learners feel unsecure and unwilling to engage in any task. For that reason, teaching needs to be altered for the benefit of all students.

If we, instructors, want our teaching to be effective and thus learning successful we need to reassess our instructional methodology and practices; we have to regard ourselves as facilitators of the learning process. A facilitator teacher is first sensitive to the learners' feelings and emotions; that is to say he has to develop a sense of understanding and caring attitudes. In our case, teachers need not to deny the force of negative affect; as language anxiety and its eventual damage on learners. Effective teaching infuses plenty of qualities within the classroom members; such as respect, values, joy, tolerance, excitement, shared responsibility, self-esteem development, and more importantly turns negative tensions into more positive ones.

Well-managed classrooms are motivating when interpersonal relationships, seating arrangement, light, furniture, and types of work either individual, in pairs or in groups match with the task at hand and the learners' needs, affective and cognitive. Rapport is the key to a positive classroom climate; it allows for active student contribution when for example rectify erroneous beliefs about the learning experience. In the same token, a teacher who wants her/his learners to succeed needs to teach them 'how to learn' in terms of using adequate learning strategies after exploring their learning styles. Nowadays, language teaching has witnessed a great change moving from teacher- to learner-centeredness. Styles- and strategies-based instruction (SSBI) is an approach that allows learners for more accountability of her/his learning process. The teacher's role is decisive so that to make learners alert of their different styles and use suitable strategies for each situation. Teaching

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methodology has to take into account training students at utilizing affective strategies to alleviate anxiety, encouraging oneself, and taking one's emotional temperature as well as learners' engagement. Simply, students' anxiety stems from their unawareness of the learning tactics. When these latter are carefully utilized, they lead to personal satisfaction, engagement, independence and success.

As the teacher's major role in the foreign language class is to reduce anxiety before providing knowledge, s/he ought to employ flexible methodologies. Learners would also feel less stressful when positive reinforcement is attributed and when they are trained at using communication skills, i.e. social and meta-cognitive strategies. That would foster their self-confidence and prompt them to seize opportunities. Learners are motivated to learn when knowledge is meaningful to them moving from theory to practice. For example, in the module of EP the teacher has always sought to teach the lecture and then permit learners practice through the utilization of reliable tests. This is relating learning to the students' real life experiences. Even students felt implicated and eager to know about their personalities.

In oral expression, it is possible to do the same thing; instead of always using debates, plays and dialogues, the teacher can use more attractive tasks such as surveys, activities that aim at enriching vocabulary, etc. However at the beginning of the year teachers need to present functional phrases in order to be ready to communicate, as asking for clarification, correcting oneself, expressing opinions and feelings, etc. Good teachers do not teach in one way; instead they instruct with their learners' styles in mind and whenever a problem occurs they adjust their way of teaching.

There were some limitations to our investigation since the topic dealt with the psychological facet of learning, which is not easy to tackle. The main difficulty the researcher encountered was linking FLL to psychology, then motivating learners to write the diaries, since she did not want to force them doing so. Some had great

General Conclusion

difficulty to exteriorize their feelings and speak about emotions. Another difficulty we faced was the analysis of the psychological scale; FLCAS, because we were not trained in statistics and the need to call for a specialist assistance was a must. Because of lack of time, the researcher did not consider gender. Nevertheless, more research needs to be carried out in the field of language teaching and learning.

In addition, we have noticed that a great number of teachers were not really worried over the students' emotional well-being. Another distressing event we had to cope with was the omission of the EP from the new curriculum/common base (socle commun) which was a shock for the researcher since she was striving to initiate learners to EP before in second year and considered the module would solve plenty of the psychological problems faced when learning English.

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APPENDIX ONE
INTROVERSION/ EXTROVERSION
TEST

Take the following self-test and score yourself according to the directions at the end. You must circle either a or b, even if you have a hard time placing yourself into one or the other.

1. I usually like
 - a. mixing with people.
 - b. working alone.
2. I'm more inclined to be
 - a. fairly reserved.
 - b. pretty easy to approach.
3. I'm happiest when I'm
 - a. alone.
 - b. with other people.
4. At a party, I
 - a. interact with many, including strangers.
 - b. interact with a few people I know.
5. In my social contacts and groups, I usually
 - a. fall behind on the news.
 - b. keep abreast of what's happening with others.
6. I can usually do something better by
 - a. figuring it out on my own.
 - b. talking with others about it.
7. My usual pattern when I'm with other people is to
 - a. be open and frank, and take risks.
 - b. keep to myself and not be very open.
8. When I make friends, usually
 - a. someone else makes the first move.
 - b. I make the first move.
9. I would rather
 - a. be at home on my own.
 - b. go to a boring party.
10. Interaction with people I don't know
 - a. stimulates and energizes me.
 - b. taxes my reserves.
11. In a group of people, I usually
 - a. wait to be approached.
 - b. initiate conversation.
12. When I'm by myself, I usually feel a sense of
 - a. solitude and peacefulness.
 - b. loneliness and uneasiness.
13. In a classroom situation, I prefer
 - a. group work, interacting with others.
 - b. individual work.

14. When I get into a quarrel or argument, I prefer to
 - a. remain silent, hoping the issue will resolve itself or blow over.
 - b. "have it out" and settle the issue then and there.
15. When I try to put deep or complex thoughts into words, I usually
 - a. have quite a hard time.
 - b. do so fairly easily.

