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Learner Positive Affect, a Prerequisite to the Success of all Foreign Language

Learning Activity:

The Case of English

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DECLARATION

I hereby certify that the intellectual content of this thesis is the product of my own work and that all the assistance received in preparing this thesis and sources have been acknowledged.

DEDICATIONS

To **father** and **mother** who aspired a lot from me but passed away before I could make their dreams come true

To my nephew, indeed my son, **Hicham** whose death broke many hearts especially mine

To **Lyna** and **Abderrahmane**, my children, the sources of my happiness

To my family members: my wife, brothers and sisters, nephews and nieces

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ABSTRACT

The present research work aims at exploring the affective construct of the foreign language learner and the different ways it affects learning. It is intended to demonstrate that successful language learning is conditioned by positive learner affect and that the latter can be enhanced by optimizing the learning conditions. A quantitative research method has been conducted on two types of informants: a questionnaire has been administered to sample of English language learners in the Algerian middle and secondary schools and an interview has been conducted with a number of teachers of English in the two stages of education. The questionnaire sample bears different criteria all of which have been taken into account for the sake of exhaustiveness in the study; besides, the interview heeds a number of traits in the practitioners who contributed to the study. The results obtained make evidence of the necessity to attach a paramount importance to learner affect in all foreign language teaching and learning activities to ensure success.

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LIST OF ABBREVIATIONS AND ACRONYMS

EFL: English as Foreign Language

ESL: English as Second Language

L2: Second Language

TEFL: Teaching English as Foreign Language

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**GENERAL
INTRODUCTION**

General introduction

Foreign language education is a field known for its dynamicity and continual change. The history of this dynamic sector evinces the succession of a number of teaching and learning theories. Each of these theories stood out, easily discernible for a particular idiosyncrasy; nonetheless, all of them targeted at the same aim and contributed, each in its own way, to the development of language education. Differences among these theories are basically due to differences in the way each theory views the language learner and the way to approach him to ensure successful learning. It is no wonder, then, that there is a multitude of language teaching and learning approaches and methods that differ from one another.

The most known theories which contributed to the evolution of language didactics are behaviourism, cognitivism, constructivism, and humanism. There are, of course, other theories that operate within the same scope but do not revel in such wide renown as that of the main theories. This is generally grounded on two facts; either they have not been of considerable effect on the development of language didactics, or they have been reckoned as mere reproductions of the main theories with few and not so distinctive principles. Therefore, the consideration of the four theories, their different views about the nature of the language learner, and the ensuing conceptions of how learning takes place will exhaustively account for the outstanding phases of language didactics development.

Behaviourism is considered by educationists to be the first theory that explored the two cornerstones of language education, the nature of the language learner and language learning, and gave language didactics some systematicity. The distinctive tenet of behaviourism is that language learner is that passive partner who is not expected but to develop some speech automatisms through mere exercise of repetition. The learner is believed to adapt to the surrounding environment and that his linguistic behaviour piles up as acquired reactions to stimuli he is continually exposed to by the community members.

Learning in the behaviouristic view is, then, the process of acquiring a set of linguistic automatisms through repetition. Accordingly, the teacher has to simply provide for the right stimulus to get the wanted response; this is technically referred to as conditioning. A lot falls on the teacher to supply the stimulus and arrange for the helping environment first, elicit the target response through close guidance and then perpetuate it through repetition. The teacher's role, in this respect, seems far more important than that of the learner who is in fact condemned to quasi-total passivity. Behaviourism is, in this sense, openly teacher-centered.

The second theory, cognitivism, seems to have rejected the learner's passivity and freed him from the teacher's unilateral insights and decisions. For the cognitivists, the language learner is endowed with a complex and rich system of mental abilities whereby

he can process any type of knowledge. This trend bestows on the learner the quality of activeness. He is believed to have enough ability to draw on his own mental assets to acquire knowledge.

Learning in the mentalist view occurs when the language material finds its way into the learner's mind, get processed and finally stored in his memory. Learning, then, consists in deciphering the language items the learner is exposed to, reducing them to their ultimate abstracted forms and storing them in the memory. The learner, this way, is given full hand in the process of learning, yet the resulting mental abstractions remain faithful representations of knowledge; there is no way to alter it anyhow. Knowledge in this sense is given and absolute.

Constructivism, the third theory, found its way into the domain of language education through a founded rejection of the notion of the absoluteness of knowledge. The constructivists uphold the idea that knowledge is made-to-measure; each individual learner conceives of the material at hand in a peculiar way, in other words, different learners build up different constructions of the same material. Such constructions are contingent on the learner's previous experience of the world, on his schemas i.e. the models of the aspects of the world that he has abstracted his own way.

