INQUIRY OF AFFECTIVE FACTORS IN THE SECOND LANGUAGE CLASSROOM

CLEOFE S. LUANGCO-LAJARA, D.A*
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*Leyte Normal University, Tacloban City, Philippines

Abstract

In second language (L2) classrooms, students' language learning is placed at stake when affective factors obscure L2 classroom participation and L2 classroom performance. These affective factors such as motivational intensity, aptitude, concern for the grade, attitude towards language class, language class risktaking, language class discomfort, and class sociability affirm or obscure learners' second language learning. Knowing the level of affective factors in the L2 classroom can help educators and learners become mindful of these affective factors that can enhanceL2 teaching and learning processes in L2 classrooms. The respondents of this study were the first year college students enrolled in English class. Findings reveal that students' concern for thegrade, language discomfort and language sociability affective factors to be significantly related to classroom participation.

Keywords: Affective factors, motivational intensity, attitude towards English class, risk-taking, discomfort (anxiety), and sociability

Introduction

Learning a language that is quite unfamiliar, even alien, to one's native tongue can be trying for the learner. Several variables have been reported to considerably affect the acquisition of a second language, specifically the English language. These variables may deter the student from learning English or entice him to acquire the second language and to become proficient in it.

Some variables that influence the student's voluntary participation in classroom activities are believed to be affective. Stern's claim that "the affective component contributes at least as much and often more to language learning than the cognitive skills" (1983) is supported by a large body of recent cross-disciplinary research showing that affective variables have significant influence on language achievement (Gardner, 1985; Skehan, 1989; Spolsky, 1989; Gardner & MacIntyre, 1992). Damasio (1994) shows that emotions are a part of reason on the neurobiological level, and LeDoux (1996) sees emotion and cognition as partners: "minds without emotions are not really minds at all."

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The study of affect has thus become increasingly popular since the 1980s and 1990s, to the extent that Stevick (1999) warns against viewing it as the latest "philosopher's stone which will solve all learning and teaching problems." It is held that learning should be experiential and convergent with learner goals and it should take place in a supportive environment (Rossiter, 2004). Some students may take the risk in using English in their classes, others may use the language to interact with their classmates and the rest, whose knowledge and skills are inadequate, may not feel at ease for fear of being embarrassed. Chamot (2001) states that there is a continuing need for more intervention studies to determine the effects of strategy training on language learning and proficiency.

Language proficiency is a product of formal language teaching and learning (Noss, 1996). It is the ability to produce, to react, and to participate in the production of oral and written texts of all kinds in a single pre-defined language variety, as measured by comparison of the actual performance of educated native speakers of the same language variety with respect to the same texts. Proficiency refers in general to "knowledge, competence or abilities in the use of a language, irrespective of how, where or under what conditions it has been acquired" (Bachman, 1990). According to Ellis (1994), proficiency refers to the learner's ability to use this knowledge in different tasks.

Proficiency in the use of English as a second language is the development of the four macro skills of speaking, listening, reading and writing. This includes the kinds of tasks that people can perform with the contexts of performing them in and the kinds of language forms they use when performing those tasks with detail about accuracy, fluency, and appropriateness. The descriptions assume real-life, communicative language use that may be achieved if there is more encouragement or motivation to the students or if they have a very strong desire to learn the second language.

An English language proficient student is one who is able to use English to ask questions, to understand teachers and reading materials, to test ideas, and to challenge what is being asked in the classroom.

Gardner and Lambert (Larsen-Freeman, 2000) identified two factors responsible for language proficiency attitude and motivation. They pointed to an indirect relationship between attitude and successful Second Language Acquisition (SLA), saying that attitudes affect motivation, which in turn affects SLA.

This study aimed to investigate affective factors associated with participation in the second language classroom. This is in consonance with the fact that there has been a shift in

English Language studies from a focus on how to teach language to how to learn it, with consequent change of perspective from the teacher to the learner (Wenden 1991, O'Malley and Chammot, 1990, Rubin and Thompson, 1982).

The researcher believed that the findings of this study would have important implications to practice and research to develop the English language proficiency of college freshmen necessary for communication functions needed in their academic study and their world of work as professionals.