Scoring procedure:

Mark an X corresponding to your choices in the grid below.

	(a)	b		a	(b)		a	(b)
1		X	2	X		3	X	
4		X	5	X		6		
7	X		8		X	9	X	
10		X	11			12		
13	X		14			15	X	

Totals + + =

Add up the number of Xs in ONLY three of the columns, as indicated. (Ignore all other Xs.) Total those three numbers to get a grand total and write it in the box at the right. This is your score for the test. Here's how to interpret your score:

- 13 and above: quite extroverted
- 9 to 12: moderately extroverted
- 7 or 8: moderately introverted
- 6 and below: quite introverted

APPENDIX TWO
FOREIGN LANGUAGE CLASSROOM ANXIETY
SCALE
(F L C A S)

N° of item	Statement	Strongly agree (1)	Agree (2)	Neutral (3)	Disagree (4)	Strongly disagree (5)
1	I never feel quite sure of sure of myself when I my speaking in my foreign language class	9	26	14	39	18
2	I don't worry about making mistakes in my English class	9	49	15	25	8
3	I tremble when I know that I'm going to be called on in my English class	13	45	5	35	8
4	It frightens me when I don't understand what the teacher says in the English class	11	23	19	33	20
5	It wouldn't bother me a tall to take more English classes	40	40	10	12	4
6	During my English class, I find myself unable to concentrate on the lesson	14	26	14	42	10
7	I keep thinking that the other students are better at English that I am	9	23	24	36	14
8	I am usually at ease during tests in my English class	18	30	14	26	16
9	I start to panic when I have to speak without preparation in my English class	21	29	16	31	9

10	I worry about the consequences of failing in my Foreign language class	30	37	10	23	6
11	I don't understand why some learners get upset over English classes	12	27	41	12	4
12	In my English class I can get so nervous that I forget things I know	30	42	13	17	4
13	It embarrasses me to volunteer answers in my English class	20	45	8	20	13
14	I would not be nervous speaking English with native speakers	35	26	29	12	4
15	I get upset when I don't understand what the teacher is correcting	14	29	19	37	7
16	Even if I am well prepared for the English class I feel anxious about it	3	9	10	54	30
17	I often feel like not going to my English class	7	12	16	39	31
18	I feel confident when I speak in my English class	21	35	31	14	5

19	I am afraid that my English teacher is ready to correct every mistake I make	6	18	14	48	20
20	I can feel my heart pounding when I am going to be called in the English class	15	33	14	33	11
21	The more I study for an English class, the more confused I get	13	26	13	33	21
22	I don't feel pressure when I prepare very well for the English class	39	45	9	10	3
23	I always feel that the other students speak English better than me	11	26	19	32	18
24	I feel very self-conscious about speaking English in front of other students	7	26	16	28	30
25	The English class moves so quickly i worry about getting left behind	12	17	34	30	31
26	I feel more tense and nervous in my English class than in my other classes	1	2	18	51	34
27	I get nervous and confused when I am speaking in my English class	6	34	15	29	16

28	When I'm on my way to my English class, I feel very sure and relaxed	16	45	32	9	4
29	I get nervous when I don't understand every word the English teacher says	14	31	20	26	14
30	I feel overwhelmed by the number of rules you have to learn to speak English	11	25	11	38	21
31	I am afraid that the other students will laugh at me when I speak English inside the class	10	22	9	33	32
32	I would probably feel comfortable around native speakers of English	30	41	24	9	2
33	I get nervous when the English teacher asks questions which I haven't prepared in advance	25	32	24	15	10

APPENDIX THREE
STUDENTS' LANGUAGE DIARIES
SAMPLES

Genuinely, the last lecture was very interesting but, there are some psychological issues which always control my learning process and the rate of my progress in gaining experience, moreover, my psychological situation during the lecture and after it is totally different in matter of comfort, so these obstacles may disable me from doing my task in a complete way, for example when the teacher asks question concerning the subject, I find some kind of difficulty to answer even if had the right answer, and I know the reason behind this bad experience is "anxiety" and its negative effects, afterwards I start to push my self to reply on the asked question and that under the teacher's encouragement of course which I consider it as a massive booster that may allow the anxious and shy students participating and spending more effort during the lecture, for me the method in which the lecture was presented is a good one, especially when each student can understand by his own experience or by a positive response towards the lecture.

08/02/2015

Forum
Ankem G.A.

Today's classroom experience:

Students rarely persist in their opposition, whether with a teacher or with classmates. As a student was exposing, one of his classmates disagreed with a specific point but his arguments were soon drowned by the strong affirmations of the presenter. But what is the source of this lack of courage? Is it simply laziness? Students seem to have reached a point of abandon & resignation to external factors. And resignation is a very difficult phenomenon to reverse, as it brings apathy... Talking about apathy, when I brought forth the topic of cheating, which is a symptom of apathy, everyone stared at me when I said it was the fault of students and not that of the teachers. I feel like everyone in the classroom reproaches me that; but... will they break the apathy and express it?

Dear Diary

Today was extraordinary day though I expected it to be a horrible, terrible no good, very bad day, maybe next time I should be less pessimistic and more optimistic about life.