Learning, according to the constructivists, takes place through a process that starts in peculiar perception of things, goes on through individualized abstraction and ends in personal knowledge of the

world. People conceive of the deep essence of something the same way but differ in their conceptions about the detailed image they bestow on it simply because they are different in the schemas and previous experiences that they use to build up that image. One can easily feel the freedom that constructivism gives to the language learner to flee the rigidity of the previous theory and indulge the possibility to build knowledge one's own way, but one may wonder whether this is enough.

Humanism, the last of the four theories, has gone beyond the considerations that characterize each one of them. The language learner is no longer considered just as a passive and rigidly-guided respondent to given stimulus, a mechanical processor of information, or a free creator of personal meaning; the learner is now seen from these three different perspectives altogether and even from others. The learner is seen as a whole person including all of the partial aspects upheld by the preceding theories as well as every constituent that characterizes him a human. Perhaps, the main feature of the human learner that those theories seem to have overlooked is the psychological: the affective side including the personal traits and the casual feelings in different circumstances.

Learning, after the advent of the humanistic theory, ceased to be viewed as the simple development of linguistic automatism, the only operation of mental processes, or the mere enhancement of personal constructs of the world around. According to the humanists,

the notion of learning has acquired the meaning of a multidimensional process whereby all the different constituents of the individual learner are developed concomitantly. Learning should, thus, involve change not only in ostensible linguistic behaviour or bare knowledge of language but also issues like values, self-worth, dignity, self-esteem, and should, subsequently, show up in qualities like the sense of responsibility, personal choice, and creativity.

The evolution of educational psychology through the development of the major learning theories is a plain reflection of a growth in the understanding of the nature of the human learner and in the conception of learning and the way to optimize it. The departure point was the learner's automatic linguistic behaviour; today concerns are far wider and address him as a whole person. Language pedagogy today is generally learner-centred and the teaching contrivances focus on the learner and make him the starting point in the elaboration of the different relationships that bring him together with the material, the teacher, the peers, and the learning environment. The material is to be designed in ways that meet the learner's needs, aspirations and capacities, the teaching acts should heed his ego, and the environment is to be accommodating and encouraging.

The experience I have been lucky to earn as a practitioner in language education bears best witness of the necessity and efficiency of attending to the slightest detail in the learner's to ensure optimal

learning. I taught English in the secondary school for fifteen years, a period that is long enough for any teacher to make up personal insights and draw his own conclusions. The least I could conclude is that the teacher's mere stand on the classroom dais to deliver language items with the thought that learning is taking place meanwhile is a big illusion. The most eloquent your speech may be, the best organized design your material may take, your teaching will not attain any success unless you attend to the learner's affect, first make him feel safe, at ease, and capable, then trigger off his receptivity and involve him completely in the learning activity. Learner's accommodating affect is vital for the success of language learning.

What is worth averring is the magic effect that learner positive affect has on the language learning enterprise. As a very common example, the first realization that the teacher may make about pupils at the first encounter is their open dislike of some particular learning activities such as writing, their *bête noire*. Such was my case when I noticed that the majority of my classes hate paragraph writing. Day in day out, I figured out that this common attitude was due to a number of factors: their inability to structure correct sentences and to generate ideas, their fear of getting bad results, and the boredom they find in assuming 'such a toilsome' task. First it was totally impossible to make them do writing activities; most of them go astray while the few who may acquiesce to do, produce things that are not

appreciated at all. The challenge changed from making them write into making them like to write. There was an urgent need to do something about this phenomenon.

It was for sure that the remedy of this problem had to be psychological more than pedagogical. Accordingly, a number of weeks were devoted to making learners feel and appreciate the beauty and power of words, the easiness of structuring expressions, the feeling of strength that ensues the ability to speak one's mind and get heard, as well as other empowering recalls of this kind. The results got after such psychological work on learners was really amazing; all, and I do ascertain, all of the learners changed their negative attitude towards writing into a like and yearning for writing sessions. Some did not even wait for writing tasks assigned by the teacher but chose topics of their own and developed paragraphs about them. Writing became a source of pleasure an excellence.

The success in changing pupils' attitude towards the writing activities, from one of hatred and boredom into one of enjoyment and competition, inspired me a lot. Positive learner affect proved of great power in changing an ineffectual learner into a successful. This means that many problems that thwart language teachers' endeavour can be solved through the exploration and exploitation of the psychological side of the learner. Some language teachers seem to go mad over the efforts they spend on designing the material the most coherent ways an using the most efficient techniques in their

language classrooms but for little or even no echo from learners. Something seems missing, and this thing is, quite certainly, in the learner himself. What prevents that echo from coming out is, itself, what should be investigated, handled and removed to free the learner and get him get to grips with his own learning. The challenge is not that easy but worth facing.