The study was conducted to freshmen students from the Colleges of Education, Arts and Sciences, and Management and Entrepreneurship of Leyte Normal University who completed high school in public schools, state colleges/universities, and vocational/technical comprehensive schools.

THEORETICAL FRAMEWORK

The starting point of language teaching is seeking to understand what happens in the mind of the learner, Krashen has proposed a theory of second language acquisition that provides a framework for understanding the processes by which adults learn second languages. Krashen's theory includes five hypotheses: the acquisition-learning hypothesis, the natural order hypothesis, the monitor hypothesis, the input hypothesis, and the affective filter hypothesis (Diaz-Rico and Weed, 1995). The affective filter hypothesis relates to emotional variables -including anxiety, motivation, and self-confidence – which are considered crucial because they can block input from reaching the language acquisition device (LAD). It is believed that if the affective filter blocks some of the comprehensible input, less input enters the learner's LAD. On the other hand, a positive affective context is believed to increase the input. Diaz-Rico and Weed (1995), citing a number of language learning theorists, have identified the affective/emotional factors in second language learning as follows: self-esteem, motivation, anxiety, attitude, and other related factors such as inhibition, tolerance for ambiguity, ability to take risks, empathy and extroversion/introversion.

How one feels about oneself, one's self-esteem is considered important in language learning. Related to self-esteem is inhibition, a term that suggests defensiveness against new experiences and feelings. Less inhibited students are believed to communicate more freely. Similarly, a person with ahigh tolerance for ambiguity is expected to be able to listen more attentively and perform more efficiently in language situations where the topic and purpose of the conversation, as well as the appropriate response, are unclear. The ability to take risks

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is also believed to facilitate second language acquisition, although it has been pointed out that moderate risk takers stand the best chance at language development (Brown as cited in Diaz-Rico and Weed, 1995). Since the learner is the center in the teaching-learning process, it is imperative to understand what drives the learner to learn, his/her goal, effort, desire, and attitude because it determines the extent of his/her active involvement in and attitude toward learning.

Educational psychologists point to three major sources of motivation in learning and identified these as the learner's natural interest, known as the intrinsic satisfaction; the teacher/institution/employment, known as the extrinsic reward; and success in the task, that is, a combining satisfaction and reward (Fisher, 1990).

Krashen's Affective Filter hypothesis on second language acquisition embodies his view that a number of 'affective variables' (motivation, self-confidence, and anxiety) play a facilitative, but anon-causal role in second language acquisition. Says Krashen: "Learners with high motivation, self-confidence, a good self-image, and a low level of anxiety are better equipped for success in second language acquisition. Low motivation, low self-esteem, and debilitating anxiety can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input from being used for acquisition."In other words, when the filter is "up," language acquisition is impeded.

But while positive affect is necessary, it is not sufficient, on its own, for acquisition to take place. Dweck (1986) sees that motivation tends to be higher in learners who are interested in the learning tasks and the learning outcomes for their own sake, and who focus on learning outcomes rather than performance outcomes.

Gardner (1982), in his socio-educational model of language learning, has identified a number of factors such as the social and cultural milieu; individual learner differences; the setting or context in which learning takes place; and linguistic outcomes which are interrelated when learning a second language. The social and cultural milieus, which refer to the environment in which the individual is situated, determine the beliefs about the cultures and language believed to have asignificant impact on L2 acquisition.

Taking off from Gardner, Giles & Coupland (1991) identified the individual differences which include variables of intelligence, language aptitude, the intensity of motivation, and situational anxiety referred to in the second phase of Gardner's model, to be the most influential in theL2 acquisition.

In an EFL context, Çelik (2007), sees students detaching themselves from the language being studied when they are outside of the classroom, because they may either have only afew, if any at all, opportunities to practice what they study in class once class time is up, or simply lack the motivation needed to further review, practice and reinforce what has been learned. The teachers then need to conceive a method to effectively cover the habitually insightful material, to bring about empowered students' voices by motivating the learners to think and work collectively with the teacher so as to wash out preconceptions and delusions and facilitate learning (Conlon, 2005 as cited in Çelik 2007).

It was the thesis of this study that affective factors play an important role in participating and performing in the L2 classroom.