Well finally and after long time I have presented my work in psychopedagogy entitled "what makes a great teacher?" and everybody liked it since it was almost a lecture especially that I used the data show in order to attract their attention (students) instead of reading for them in this case they will get bored quickly and will show no interest on the presentation that's why I thought of using the data show as teaching /learning material and it was a good choice besides creating power point slideshows which took me almost 3 days to finish them all , on the other the teacher also liked it very much since I used some creativity in developing the topic of the presentation.

The students were free to ask any question(s) or comment on anything done in the presentation. I answered the questions asked and explained ambiguities in addition to this I justified why the title was "what makes a great teacher" and why not "what makes a good teacher" then there was a presentation done by a girl from another group were she made a comparison between the process of teaching in the 20th and 21st centuries in various aspects such as the influence of using technology in teaching in the 21st century and how teachers in 20th century devoted their energy and their love to this precious job contrary to some teachers nowadays . I personally liked her topic. However, if only she added any material such as videos, pictures, power point presentation or even articles. It would have been much better in order to attract the learners' attention instead of letting them feel a bite lost. Finally, It is worth mentioning that since we're in our third year it would have been better if we were asked to do training in any school at different levels in order for us to develop our ability to become better teachers such experience would not be only an opportunity for those who are not sure whether they choose "teaching" as their future job, However, it would

have a great effect on students' ability to control their anxiety otherwise they can be lost and unsure about their future.

psychopedagogy is a large and interesting field but according to me we need to study this module from the first year onwards to be more beneficial.

due to this module I discovered a part of my personality that was hidden as I'm anxious, Introverted, and shy person but I think it's too late to cope with these problems. that's why I hope to take in consideration my suggestion.

Appendix Four

Advantages & Disadvantages of Learning Styles

Table 1.4 Advantages of Each Learning Style

<i>Activist</i>	<i>Reflector</i>
<p>You:</p> <ul style="list-style-type: none"> ◆ get totally involved in something that interests you ◆ work well with other people, ask for help, and talk through problems with others ◆ enjoy writing freely – as it comes ◆ will try any new idea or technique ◆ like taking risks generally ◆ work quickly and get others involved and enthusiastic too ◆ like variety and excitement ◆ are not concerned about making a fool of yourself by asking questions or volunteering for something new ◆ learn by talking with other people ◆ skip-read books 	<p>You:</p> <ul style="list-style-type: none"> ◆ see new ways of doing things ◆ come up with creative solutions ◆ see long-term implications of things ◆ can see the total picture ◆ are unhurried, don't get in a flap ◆ listen to others and share ideas ◆ see connections between different subjects being studied ◆ present work in novel and artistically appealing ways ◆ are good at coming up with new alternatives ◆ pinpoint important new questions

Table 1.5 Disadvantages of Each Learning Style

<i>Activist</i>	<i>Reflector</i>
<p>You:</p> <ul style="list-style-type: none"> ◆ don't plan work in advance ◆ rush into examination questions and essays without thinking them through ◆ tend to neglect subjects you're not interested in ◆ are not good at organizing time ◆ try to do too many things at once ◆ are not good at working out priorities ◆ leave things until the last minute ◆ can be demanding of friends ◆ can't be bothered with details ◆ don't read through or check work ◆ don't rework notes or classify material 	<p>You:</p> <ul style="list-style-type: none"> ◆ can't see the 'trees for the wood' – forget important details ◆ wait too long before getting started ◆ can be uncritical of ideas ◆ don't organize work well ◆ don't like work or revision timetables ◆ only work in bursts of energy ◆ forget to bring key books, etc. for homework ◆ are easily distracted from the job in hand ◆ don't rework notes or classify material ◆ are too easygoing, not assertive enough with friends or teachers

Theorist

<p>You:</p> <ul style="list-style-type: none"> ◆ organize facts and material well ◆ see links between ideas ◆ like to understand everything you are working on ◆ are curious, and enjoy problems ◆ work things out well on paper ◆ work well alone with minimum help from teachers and friends ◆ are precise and thorough ◆ plan well in advance for essays and exams ◆ set clear goals, know why you are doing something, and which topic is of the highest priority ◆ rework essays and notes ◆ are a good critic 	<p>You:</p> <ul style="list-style-type: none"> ◆ work well alone ◆ are good at setting goals and making plans of action ◆ know how to find information ◆ see the applications of a theory ◆ get things done on time ◆ don't get distracted ◆ have revision timetables and work plans ◆ organize time well and have time for other things ◆ read instructions carefully ◆ research examination papers thoroughly ◆ have notes classified and filed
--	--

Theorist

<p>You:</p> <ul style="list-style-type: none"> ◆ need too much information before getting down to work and allowing yourself an opinion ◆ are reluctant to try new approaches ◆ can get bogged down in theory ◆ like to do things in a set way – uncreative ◆ don't trust feelings, your own or others' ◆ don't function very well in group discussions ◆ keep problems to yourself ◆ only trust logic ◆ are overcautious, don't like taking risks 	<p>You:</p> <ul style="list-style-type: none"> ◆ are impatient with others' viewpoints ◆ think there is only one way of doing something – your way! ◆ fail to use friends and teachers as resources ◆ 'can't see the wood for the trees' ◆ get preoccupied with details ◆ lack imagination ◆ are poor at coming up with new questions ◆ often don't work well with others ◆ are more concerned with getting the job done than with making sure it's really a good job ◆ cut corners ◆ are not very interested in presentation of your work
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Pragmatist