The present research work is intended to investigate positive learner affect and the way it conditions language learning. The case study is focused on the English language in the Algerian school: the middle and the secondary. It is entitled *Learner Positive Affect, a Prerequisite to the Success of all Foreign Language Learning Activity: The Case of English*. The study aims at making an inventory of the different components of affect, the quality of each one and the way it affects language learning. The gist behind all this is to enable the language teacher to find way to his learners psyche individually and to acquire some control over them and to keep them always high-spirited, fully and enthusiastically involved.

The research problem that this work sets out in **an** attempt to settle is about the way learner positive affect conditions language learning. The major task, then, lies in investigating the nature of the relationship between learner affect and the different components of the learning experience. The strength of such relationships is likely to lead to some determinism which serves practitioners and help them acquire such important faculties as the ability to understand, to

predict and handle learner affect so as to direct it to the benefit of the learner.

For the sake of feasibility, the research problem stated above has been analysed into three research questions each of which addresses the phenomenon from a particular dimension, and all of which expectedly converge to make up an insight into the global problem. The three questions are:

1. What makes positive learner affect necessary for successful foreign language learning?
2. In what way does positive learner affect impact on foreign language learning?
3. How can educationists and practitioners enhance positive learner affect to optimize foreign language learning?

Each of the aforementioned questions needs to be addressed with a scrupulous research, for its ultimate answer seems, from the beginning, to be of great significance. Going out of the contour traced by each question is not allowed; thus, a hypothesis for each is put forth as a tentative answer that has to be checked for validity and as a guiding reference mark.

1. Positive attitude towards the foreign language and compelling motives trigger off the learning activity, keep it on, and perpetuate the learning outcome.

2. Positive affect functions as a filter in the perception stage of the learning process, as a catalyst in language data processing, and as a stabilizer of data in the long-term store.
3. Educationists and practitioners can enhance positive learner affect by providing for optimally accommodating learning environment.

Positive learner affect, to sum up these hypotheses, is indispensable for instigating foreign language learning, enhancing it and perpetuating its outcomes. This is a hypothesis put against the research problem to be tested out.

The delicacy of the problem under study and the importance of the answer to be attained make it crucial to take much care and keep meticulous all along the phases of the research. Besides, it has been decided that the research tools must be varied so as to approach accuracy the closest possible. For a quantitative approach to the problem, a questionnaire has been designed for English language learners at the middle and secondary schools. For a qualitative study, an interview has been addressed to teachers of English in the same schools.

The questionnaire is intended to probe English language learners enterprise under different affective states. The point behind this is to investigate the possibility of establishing a stable relationship between, respectively, positive and negative affect on the one hand and success and failure on the other. The different

sections of the questionnaire target at the different learners' reactions in relevance to different learning circumstances. Those circumstances vary according to the components of the language classroom. The teacher, the peers, the material and the general atmosphere made up out of every single factor that may affect the learners' attention and activity.

The interview, the second tool in this research work, is meant for eliciting English teachers' views about the way learner affect influences his own learning. It is mainly a way to examine this rapport between learner affect and language learning through the eyes of the direct practitioner who is constantly present to watch over the course of learning in its minute details. The teachers of English are expected to have acquired enough experience to contribute efficiently to the present study with informative observations. The ultimate aim is to acquire practitioners the ability to control learner affect and manage it to the benefit of language learning. The first education partner to take advantage of the eventual results of this work is, after all, the teacher himself; hence, by contributing to the study, he contributes to his own success.

CHAPTER ONE

Chapter One

1.1 Introduction

1.2 Affect

1.2.1 Emotions

1.2.2 Feelings

1.2.3 Psycho-affective Characteristics

1.2.3.1 Inherent trait

1.2.3.1.1 Introversion and extroversion

1.2.3.1.2 Reflectivity and Impulsivity

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1.2.4.1 Empathy

1.2.4.2 Sociability

1.2.4.3 Willingness to Communicate

1.3 Conclusion

1.1 Introduction

Foreign language learning has been marked by constant changes of theoretical approaches, organizational methods and implementational techniques. The intent behind all this is undoubtedly the improvement of language learning among learners. Foreign language learning remains a somewhat distinct domain due to the sensitiveness of the subject matter itself. Hence, most of the theoretical principles that draw on purely pedagogical insights proved not so promising as to enhancing learners' enterprise and bettering their results.