The following schema represents the premises that make up the conceptual framework of the study.
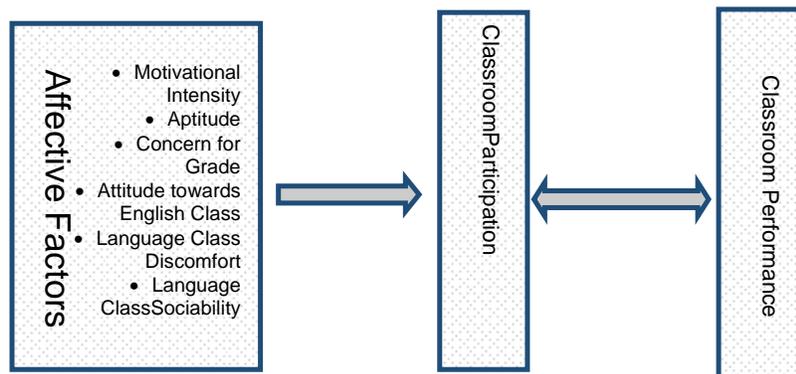
This study is guided by the following research questions:

1. What is the profile of respondents' Freshmen English in terms of the following affective factors: motivational intensity, aptitude; concern for grade; attitude towards English class; language class risk taking; language class discomfort; class sociability

2. What is the degree of classroom participation of the respondents?

3. What is the level of classroom performance of the respondents?

4. Is there a significant relationship between classroom participation and each of the following affective factors? motivational intensity, aptitude; concern for agrade; attitude towards English class; language class risktaking; language class discomfort; class sociability

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METHODOLOGY AND RESEARCH DESIGN

This study used a descriptive research design first to get a profile of respondents with respect to the affective factors included in the study and then to determine whether and to what extent each of these factors relate to classroom participation. Finally, this study investigated the relationship between classroom participation and classroom performance.

The instruments used in this study were questionnaires which elicited information on the respondents' English language motivational intensity, concern for grade, attitude towards English, language class risktaking, language class discomfort, and language class sociability. The questionnaire was carefully adapted from the surveys administered in foreign language settings by Ely (1986) in such a way that the items were deemed concise, explicit and characteristic of the setting.

Each item was followed by a six-point Likert response scale, with the following possible responses: strongly disagree, moderately disagree, slightly disagree, slightly agree, moderately agree, strongly agree. Responses to the questions in English language motivational intensity, concern for grade, language class risktaking, language class discomfort, and language class sociability questionnaires were scored as follows: 6 for strongly agree, 5 for moderately agree, 4 for slightly agree, 3 for slightly disagree, 2 for moderately disagree, 1 for strongly disagree.

A mean score in the 30-21 range was interpreted as high motivational intensity, a mean score in the 20-11 range was interpreted as moderate motivational intensity, and a mean score in the 10-0 range was interpreted as low motivational intensity.

The mean score in the concern for agrade which is in the 30-21 range was interpreted as high, a mean score in the 20-11 range was interpreted as moderate, and a mean score in the 10-0 range was interpreted as low. As for language class risktaking, the mean score in the 30-21 range was interpreted as high, a mean score in the 20-11 range was interpreted as moderate, and a mean score in the 10-0 range was interpreted low. For language class discomfort, a mean score in the 30-21 range was interpreted as high, a mean score in the 20-11 range was interpreted as moderate, and a mean score in the 10-0 range was interpreted as low. With respect to language class sociability, a mean score in the 30-21 range was interpreted as high, a mean score in the 20-11 range was interpreted as moderate language class sociability, and a mean score in the 10-0 range was interpreted as low.

The respondents' attitude toward English class factor was measured through the use of a semantic differential scale, a tool for research first developed by Osgood and his associates

in measuring the psychology of meaning. The scale, adapted from Arinto (1991), consisted of bipolar adjectives with the score 1 assigned to the negative end, and the score of 7 to the positive end. Four out of the 8 adjective pairs were reversed to counteract response bias tendencies. A mean score in the 56-38 range was interpreted as very favorable attitude toward the English class, a mean score in the 37-19 range was interpreted as moderate attitude toward the English class, and a mean score in the 18-1 range was interpreted as low attitude toward the English class.