<p>You:</p> <ul style="list-style-type: none"> ◆ are impatient with others' viewpoints ◆ think there is only one way of doing something – your way! ◆ fail to use friends and teachers as resources ◆ 'can't see the wood for the trees' ◆ get preoccupied with details ◆ lack imagination ◆ are poor at coming up with new questions ◆ often don't work well with others ◆ are more concerned with getting the job done than with making sure it's really a good job ◆ cut corners ◆ are not very interested in presentation of your work 	<p>You:</p> <ul style="list-style-type: none"> ◆ are impatient with others' viewpoints ◆ think there is only one way of doing something – your way! ◆ fail to use friends and teachers as resources ◆ 'can't see the wood for the trees' ◆ get preoccupied with details ◆ lack imagination ◆ are poor at coming up with new questions ◆ often don't work well with others ◆ are more concerned with getting the job done than with making sure it's really a good job ◆ cut corners ◆ are not very interested in presentation of your work
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APPENDIX FIVE
ARRAY INTERACTION INVENTORY

Know Yourself

Array Interaction Inventory

Complete the following survey to help identify your primary and secondary personal objectives, the most natural ways you tend to respond to the world.

Directions:

- Rank order the responses in rows below on a scale from 1 to 4 with **1 being "least like me"** to **4 being "most like me."**
- After you have ranked each row, add down each column.
- The column/s with the highest score/s shows your primary Personal Objective/s.

In your normal day-to-day life, you tend to be:

Nurturing <input type="checkbox"/>	Logical <input type="checkbox"/>	Spontaneous <input type="checkbox"/>	Quiet <input type="checkbox"/>
Sensitive <input type="checkbox"/>	Systematic <input type="checkbox"/>	Creative <input type="checkbox"/>	Insightful <input type="checkbox"/>
Caring <input type="checkbox"/>	Organized <input type="checkbox"/>	Playful <input type="checkbox"/>	Reflective <input type="checkbox"/>

In your normal day-to-day life, you tend to value:

Harmony <input type="checkbox"/>	Work <input type="checkbox"/>	Stimulation <input type="checkbox"/>	Reflection <input type="checkbox"/>
Relationships <input type="checkbox"/>	Time schedules <input type="checkbox"/>	Having fun <input type="checkbox"/>	Having some time alone <input type="checkbox"/>

In most settings, you are usually:

Authentic <input type="checkbox"/>	Traditional <input type="checkbox"/>	Active <input type="checkbox"/>	Inventive <input type="checkbox"/>
Compassionate <input type="checkbox"/>	Responsible <input type="checkbox"/>	Opportunistic <input type="checkbox"/>	Competent <input type="checkbox"/>
Harmonious <input type="checkbox"/>	Parental <input type="checkbox"/>	Spontaneous <input type="checkbox"/>	Seeking <input type="checkbox"/>

In most situations, you could be described as:

Empathetic <input type="checkbox"/>	Practical <input type="checkbox"/>	Impetuous <input type="checkbox"/>	Conceptual <input type="checkbox"/>
Communicative <input type="checkbox"/>	Competitive <input type="checkbox"/>	Impactful <input type="checkbox"/>	Knowledgeable <input type="checkbox"/>
Devoted <input type="checkbox"/>	Loyal <input type="checkbox"/>	Daring <input type="checkbox"/>	Composed <input type="checkbox"/>

You approach most tasks in a(n) _____ manner.

Affectionate <input type="checkbox"/>	Conventional <input type="checkbox"/>	Courageous <input type="checkbox"/>	Rational <input type="checkbox"/>
Inspirational <input type="checkbox"/>	Orderly <input type="checkbox"/>	Adventurous <input type="checkbox"/>	Philosophical <input type="checkbox"/>
Vivacious <input type="checkbox"/>	Concerned <input type="checkbox"/>	Impulsive <input type="checkbox"/>	Complex <input type="checkbox"/>

When things start to "not go your way" and you are tired and worn down, what might your responses be?

Say "I'm Sorry" <input type="checkbox"/>	Over-control <input type="checkbox"/>	"It's not my fault" <input type="checkbox"/>	Withdraw <input type="checkbox"/>
Make mistakes <input type="checkbox"/>	Become critical <input type="checkbox"/>	Manipulate <input type="checkbox"/>	Not talk <input type="checkbox"/>
Feel badly <input type="checkbox"/>	Take charge <input type="checkbox"/>	Act out <input type="checkbox"/>	Become indecisive <input type="checkbox"/>

When you've "had-a-bad-day" and you become frustrated, how might you respond?