A foreign language practitioner may draw on his knowledge base and come out with seemingly promising teaching plans that are founded on sound principles, concretized into flawless designs, and translated into effective techniques, but get, against all this, little or no result. Many practitioners report of cases of this kind. They seem very sad to see that the great efforts they spend on their teaching lead them to dispiriting results. It is really disheartening to feel unable to get to the objectives you have set for your course. It is a problem worth pondering.

The advent of the humanistic approach in the field of education, and language education particularly, helped practitioners discard much of the malaise they were suffering. It led them to conclude that much of their failure was not due to problems in the organizational design of their teaching material, nor in the learner's incapability to go through it. They reckoned that they used to ignore

the learners' dispositions to learn the language bearing in mind that it would not be of much importance. Their failure was mainly due to their reluctance to consider the language learner affect and find ways to predispose it to learning.

Language teachers' contentment with the cognitive capacities as the assets likely, on their own, to ensure language learning proved not so insightful. It was bound to miscarriage. Recent researches in humanistic educational psychology give evidence of the necessity to consider both cognition and affect in every educational activity. In fact, it has been demonstrated that they are inextricably linked. The ultimate aim of any teaching act is to make learners acquire knowledge, retain it and retrieve it in moments of need. These are purely cognitive operations. The enactment of these operations is, however, conditioned by the provision of accommodating affective circumstances.

Studies have demonstrated that learner affect and cognition are mutually enhancing. A learner who is in a positive temperament, feels at ease, and motivated to tackle a language material at hand will certainly succeed, provided that the material is relevant and within his potential. He will be able to understand it, assimilate it, and transfer it into his memory. The conclusion to make at this point is that the learner positive affect has enhanced his cognition. Reciprocally, the gains he has made by acquiring new items will generate positive feelings of achievement, hence, feelings of self-worth and self-confidence, feelings that keep him engrossed in the

learning activity and make him spend more and more effort on cognitive activity.

Foreign language teachers are generally knowledgeable in terms of teaching theories and skills. Most of them are generally equipped with large toolkits of practical techniques inferred from theoretical approaches and procedural plans; nonetheless, they seem to be still not so adept as to the manipulation of matters relating to learner affect. Accordingly, the meaning of affect, its implications, and the various ways it features in the language learning context will be explored in the following sections.

1.2 Affect

Since the mid-twentieth century, with the advent of the Rogerian Psychology marked by the special concern with affect, interest in this human province increased quickly and educational psychologists launched a joint trial to clarify its very essence and delineate the scope of its meaning. In fact, different definitions have been given to the term affect, but all of them converge on the same end. Difference among definitions can be observed at the level of the wording, or in the extreme cases, some psychologists may explain it in some depth while others leave details to succeeding sections.

Arnold and Brown (2009) consent on the view that the term affect refers to **“aspects of emotion, feeling, mood, and attitude which condition behaviour.”** (In Arnold, 2009: 1) Affect involves components which fall out of the contours of cognition and conation

and, thus, constitutes a construct that is separate from them but strongly related to them. A glance at the various forms of affect listed above avers that they all share the property of being reactive rather than proactive. An emotion or a feeling is the result of the sight or the hearing of a particular object or news, and so is mood; an attitude follows particular knowledge one holds about an object, a person or a phenomenon. This is another perspective on affect which allows Huitt and Cain (2005) to give it another definition as « **the emotional interpretation of perception, information or knowledge.**» (Huitt, et al., 2005: 1)

Affect, this novelty in the field of psychology, tempted researchers in the different spheres of enquiry and led them to explore its essence and the possibilities of improvement that it promises in areas which depend directly on human resources. However, education proved in the most need of the insights of psychology reached in the study of affect. It evinced great potential to help educationists to bring to end problems which they used to find incurable. Educational psychologists attach much importance to affect and rely a lot on it to improve learning in general, and foreign language learning in particular.

What makes foreign language learning in particular need to the incorporation of learner affect in the educational activity is the specificities that the foreign language learning itself confront the learner with. The challenge that the new language brings to the

maternal language ego, the new 'strange' pronunciation systems, the different word arrangement patterns, the alien culture that lies behind it, all make appeal for deep understanding of the learner affect to find way into his understanding, tolerance, acceptance, and want to learn it. Oxford (2012) arrays a number of items that fall within the countour of learner affect and asserts their importance in foreign language learning. She notes,

We cannot learn a new language unless we really want it. And our will, our motivation, in other words, our ideal self, what we would like to become and to be perceived as while speaking and acting in a foreign language, drive the whole learning process.

(In Tassinari, 2016: 75)

Almost all views of affect seem to be expressed and elucidated through the use of two very recurrent terms: emotion and feeling; therefore, a short-term dwelling on them seems necessary.