The Modern Language Aptitude Test (MLAT) was used in the assessment of the respondents' potential for language learning or language aptitude. This is a 119-item consisting spelling clues, words in sentences and paired associates standardized instrument for measuring aptitude for any language and for predicting success in learning to speak and understand a second language (Carrol, 1958).

The performance level of the respondents was determined using their final grades in English based on the Leyte Normal University grading system grouped into five of the following adjectival descriptions: Superior (1.0 to1.5); Above Average (1.6 to 2.0); Average (2.1 to 2.5); Below Average (2.6 t0 3.0); and Poor (3.0 – below).

Pre-testing of the instrument was done with a group of twenty (20) randomly selected from the BEED first year college students who were enrolled in English in this university and were not included in the final survey. Data gleaned from the try-out enabled the researcher to refine the items and rephrase some directions in the questionnaire.

The study, being descriptive and correlational, used frequency counts, percentages, and means as well as Pearson r which were computed using the Statistical Package for Social Sciences (SPSS) Software.

The following null hypotheses were tested at .05 level of significance:

Ho1:   There is no significant relationship between classroom participation and motivational intensity.

Ho 2: There is no significant relationship between classroom participation and aptitude.

Ho 3: There is no significant relationship between classroom participation and concern for the grade.

Ho4: There is no significant relationship between classroom participation and risktaking.

Ho 5: There is no significant relationship between classroom participation and discomfort.

Ho 6: There is no significant relationship between classroom participation and class sociability.

Ho 7: There is no significant relationship between classroom participation and attitude.

RESULTS AND DISCUSSION

Motivational Intensity

Motivational intensity data showed a mean score of 23.01 with astandard deviation of 4.369. This showed a high level of the respondents' willingness to use the English language and the intensity of effort spent in learning English as a second language.

Aptitude

The aptitude result showed a mean score of 48.18 and a standard deviation of 12.479, indicating a low level of respondents' adeptness to learn the English language.

Concern for Grade

The data for concern for grade showed a mean score of 26.44 with astandard deviation of 5.352, which indicate a high level of interest among the respondents in getting a high mark or passing mark in the English course.

Attitude towards English Class

Attitude towards the English Class showed a result of 39.06 mean scores with a standard deviation of 7.733, which result indicates a high level of themental or emotional disposition of the respondents to learn the English language.

Language Class Risktaking

The language class risktaking result yielded a mean score of 16.22 with a standard deviation of 4.154 which showed a moderate level of respondents' tendency of accepting criticism due to errors committed in the effort to speak the language.

Language Class Discomfort

Language class discomfort result showed a mean score of 15.28 with a standard deviation of 4.095, indicating a moderate level of the respondents' emotional state of anxiety and self-consciousness felt by the respondents when speaking the English language in the language classroom.

Class Sociability

The class sociability result showed a mean score of 23.83 and a standard deviation of 3.962, which indicate a high level of the respondents' desire to interact with others in class using the English language.

Affective Factors Profile of Respondents

Results showed that the respondents had high motivational intensity, concern for the grade, attitude towards their English class, and language sociability. However, they had only moderate language class risktaking and language class discomfort. They scored low in aptitude (see Table 1).

Degree of English Classroom Participation

The data result yielded a mean score of 19.74, with a standard deviation of 3.796, indicating a moderate degree in the level of voluntary oral participation and classroom interaction of the respondents in an English classroom.

Level of English Classroom Performance

Analysis of the respondents' English classroom performance showed a mean score of 2.410 and a standard deviation of .4989. This is interpreted as an average level of English classroom performance. Result also revealed that of the 31 students who showed superior performance in the classroom, two manifested low participation in the classroom while 29 manifested high participation in the classroom. As to the respondents who showed Above Average performance, 28 executed a low participation while 206 manifested high participation in the classroom.

For the respondents who showed average performance in the classroom, 56 showed a low participation while 311 showed high participation in the classroom. Of the 371 respondents who showed below average performance in the classroom, 48 showed low participation while 323 had high participation in the classroom.

Classroom Participation and Affective Factors in the L2 Classroom

The seven affective factors in L2 classroom, namely; motivational intensity, aptitude, concern for grade, attitude towards English class, language class risktaking, language class discomfort, and language class sociability were correlated with classroom participation. Likewise, the variable classroom participation was correlated with English language performance.