Over-please <input type="checkbox"/>	Be perfectionistic <input type="checkbox"/>	Become physical <input type="checkbox"/>	Disengage <input type="checkbox"/>
Cry <input type="checkbox"/>	Verbally attack <input type="checkbox"/>	Be irresponsible <input type="checkbox"/>	Delay <input type="checkbox"/>
Feel depressed <input type="checkbox"/>	Overwork <input type="checkbox"/>	Demand attention <input type="checkbox"/>	Daydream <input type="checkbox"/>

Add Score:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Harmony	Production	Connection	Status Quo

Fostering Student Learning – Substitute Teaching
 Positive Classroom Management Handout # CM 5 – green-7
plockett@aea7.k12.ia.us or lwunsch@aea11.k12.ia.us

Know Your Management/Instructional Style

Knowing your own primary personality/personal objectives will also help you better understand the type of management/instructional style that is most natural for you. Your plan to include varying styles will help accommodate the diverse learning styles of your students. There are four basic management/instructional styles that compliment the four personal objectives.

Inclusive - The teacher fosters a sense of belonging by interacting in a nurturing and accepting way, valuing students' feelings and developing a community of learners in a safe and secure environment. (Accentuates *Harmony* favored learning style.)

Example: "I appreciate the way you give ideas and work together with your group. The plants I brought today will help us understand how important their existence is for our ability to live on the earth."

Informational - The teacher encourages group participation and decision-making. There is interaction between teacher and students that is focused on gathering and processing information. (Supports *Production* favored learning style.)

Example: "Today we are going to study the plant life in our region. Will you please turn to page 24 in your text? Let's discuss question number one together."

Interactive - The teacher invites students to assume as much responsibility as they can handle. Students are encouraged to interact creatively with what is being learned. (Assists *Connection* favored learning style.)

Example: "Let's learn about plants today. What are some projects or assignments we can generate to help us learn about the plants in our state?"

Independent - The teacher gives clear, concise directives; the teacher tells the students what to do and how to do it, then allows them to work independently. (Appeals to *Status Quo* favored learning style.)

Example: "Take out your science text, turn to page 24 and answer the first five questions in your journal."

The most effective teachers use all four styles at various times in their classrooms. It is important for you to capitalize on your style/s of strength; however keep in mind that a majority of students respond best to a higher concentration of the Informational and Inclusive styles.

From: Trade Secrets For Middle, Secondary Teachers

Fostering Student Learning – Substitute Teaching
Positive Classroom Management-Handout # CM 5 – green- 8
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APPENDIX SIX

Tasks for the Oral Expression Classroom

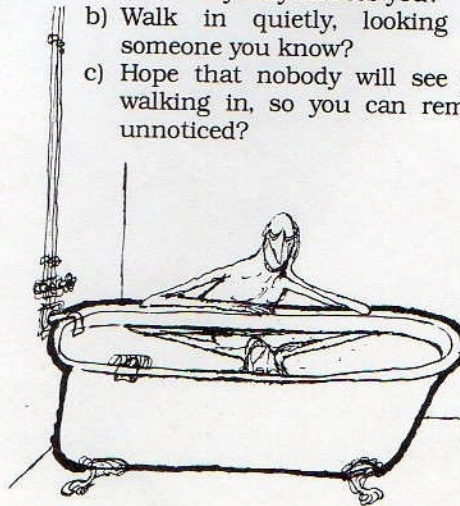
Do you see yourself as others see you? ☆

Work through this quiz with a partner.

Do other people see you as you see yourself?

It is no good looking into a mirror if you wish to see the person who is *really* you. The only real test is to see yourself in the same way as other people see you. The following quiz has been psychologically developed to help you to do exactly that ...

- 1 When do you feel your best:
 - a) Soon after waking up?
 - b) During the afternoon and early evening?
 - c) Before you go to bed?
- 2 Do you usually walk:
 - a) Quite fast, with long, swinging steps?
 - b) Quite fast, but with short, quick steps?
 - c) Not very fast, with your head up, looking at the world?
 - d) Not very fast, with your head down?
 - e) Very slowly?
- 3 When you are talking to people, do you:
 - a) Stand with your arms folded?
 - b) Stand with your hands together in front of you?
 - c) Stand with one or both hands on your hips?
 - d) Touch the person you are talking to?
 - e) Touch your ear or chin or smooth your hair?
 - f) Have something like a pencil or a cigarette in your hands?
- 4 When you are relaxing, do you sit with
 - a) Your knees bent and your legs together?
 - b) Your legs crossed or wrapped round each other?
 - c) Your legs stretched straight out in front of you?
 - d) With one leg curled up underneath you?
- 5 When you find something very funny, how do you react? Do you:
 - a) Give a loud, appreciative laugh?
 - b) Laugh, but not very loudly?
 - c) Laugh softly, under your breath?
 - d) Give a very big smile?
 - e) Smile slowly?
- 6 When you go to a party, do you:
 - a) Make so much noise as you enter that everybody notices you?
 - b) Walk in quietly, looking for someone you know?
 - c) Hope that nobody will see you walking in, so you can remain unnoticed?



- 7 When you are interrupted while you are working hard, concentrating on something, do you:
- Feel pleased to be interrupted?
 - Feel very irritated?
 - Or do you feel neither of these reactions very strongly?
- 8 Which of the following colours do you like most:
- Red or orange?
 - White?
 - Black?
 - Dark blue or purple?
 - Yellow or light blue?
 - Brown, grey or violet?
 - Green?
- 9 Just before you go to sleep, when you are lying in bed, do you lie:
- Flat out on your back?
 - Stretched out on your front?
 - On your side?
 - With your head under one arm?
 - With your head under the bed-clothes?
- 10 Do you often dream that you are:
- Falling?
 - Involved in a fight?
 - Looking for someone or something?
 - Taking your clothes off or with nothing on at all?
 - Flying or floating?
 - Do you dream rarely?
 - Or do you usually have nice, pleasant dreams?