1.2.1 Emotion

In a learning experience, the learner is prone to attend to the various elements which constitute it. Each element within the learner's field of perception effects a certain affective reaction with a certain degree of intesity and causes particular physical changes that surface on the facial expressions or bodily movement. Emotions consist in the observable changes that result from the reaction of the

individual learner to the person, object, phenomenon, event, or experience that falls within a sensory contact with him.

Damasio (1994) explains that «... **an emotion is a collection of changes in body state connected to particular mental images that have activated a specific brain system...**» (Damasio, 1994: 145)

Emotions result from the interaction between the intrinsic factors such as attitudes, predispositions and extrinsic persons, objects, situations within the context. To apply this view in the context of language learning, Emotions are brought about when an image of the teacher, a peer, material, or any element in the classroom environment, or when a message emanating from any of them is received, recognized, and interpreted. These operations seem to be purely cognitive, yet the output is first and foremost emotional provided that the impact on the learner cognition is affectively intense enough to produce changes on the physical appearance of the learner.

Effective language learning presupposes the learning experience to be affect-laden enough to be significant for the learner. The experience that does not provoke the learner affectively tends to pass unnoticed, and nothing is got out of it. It is believed that emotions result from the learner's encounter with the experience that instigate the desire or will to learn from the items it conveys. Tassinari (2016) clarifies the importance of emotions in learning, **“As cognitive theorists recognize, emotions are essential to learning, which**

results from a close interaction between emotion and cognition."

(Tassinari, 2016: 71)

1.2.2 Feeling

Emotions, as has been seen, are the conspicuous changes that show on the learner's face or body; feelings consist in the appreciation of the nature of those emotions in terms of quality (being positive or negative) size (being strong or weak) effect (being driving or frustrating) and so on. **(Damasio, 1994: 145)** puts, **"The essence of feeling an emotion is the experience of such changes in juxtaposition to the mental images that initiated the cycle."**

Feelings seem to be at the very node where affect intersects with cognition. The importance of their role in learning can be inferred from the sensitive position they occupy. The recognition and interpretation of the nature of emotions as well as the size of their impact is so significant for the decisions to be taken about the worth of the experience, the probability of one's involvement, the strength of one's involvement, the amount of effort to spend on the learning tasks, and decisions of this kind. In short, feelings do have a word in the learning process.

Extensive research led theoreticians to discover a wide range of human characteristics which fall within the contour of affect. They inventoried them, glossed them, and classified them into two main categories: psycho-affective and socio-affective characteristics. This

classification proved of great benefit since it makes it possible to focus scrutiny on each component of the two blocks whether for the sake of understanding, enhancement, or remedy. The two systems together with their main components are examined in some details hereafter.

1.2.3 Psycho-affective Characteristics

The language learner is endowed, as any human being, with a system of inherent psychological traits which distinguish him from others. Of course, distinctness does by no means mean having a trait that others lack; those traits are shared by all sane people; it is only that the final affective construct embodies those traits in different degrees, which makes the individual distinct. Besides, some affective qualities are acquired from the family, the school and the street circles where they are created, shaped and fostered. In time, those qualities acquire enough stability in the learner to individuate him among his peers. Third, the learner is generally prone to affective reflexes to fortuitous situations. Such reflexes show on him in the form of short-timed feelings or emotions which tend to change once the source ceases to exist. The three types of traits follow in some details.

1.2.3.1 Inherent Traits

The inherent personality traits consist in the inborn affective characteristics. These are natural predispositions which frame the

learner's conduct in the language classroom. Some of them predispose him to active learning enterprise and behave him to take part in class activities enthusiastically; other ones just fence him in and confine him to solitude. His activity tends to be personal most of the time. This may sound crippling to the learner's endeavour, but, generally, subjects of this kind do aver of great potential that needs to be just instigated.

Two dichotomies are very commonly encountered in the literature of the psycho-affective side of learners: the first brings together the introverted versus the extroverted types of learners, the second meets the reflective with the impulsive.

1.2.3.1.1 Introversion and Extroversion

Introversion and extroversion are two generally inherited personality traits which can be assessed in the same bipolar scale. Learners slide along the continuum between two extreme poles, one indicating the highest degree of introversion; the other indicating that of extroversion. A learner's stance on the scale is examined in terms of its repercussion on his language learning. Studies of this kind allowed educationists to draw insightful conclusions about learners' engagement and achievement in foreign language learning in relation to their introversion and extroversion.