Motivational Intensity and Classroom Participation

The respondents' motivational intensity did not influence their classroom participation. This is shown in the observed probability level of 0.930>0.003. Thus the hypothesis of no significant relationship between classroom participation and motivational intensity cannot be rejected.

Aptitude and Classroom Participation

The aptitude of the respondents did not influence their classroom participation. This is shown in the observed probability level of 0.978>0.001. Thus the hypothesis which states that there is no significant relationship between classroom participation and aptitude cannot be rejected.

Concern for Grade and Classroom Participation

The respondents' concern for grade influenced their classroom participation. This is shown in the observed probability level of 0.000 < 0.110, which indicates a highly significant relationship between the respondents' concern for grade and their classroom participation. Hence, the hypothesis which states that there is no significant relationship between classroom participation and concern for agrade is rejected.

Attitude towards English Class and Classroom Participation

The respondents' attitude towards English class did not influence their classroom participation. This is shown in the observed probability level as 0.664>0.014. Thus, the hypothesis that there is no significant relationship between classroom participation and attitude cannot be rejected.

Language Class Risktaking and Classroom Participation

The respondents' language class risktaking did not influence their classroom participation. This is shown in the observed probability level as 0.262> 0.035. Thus the hypothesis that there is no significant relationship between classroom participation and risktaking cannot be rejected.

Language Class Discomfort and Classroom Participation

Language class discomfort influenced the respondents' classroom participation. As shown in the observed probability level as 0.021<-0.72, there is no significant relationship between language class discomfort and classroom participation at 0.05 level of significance. Thus the hypothesis that there is no significant relationship between classroom participation and discomfort is rejected.

Language Class Sociability and Classroom Participation

Language class sociability influenced the respondents' classroom participation. As the observed probability level as $0.000 < 0.288$ will show, the relationship between the two variables is highly significant. Thus the hypothesis that states there is no significant relationship between classroom participation and class sociability is rejected.

Of the seven [7] variables under affective factors in theL2 classroom, only three [3] came out to be significantly correlated with classroom participation. These were language class discomfort, language class sociability and students' concern for the grade.

Table 1. Means and Standard Deviation of the Affective Factors in Study

AFFECTIVE FACTORS IN L2 CLASSROOM	N	Percentage	Mean	Standard Deviation	Interpretation
Motivational Intensity	1029	100%	23.01	4.369	High Level
Aptitude	1029	100%	48.18	12.479	Low Level
Concern for Grade	1029	100%	26.44	5.352	High Level
Attitude towards English Class	1027	99.61%	39.06	7.733	High Level
Language Class Risktaking	1028	99.90%	16.22	4.154	Moderate Level
Language Class Discomfort	1027	99.61%	15.28	4.095	Moderate Level
Language Class Sociability	1029	100%	23.83	3.962	High Level
Language Class Performance	1029	100%	2.410	.4989	Average Level

Table 2. Correlation between Affective Factors in the L2 Classroom and Classroom Participation

Affective Factors in L2 Classroom	CLASSROOM PARTICIPATION			
	N	Pearson r	p-value	Significant
Motivational Intensity	1029	.003	.930	Not significant
Aptitude	1029	.001	.664	Not significant
Concern For Grade	1029	.110	.000	*Significant **
Attitude Towards English Class	1017	.014	.664	Not significant
Language Class Risktaking	1028	.035	.262	Not significant
Language Class Discomfort	1027	-0.72	.021	*Significant *
Language Class Sociability	1027	.288	.000	*Significant**

*** significant at the 0.01; *significant at 0.05*

Findings on L2 classroom participation of LNU first year students taking an English course reveal that they highly participate and interact voluntarily in the L2 classroom. This means that students take part in oral activities in the L2 classroom and interact accordingly in L2 classroom activities. These results are not consistent with that of the common Confucian

belief where Asian students generally appear passive compared to Western counterparts. However, their silence in the classroom is utilized for processing such as listening, thinking and reflecting, a sign of learning attitude which entails respect to teachers, classmates, and superiors (Cortazzi and Jin, 1997; Robertson, 2003 as cited in Kolarik 2004). On the other hand, these findings bolster the idea that students usually participate when positive learning atmosphere is felt in the classroom. When L2 students gain confidence in their knowledge, then they are more motivated to participate freely in the oral discussion (Han, 2007). Furthermore, the data result reinforces Raptou's claim that "confident students always participate and students who are less confident are reluctant to speak" (2002).