Now check your score on page 99.

What it means

Over 60: Others see you as someone they should 'handle with care' — vain, self-centered and extremely dominant. They may admire you and wish they could be more like you, are certainly in awe of you, but they don't always trust you and hesitate to become too deeply involved with you.

From 51 to 60: Your friends see you as an exciting, highly volatile, rather impulsive personality; a natural leader, quick to make decisions (though not always the right ones). They see you as bold and venturesome, someone who will try anything — well, almost anything — once; someone who takes a chance and enjoys an adventure. They enjoy being in your company because of the excitement you radiate.

From 41 to 50: Others see you as fresh, lively, charming, amusing and always interesting; someone who is constantly the center of attention, but sufficiently well-balanced not to let it go to your head. They see you also as kind, considerate and understanding, someone who will cheer them up or help them out as the situation requires.

From 31 to 40: Other people see you as sensible, cautious, careful and practical. They see you as clever, gifted or talented, but modest. Not a person who makes friends too quickly or too easily, but someone who is extremely loyal to the friends

you do make and who expects the same loyalty in return. Those who really get to know you realise that it takes a lot to shake your trust in your friends, but, equally, that it takes you a long time to get over it if that trust is shaken.

From 21 to 30: Your friends see you as meticulous and painstaking, perhaps a bit too fussy at times, ultra-cautious and ultra-careful, a slow, steady plodder. It would surprise them tremendously if you were ever to behave impulsively or do something on the spur of the moment. They expect you to examine everything very carefully from every conceivable angle and then, usually, decide against it. They see this sort of reaction on your part as being partly due to your careful nature and partly to indolence.

Under 21: You are seen to be shy, nervous and indecisive, someone who needs looking after, who always leaves it to someone else to make the decisions and prefers never to get too involved with anyone or anything. They see you as something of a worrier, seeing problems which don't exist and crossing bridges long before you come to them. Some people tend to regard you as dull and boring and it takes someone who knows you well to know that you are not. The trouble is that you permit very few people to get that close to you.

Mutual impressions

Work in pairs. Choose as a partner someone you know fairly well or someone whose judgement you trust. First, work through the quiz by yourself. Answer the questions twice, once about yourself and once about your partner. When both you and your partner have finished, compare your results.

1 How would the people you work with describe your role in the group?

- a leader
- everyone's friend
- a mother/father figure
- a good listener
- a gossip
- other

2 How would you describe your attitude to your work?

- enthusiastic
- compulsive; you can't stop
- conscientious, but no more
- a square peg in a round hole
- frustrated; capable of doing other and better things

3 What is the atmosphere you create in a group?

- warm
- chilly
- stormy
- foggy
- strictly from another planet

4 What sort of a boss would you make?

- so-so
- domineering
- perfect
- definitely not management material

5 Do you:

- act your age
- seem much older
- seem much younger?

6 How do you treat your superiors?

- with respect
- with kid gloves
- as equals
- with resentment



- 7 How do you handle your inferiors?
 - you are condescending
 - you exploit them
 - you help them to get on
 - you fear the competition they may offer

- 8 How does work affect your personal life?
 - they are two separate worlds
 - they complement each other
 - work interferes with your personal life

- 9 How does your personal life affect work?
 - you maintain two watertight compartments in your life
 - home overflows into your professional life
 - home gives you a firm basis from which to cope with the stress of work

- 10 How do you use opportunities?
 - you jump at them
 - you use them reasonably
 - you are frightened by change
 - you never notice them

- 11 How do you view confrontations?
 - you are prepared to fight
 - you give way immediately
 - you welcome a chance for discussion
 - you feel very uncomfortable

- 12 What first impression do you give?
 - you are smart and know what you are doing
 - you have a sense of humour
 - you are fairly insignificant
 - you are out to impress people
 - interesting; people would like to know you better

How to score

You get 5 points for every answer about yourself that your partner agrees with. A score of 45 is remarkable. The answers on which you disagree will tell you a surprising amount about how you see yourself and how others see you. Any score below 35 calls for a reappraisal of your image. If you and your partner agree entirely, you either know each other extremely well or are completely predictable. In both cases you should perhaps be thinking of moving on to new challenges.

How stress-proof are you? ☆

Study the following situations and consider what your reaction would be in each of them. If you think you would have any of the reactions listed beneath each situation, place a tick in the box beside it.

Example

You have been invited to dinner with your boss to meet some very important business contacts. During the meal you knock over an almost full bottle of wine. Would you blush? Would you stammer? If so, fill in the boxes as in the example. Would you:

feel embarrassed?	<input type="checkbox"/>	feel calm?	<input type="checkbox"/>
blush?	<input checked="" type="checkbox"/>	feel amused?	<input type="checkbox"/>
stammer?	<input checked="" type="checkbox"/>	be indifferent?	<input type="checkbox"/>

You may sometimes find yourself ticking columns on the left and the right. For example, you might feel embarrassed but calm in the situation above.