Introverted learners are reported to be reserved, reticent, and markedly reluctant to engage in social class activity. This kind of

learners tend to abstain from social interaction and content themselves with their own undeclared thoughts and emotions. Extroverted learners are, conversely, said to be outgoing, lively, overtly active and risk-taking. They are predisposed to meet people, take part in public discussions and share their ideas and feelings. Eysenck and Chan (1982) make a clear distinction between extroverts and introverts.

Extroverts are sociable, like parties, have many friends and need excitement; they are sensation-seekers and risk-takers, like practical jokes and are lively and active. Conversely, introverts are quiet, prefer reading to meeting people, have few but close friends and usually avoid excitement.

(Eysenck and Chan, 1982: 154)

In all events, the ultimate role of language is effective communication, and acquiring communication skills requires continual practice. This consented view promotes extroverted learners to be more likely to develop communicative skills at relatively faster pace. Extroverts are outgoing; they tend to seize any opportunity to engage in conversation in the target language. They do not bother about mistakes; indeed, they do take risks focusing much more on the ideas they want to express. Extroverts' disposition to

continual practice in the language helps them develop speech delivery and get rid of hesitation; it simply helps them acquire natural communication language.

Introverted learners, on the other hand, generally tend to withdraw from public conversations. They are reserved. This does not mean they are not adept enough to produce correct language utterances or express meaningful ideas. Such kind of learners may be proficient in reading and writing and complacent about that. Reading and writing do not expose them to others nor compel them to converse with anybody and, thus, do not upset their inherent inclination towards quiet. This tendency, however, may hold them back. In fact, they need to train on tasks such as pronunciation and idea generation. It falls on the teacher to be alert to such kind learners and find ways to get them out of their quiet and convince them of the necessity and the benefits of participation in open oral class activities.

1.2.3.1.2 Reflectivity and Impulsivity

Reflectivity and impulsivity are two other inherited personality traits that characterize language learner. They also constitute a continuum on the same axis on which learners polarize. They are about the extent to which the learner is ready to spend time and mental effort to ponder upon a question or a problem. A reflective learner generally considers the question he is asked or the task he is assigned with deep reflection, accounting for the deep details and the

possible ways to deal with it. He patiently devotes it the time that it requires and treats it in a systematic way to narrow down the possibility of committing errors; he tries his best to make sure his first answer is mistake-free. He insists a lot on accuracy.

An impulsive learner, conversely, is generally hasty in his approach to tasks that require answering questions or solving problems. His attempts take the form of quick guesses, possibly several guesses before the right answer is attained. An impulsive learner rather relies on intuition to find solutions. He does not take time to think about the constituents of the task to ensure the correctness of the first answer. He does not give a damn concern to accuracy. Messer (1976) sums up the meaning of reflectivity and impulsivity saying, **“Reflectivity and impulsivity is the extent to which a person reflects on a solution to a problem for which several choices are potential.” (Messer, 1976: 1032)**

Although reflectivity and impulsivity are two extremes on the same scale and constitute two totally different types of learners, it remains incumbent on teachers to heed them both. Such types of learners have different learning styles that make some special requirements on the teacher. An impulsive learner is quick at answering teacher's questions and is, therefore, prone to committing mistakes. A reflective learner may be long about finding answers. The former may be subject to blame or mockery on the part of the an intolerent teacher; the latter may get underestimated and neglected by

an impatient one. However, a considerate teacher is to praise the will and engagement in the first and the tenacity and thoughtfulness in the second. Brown makes it clear that

Teachers tend to judge mistakes too harshly, especially in the case of the learner with an impulsive style who may be more willing than a reflective person to gamble an answer. On the other hand, a reflective person may require patience from the teacher.

(Brown, 2000: 121-2)

The inborn traits summed up in the two dichotomies- introversion against extroversion and reflectivity against impulsivity- tend to be engraved in the psyche of the learner and quasi-impossible to change. They are rather to be exploited to the benefit of the learner. There is, however, another set of psychological characteristics which tend to be strongly installed in the learner's psyche but still possible to alter when necessary. These are the acquired traits.

1.2.3.2 Acquired Traits

Beside the inborn psychological characteristics that shape the individual's demeanour, there is another type of traits that the learner acquires from the environment. Since childhood to late adulthood, the individual learner cannot help receiving influences from different environmental factors. The strength of the influence

determines, to a great extent, the tenacity of the trait acquired. What differentiates this type of traits from the inherent is that it is not that irremovable. It can be worked on for the sake of redressment if necessary. Some of these traits are examined hereafter.