The results imply that even with moderate interaction and participation in the language classroom as well as the average performance of the students in the language class, an encouraging language classroom atmosphere and creative use of English language, meaningful learning environment conducive to participation may be created.

The present study looked into the respondents' motivational intensity, aptitude, concern for the grade, attitude towards English class, English language class risktaking, English language class discomfort, English language class sociability vis-a-vis their classroom participation and their classroom participation in relation to their classroom performance. Among the affective factors identified in this study, only students' concern for the grade, language class discomfort, and language class sociability came out to be significantly related to classroom participation.

In a similar study, Ely (1986) tested the effects of language class discomfort, language class risktaking, language class sociability, and strength of motivation, as well as attitude toward the language class, concern for the grade, and language learning aptitude on the classroom participation of students enrolled in first year university Spanish classes. It was found that language class risktaking is a significant positive predictor of classroom participation and language classroom discomfort influenced classroom participation only indirectly. Other variables did not have a significant effect on classroom participation. Hashimoto (2002) found that creating a less threatening atmosphere to reduce anxiety and encouraging students to increase perceived competence may be effective in increasing willingness to communicate and frequency of L2 use in classrooms with Japanese ESL students. Perceived competence had a direct and strong influence on motivation, which in turn affected L2 communication frequency in the classroom.

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On the other hand, the present study found that motivational intensity, aptitude, risktaking, and attitude have no significant relation to classroom participation in an English language classroom. This can be attributed to the university's screening policy of new entrants where a grade point average must be at least 80% in English and Filipino in their secondary school (LNU Student Handbook). Students coming into the university are very likely motivated to learn, which means they have a favorable attitude toward and are willing to take risks in their English class activities. This is consistent with the findings of Noels et.al. that learning a language for material rewards of because of some pressure does not support the sustained effort or eventual competence. According to the Noels' study, "language learners who have valued goals for learning, particularly the goal of self-development and enjoyment in learning, tend to be more involved and successful in that learning experience." The more desire students feel to learn about the language, the more effort they tend to make in their English learning, and the less anxious they are in the classroom. With respect to students' concern for the grade, results showed that the respondents were very interested in getting high or passing mark in the English course, which only proves that students are aware of the need to acquire English. This confirms the findings of Silins & Murray-Harvey (1998) which showed that grades add to the students' sense of achievement and positive attitudes toward the quality of school life likely to become indicators of improved school performance. (Silins & Murray-Harvey, 1998). The student's concern for grade signals his/her readiness to learn. As Larsen-Freeman (2000) puts it, "Learners learn when they are ready to do so. "

The language class discomfort result reveals a moderate level of emotional state of anxiety and self-consciousness felt by the student when speaking English in the classroom for fear of committing errors. Ehrman (1996) and Bandura (1997) reiterate the reality that emotions play an important role in the learners' lives. These concepts are interrelated in a learner and have the potential to enhance a learner's motivation and performance, as well as the reverse. According to Horwitz, Horwits and Cope (1991), possible causes of foreign language classroom anxiety are communication apprehension, test anxiety, and fear of negative evaluation. Taking off from this, modules thought of to be developed that may reduce, if not eliminate, classroom discomfort must be in a milieu in which scaffoldings create pleasure in the language classroom, liberating students from communication apprehension, test anxiety, and fear of negative evaluation.

The language class sociability result reveals a high level of students' desire to interact with others in theclass, using English as asecond language. Dörnyei (2003) explained the language learning process, saying that "while an L2 is a 'learnable' school subject in those discrete elements of the communication code (e.g., grammatical rules and lexical items) can be taught explicitly, it is also socially and culturally bound, which makes language learning a deeply social event…" Heuser (2007) cited studies that showed that involving students collaboratively in experiential, meaning-negotiation situations (Muller-Hartmann, 2000) provides not only opportunities for linguistic interaction (Met, 1994), but the development of attitudes, knowledge, and skills central to Byram's (1997) notion of intercultural competence. Young (1991) noted that anxiety decreased when instructors "create a warm social environment."