1 You have driven through some traffic lights as they were turning red. You are stopped by a policeman who senses that you are in a hurry and seems to be taking his time deliberately. Do you:

feel uneasy?	<input type="checkbox"/>	behave in a friendly manner?	<input type="checkbox"/>
start perspiring?	<input type="checkbox"/>	act coolly?	<input type="checkbox"/>
behave aggressively?	<input type="checkbox"/>	look detached?	<input type="checkbox"/>

2 At a friend's wedding you are unexpectedly asked to make a speech. Do you:

blush?	<input type="checkbox"/>	feel amused?	<input type="checkbox"/>
feel your hands trembling?	<input type="checkbox"/>	feel composed?	<input type="checkbox"/>
begin to stutter nervously?	<input type="checkbox"/>	feel pleased and flattered?	<input type="checkbox"/>

3 You have just finished dining in a restaurant and have asked the waiter for the bill. You suddenly discover that you have left both your wallet and your cheque book at home. Do you:

feel embarrassed?	<input type="checkbox"/>	remain calm?	<input type="checkbox"/>
start stammering?	<input type="checkbox"/>	simply tell the waiter what has happened?	<input type="checkbox"/>
have a nervous laugh?	<input type="checkbox"/>	have a natural laugh?	<input type="checkbox"/>

4 You are caught travelling on a bus without a ticket. Your reaction is:

- | | | | |
|------------------------|--------------------------|-----------------------------|--------------------------|
| a feeling of shame? | <input type="checkbox"/> | a feeling of indifference? | <input type="checkbox"/> |
| a forced smile? | <input type="checkbox"/> | an amused smile? | <input type="checkbox"/> |
| a shortness of breath? | <input type="checkbox"/> | a look of imperturbability? | <input type="checkbox"/> |

5 Travelling down the motorway at 70 m.p.h. (approx. 113 km.p.h.) you have a flat tyre. You manage to stop on the hard shoulder. Do you:

- | | | | |
|--------------------------|--------------------------|---|--------------------------|
| feel rage? | <input type="checkbox"/> | remain unflappable? | <input type="checkbox"/> |
| feel at a complete loss? | <input type="checkbox"/> | feel quite able to cope with the situation? | <input type="checkbox"/> |
| become exasperated? | <input type="checkbox"/> | reflect calmly on what to do next? | <input type="checkbox"/> |

6 You are caught between floors in a lift. You are alone. Do you:

- | | | | |
|-----------------|--------------------------|--------------------------------|--------------------------|
| get damp palms? | <input type="checkbox"/> | keep your composure? | <input type="checkbox"/> |
| grow pale? | <input type="checkbox"/> | feel not particularly worried? | <input type="checkbox"/> |
| panic? | <input type="checkbox"/> | wait patiently to be rescued? | <input type="checkbox"/> |

7 You are returning from a holiday abroad and have more cigarettes and spirits in your suitcase than are permitted by the regulations. A customs officer asks you to open your suitcase. Do you:

- | | | | |
|-----------------------------|--------------------------|--|--------------------------|
| get worked up and agitated? | <input type="checkbox"/> | keep your self-control? | <input type="checkbox"/> |
| feel afraid? | <input type="checkbox"/> | behave with resignation? | <input type="checkbox"/> |
| find your hands trembling? | <input type="checkbox"/> | consider that you have lost this round in a fair game? | <input type="checkbox"/> |

8 At a party you meet someone who greets you very warmly as an old friend, but you cannot remember his name, or even where you have met him before. Do you react:

- | | | | |
|---|--------------------------|--|--------------------------|
| with embarrassed self-consciousness? | <input type="checkbox"/> | by bluffing your way out of the situation? | <input type="checkbox"/> |
| with anxiety? | <input type="checkbox"/> | by honestly avowing the inadequacy of your memory? | <input type="checkbox"/> |
| with a sinking feeling in your stomach? | <input type="checkbox"/> | by laughing the matter off? | <input type="checkbox"/> |

9 You are walking out of a department store when you suddenly realise you are clutching an article that you have forgotten to pay for. You see someone who looks as if he might be the store detective looming up. Do you:

- | | | | |
|--|--------------------------|------------------------------|--------------------------|
| lose your sang-froid? | <input type="checkbox"/> | behave in a friendly manner? | <input type="checkbox"/> |
| wish the ground would open up and swallow you? | <input type="checkbox"/> | remain completely unruffled? | <input type="checkbox"/> |
| have palpitations? | <input type="checkbox"/> | act nonchalantly? | <input type="checkbox"/> |



The maximum score for this quiz is 52 points. Score one point for every possibility you have *not* ticked (i.e. blank boxes) in the left-hand columns and one point for every possibility you *have* ticked in the right-hand columns. Now check your resilience to stress in the chart below.

Age	14–16	17–21	22–30	30+	Resilience to stress
Points	46–52	47–52	48–52	50–52	Very strong. You are extremely stress proof and it is almost impossible to embarrass you. The worst will have to come to the worst before you get upset.
	42–45	43–46	44–47	45–49	Strong. You are an imperturbable character who does not often lose calm and composure. Though you may occasionally give way to your feelings, you are seldom embarrassed.
	32–41	33–42	34–43	35–44	Average to strong. Your ability to cope with situations of stress is within the upper half of the normal range.
	21–40	23–32	23–33	23–34	Average to weak. Although your resilience to stress is within the normal range, you tend to get worked up quite easily and on occasion lose your equanimity.
	0–20	0–22	0–22	0–22	Weak. You need to develop strategies to cope with the uneasiness and embarrassment you feel in difficult situations. Try to react with a sense of humour and adopt a calm and collected attitude.