1.2.3.2.1 Self-esteem

Self-esteem is a personal trait that develops in childhood and gradually acquires stability to stamp every adult's feelings and conduct. It consists in one's judgement of one's potential, efficacy, worth, and significance. **Ellis succinctly says, "Self-esteem refers to the degree to which learners feel confident and believe themselves to be significant people." (Ellis, 1994: 518)**

Self-esteem is of a paramount importance since it determines, to a large extent, learner's engagement and performance in the language learning activity. A learner who believes in his abilities and has a clear idea about what to do and how to do it, undoubtedly relishes the empowering feelings of aptitude, self-confidence, and self-efficacy. His self-esteem and success are mutually enhancing. His self-esteem keeps his motivation elevated and boosts his learning endeavour to its utmost. The resulting success on its turn, drives him spirited and acquires him further energy for new learning challenges, for **"(w)hen people succeed, they experience boosts to their self-esteem and increases in positive mood." (Park and Crocker, 2008: 197)**

A learner with low self-esteem is the one who is stifled by a feeling of his low worthiness. He mistrusts his capacities to perform in public, which has detrimental repercussions on his decisions, actions and behaviour in general. The feeling of incapability that overwhelms him makes him risk-averse. He dares not perform in the presence of others, the teacher and the classmates in the case of the classroom, just because he fears being rebuked, teased or mocked. Therefore, one may observe that his decisions are generally marked by a tendency to avoid performing in public; his actions tend to be limited and reactive most of the time; and his behaviour is hardly noticeable. Rubio (2007) stated that low self-esteem **“(s)tudents may avoid taking the necessary risks to acquire communicative competence in the target language; they feel deeply insecure and even drop out of the class.” (Rubio, 2007:7)**

Self-esteem is a trait that develops in the individual learner since childhood and grows to gain enough strength to mark on his behaviour, both the overt and the covert. The first cradle where self-esteem starts forming is the family circle. The child is so sensitive to his family members' evaluative reactions. Such reactions tend to pile up to form a more and more stable self-evaluation pattern. If the child grows in a family circle where his actions are valued and praised, he will be likely to develop a positive self-image from which he will draw much of his self-confidence that is so necessary for later engagement and engrossment in learning.

In an obstructive family circle, however, the child gets constantly scolded or punished for his blunders, he will certainly develop an abiding disbelief in his ability to differentiate between the right and the wrong. This will undermine his self-confidence, rear in him a tendency towards reluctance, and drive him risk-averse. This negative tendency as well as the bold engagement of high self-esteem learners crystallizes in the language class activities. They also remain susceptible to the teacher's evaluative feedback. Empowering high self-esteem can be furthered, and crippling low self-esteem can be altered provided that the teacher attends to each type of learners, mind their behaviour and judiciously decide for the right feedback to the right learner. Arnold and Brown advise practitioners that,

The student who has had a great deal of success in the past will be likely to risk success again; if he should fail, his self-concept can afford it. A student with a history predominated by failures will be reluctant to risk failure again. His depleted self-concept cannot afford it.

(In Arnold, 1999: 12-13)

Low self-esteem is so detrimental to the learners' endeavour. All significant people surrounding the young learner, parents and teachers in the first place, must join efforts to prevent it from crawling into his psyche. Unless they do, low self-esteem may develop into inhibition.

1.2.3.2.2 Inhibition

Inhibition is the term that can be used to refer to the lowest stage that self-esteem may scale down to. It is the accumulation of such negative encroaching convictions as of low self-concept, low self-worth, and the crippling belief of the total impossibility of positive change. Having attained such stage, the learner declines any proposal for verbal exchange or open performance on a particular activity. He simply gets haunted by fear, jitters, and apprehension; therefore, he prefers to part with any task so as to avoid any possible besmirching feedback.

According to Brown, (2000) inhibition is a kind of escape, a way to avoid threats to his sensitive ego. He succinctly explains the psychological behaviour of inhibited young learner saying that,

The physical, emotional, and cognitive changes of the pre-teenager and teenager bring on mounting defensive inhibitions to protect a fragile ego, to ward off ideas, experiences, and feelings that threaten to dismantle the organization of values and beliefs on which appraisals of self-esteem have been founded.

(Brown, 2000: 147)

In childhood, inhibition seems not so likely to develop in the learner. There is no intrinsic call for him to refrain from taking part in overt learning activities as his participation brings him cheer and even hilarity in some cases. His engagement in open performance in

the target language is spontaneous and void of any consideration of the risk that he would run by making attempts in the language.

As the child grows up, his consciousness of his self starts growing. He starts developing a physical, cognitive as well as an affective self that is distinct from the outer world and that forms the new identity he has acquired. In other words, he develops an ego that is very sensitive to feedback. Guiora (1972) even coined the concept of 'language ego' especially to refer to a particular kind of identity the main constituent of which is his mother tongue. His knowledge of his native language systems get gradually and firmly organized in units in the long-term memory. His language ego grows concomitantly with his growth in age.