Furthermore, this study reveals that the students of English at LNU scored moderate to high where affective factors in the second language classroom are concerned. It is logical to suppose, given the high scores, that these students have been exposed to friendly language classroom environment. This could be due to the fact that as of this writing, Leyte Normal University is a Center of Excellence in Teacher Education which implies that the teachers are using strategies that cater to the needs of the students.

The above findings of this study support the contention of a number of researchers, that discomfort can negatively affect the language learning experience in numerous ways. The literature on the subject likewise suggests that reducing anxiety may enhance learner's motivation to learn the language (Horwitz, Horwitz & Cope, 1986;Horwitz & Young, 1991; Krashen, MacIntyre, 1995; MacIntyre & Gardner, 1989; Price, 1991; Sammy & Rardin, 1994; Young, 1990, 1991).

When the affective factors included in the study were correlated to classroom performance, only students' concern for thegrade, language class discomfort, and language class sociability showed a significant relationship.

As Willis (1996) suggests, students feel the need for various interaction patterns that focus on themselves rather than on the teacher. In addition, Willis claims that Task-Based Learning is capable of fulfilling such needs. Carefully chosen tasks make learners participate in complete interactions and this raises motivation. Moreover, the choice of teaching materials should match with students' motivation (Cook, 1996). Teaching strategies should be lessons providing the opportunity to see how well objectives, tasks, and assessments (performance) have been aligned in order to facilitate students' optimal learning of English.

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As teachers and materials designers, skills that the students need to successfully complete a task, especially if the task is performance-based and requires multiple skills to produce, must be well thought of. Understanding how to align objectives, tasks, and assessments through properly scaffolded lessons and curricula will ensure not only completion of a task or project, but meaningful interaction and a higher chance of success.

Arnold & Brown, 1999 asserts that 99 percent of teaching is making the students interested in the material. The content, the soul of the material, must be meaningful and various for students' lives so that they will energize themselves in the tasks based on the relevant materials. The materials need to make them more aware of the differences between the target-language culture and their own culture, which can stimulate their integrative motivation.

Noels, Clement, & Pellentier, 1999 point out that to the degree that instructors promote autonomy and provide informative feedback, the students' sense of self-determination and enjoyment can be enhanced. Students can be provided with more opportunities to set goals, choose topics and contents, and regulate their behaviors in their own learning. In this context, the teaching of grammar means teaching how English works through helping students understand grammar concepts (i.e., the organizing principles of a linguistic communicational system) as well as particulars. Pennington calls for the field to bring grammar "back from the margins and into the heart of language and the language teaching profession where it belongs" (2002). Fotos (2005) has been emphatic in saying that combining grammar instruction and the use of communicative activities provides "an optimum situation for effective L2 learning."

On the whole, the lack of significant relations in some of the identified affective factors and classroom participation may be attributed to the limitations of the self-reporting questionnaires. The greatest limitation of the self-reporting instruments is that the results are based solely on the way learners rate themselves (Kelly, 1997)as it only gives relative strengths within the individual learner, not in relation to other factors. Some researchers advise caution in the approach of acertain amount of data from self-reporting instruments, taking into consideration the possible range of interpretation of the items, the cultural context in which the questionnaire has been administered, and the reliability of the report that each student provides which are sometimes beyond the control of the researchers.

CONCLUSION AND RECOMMENDATION

The fact that student's concern for the grade, language discomfort and language sociability were found significantly related to classroom participation highlights the desirability even need for an encouraging language classroom atmosphere free from discomforts. Language teachers may initiate during the first few days of classes with classroom activities which may build up a rapport with students as well as rapport among the students themselves to let them feel comfortable in their learning environment. As the bond is established, the teacher's choice of activities and learning course design be geared towards addressing the students desire to learn the language without compromising the affective influences that contribute to learning. Teachers may develop and scrutinize the relative effectiveness of a variety of approaches for reducing language class discomfort, perk up class sociability, and build confidence in the getting of good or even better grades as students feel more secure in assuming a more affective role in the classroom.

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