Is life getting you down? ☆

The minor mishaps described in the quiz above are not the only source of stress in our lives. A lot is caused by small irritations in our daily existence. With a partner, make a list of everything that has irritated you both over the past year. Your list may include such things as the noise the neighbours make, the fact that you are slightly overweight or that your new shoes hurt!

Abstract

Affect is one of the individual variables; it refers to emotions ,feelings and personality characteristics, has a tremendous effect on the learning quality. Foreign language learners face numerous affective barriers that prevent them from engaging in the classroom; one of these variables is anxiety. The objective in this research is to explore the role of affect in foreign language learning; we have selected anxiety as a determinant variable for our study, and the researcher has claimed for the importance of a positive classroom climate which is conducive to effective learning and responsible for language anxiety alleviation. In short, we aim at humanizing language teaching .The practical side of the study is based on both qualitative and quantitative data collection; two psychological tests have been carried out: the extroversion/introversion test and the foreign language classroom anxiety scale) FLCAS). 110 participants enrolled in the English department preparing their BA during the academic year 2014-2015 were involved in the investigation. After observation, they were asked to write a diary at the end of each session. In addition, an interview was undertaken with three experienced teachers. The findings confirm the pervasive effect of language anxiety (LA) on foreign language learning. LA plays a negative role on language learners especially inside the classroom context. As a remedy, classroom methodology should be more learner-centred; attention needs to be devoted to the realization of affective objectives that guide learners to cope with and manage emotional hindrances that interferes with learning .

ملخص

الانفعال متغير فردي يرجع إلى الحالة الوجدانية والمشاعر ونوع الشخصية، و له تأثير كبير على جودة التعلم. إن متعلمي اللغات الأجنبية يواجهون عوائق انفعالية كثيرة حيث تمنعهم من الاندماج في أفسامهم، و يمثل القلق أكبر عائق. إن هدف الدراسة الحالية هو فحص دور الانفعال في تعلم اللغات الأجنبية، ولقد تم اختيار القلق كمتغير مستقل في دراستنا، والاعتماد على أهمية المناخ الإيجابي داخل القسم الدراسي والملائم للتعلم، ونعني هنا البعد الإنساني للتعليم أما الجانب التطبيقي للدراسة فهو يقوم في الوقت ذاته على جمع البيانات الكمية والكيفية، وتطبيق اختباران نفسانيين: اختبار الانبساط / الانطواء، واختبار القلق في قسم اللغة الأجنبية (FLCAS) على عينة تقدر بـ 110 مشارك مسجلين بقسم اللغة الانجليزية، وبحضرون شهادة الليسانس للموسم الجامعي 2015/2014. بعد الملاحظة دعوا إلى كتابة يومية في نهاية كل دورة، كما تم استخدام مقابلة مع ثلاثة أساتذة. إن نتائج الدراسة أثبتت وجود أثر قلق اللغات على تعلم اللغات الأجنبية، فهو يمارس دورا سلبيا على متعلم اللغات خاصة داخل القسم. وكعلاج لذلك فإن طريقة التدريس يجب أن تتمركز حول المتعلم، وتركيز الاهتمام على تحقيق الأهداف الوجدانية التي تساعد المتعلمين على إدارة العوائق الوجدانية المتداخل مع عملية التعلم.

Résumé

L'Affect est une variable individuelle, qui se réfère aux états émotionnels, sentimentaux et spécificités de la personnalité. Il exerce un effet considérable sur la qualité de l'apprentissage. Les apprenants en langues étrangères rencontrent de nombreux obstacles affectifs qui les empêchent de se livrer à leur classe et l'anxiété leur présente un grand obstacle. L'objectif de cette étude est d'explorer le rôle de l'affect dans l'apprentissage des langues étrangères; nous avons sélectionné l'anxiété comme variable déterminante pour notre étude, et avons adopté l'importance d'un climat positif en classe et propice à l'apprentissage. Nous visons ici l'humanisation de l'enseignement. Le côté pratique de l'étude est basé à la fois sur la collecte de données qualitatives et quantitatives. Deux tests psychologiques ont été réalisés: test d'extraversion / introversion et test d'anxiété en classe de langue étrangère (FLCAS). 110 participants inscrits dans le département d'anglais préparant leur Licence pendant l'année universitaire 2014-2015 ont été impliqués dans l'enquête. Après observation, ils ont été invités à écrire un journal à la fin de chaque session. En outre, une interview a été réalisée avec trois enseignants. Les résultats confirment l'effet généralisé de l'anxiété de la langue sur l'apprentissage des langues étrangères, et exerce un rôle négatif sur les apprenants de langue en particulier au sein de la classe. Comme remède, la méthodologie de l'enseignement devrait être plus centrée sur l'apprenant et une plus grande attention devrait être consacrée à la réalisation des objectifs affectifs qui guident les apprenants à faire face aux et gérer les obstacles émotionnels qui interfèrent avec l'apprentissage.