Learning a foreign language is seen by some learners as a threat to the stability of their language egos. As the subject attempts to learn a new language and makes mistakes, he feels himself in a worrying situation. The language systems that he has been internalizing all his life long seem to be not functional. In such a situation, his language ego will be affected in two ways. Intrinsically, the 'critical self' the job of which is to operate as a monitor responsible for redressing errors and ensuring the correctness of the expressions, gets in conflict with the 'performing self'. The former releases a sense of dissatisfaction of the latter's mistakes, and this feeling upsets the learner's mood.

Extrinsically, the learner recognizes the negative quality of the echo that his mistakes have in the others', the significant others mainly. This will make another source of unease for him. He thinks that the others will question the integrity of his language systems and his ability to recognize the right from the wrong. The sole way, then, to avoid both internal and external distress or embarrassment, for the learner, is not to take risks and commit mistakes, for as Brown says,

Mistakes can be viewed as threats to one's ego. They pose both internal and external threats. Internally, one's critical self and one's performing self can be in conflict ... Externally, learners perceive others to be critical even judging their very person when they blunder in a second language.

(ibid: 149)

Psychical conflicts of such kind which may arise in the learner's in some learning situations may recur and, so, acquire some stability. Their recurrence may give way to some unwanted attitudes to develop.

1.2.3.2.3 Attitude

Attitude is among the most determining affective factors in the success of foreign language learning. Up to Ellis (1995), it is the set of beliefs that the learner holds about the target language, its native speech community, its culture, as well as about learning it. Oskamp

and Schultz (2005) define an attitude as «... **a predisposition to respond in a favorable or unfavorable manner with respect to a given attitude object.**» (Oskamp and Schultz, 2005: 9) Accordingly, a learner's response to the attitude object or situation clearly implies a series of preliminary reactions that make up his disposition to respond to any of them. This series of reactions consists in perception, evaluation, and, last, conception. The output of all these takes the form of a belief that the learner holds, with some firmness, about the object or situation and that will characterize his response to it.

Huitt and Cain (2005) found out that an attitude can feature in three forms: an affective, a cognitive, and a behavioural. Affectively, the attitude surfaces as a feeling or emotion that the individual finds after the perception of the attitude object. It can be a case of mere acceptance as it can scale up to become elation; on the other hand, it can be simple refusal as it can scale down to become fierce dispassion. Cognitively, attitude translates into an idea, a belief about the object whether positive or negative. As a behaviour, attitude can be felt in the action tendency that the individual conceives towards the object; the individual may seem ready to undertake an action concerning the object whenever the occasion presents, or simply tend to totally avert it or depart from it.

The tripartite division of attitude is confirmed by Oskamp and Schultz who say, “**The tri-componential viewpoint holds that an**

attitude is a single entity but that it has three aspects or components: affective, behavioural, and cognitive.” (ibid) The decomposition of attitude into three main aspects sounds very helpful for a pertinent understanding of its nature and the way it affects the learner’s approach to foreign language learning. In fact, its influence on learning mounts to such a high degree that it becomes a controlling force. This idea of control is supported by Allport (1935) who describes attitudes as exerting a dynamic influence on behaviour.

Attitude has been evidenced to hold the starter motor of the inner drives or thwarts. If it is favourable, it triggers off engagement; if it is unfavourable, it shuts off all desire to take action. If well handled, this idea can help settle many of the problems which upset the good running of foreign language classrooms. Attitude can be probed in the learner’s view towards the subject, the material, the classroom, the teacher, the classmates, and all the components of the language learning situation. A learner’s attitude towards one of any of these objects may feature in an open behavioural tendency, a declared opinion, or an apparent positive emotion. In the case the attitude is deemed positive, it will require to be fostered and reinforced; in the case it turns out to be negative, much work will be needed to redress it.

Although attitudes hold with a somewhat firm stability, they have been proved to remain changeable, which omens well for

educators. Baker (1988) says that an attitude is learnt, not inherited; it is acquired from the environment through interaction with significant people and not genetically fixed in hereditary systems. Baker's assertion makes it possible to fix a wrong feeling, view, or behaviour that the learner may demonstrate towards a component of a language classroom. The learner's prejudices may be based on wrong premises. If the practitioner finds way to premises and succeed in correcting them, negative attitudes will alter into positive ones, and the learner will surpass all intrinsic hurdles in his learning course.

The acquired psychological traits are not inborn but tend to develop in the individual learner with certain degrees of tenacity. Nonetheless, they remain changeable, all to the benefit of the learner. A step further on the continuum that the psychological characteristics constitute, leads to another category of temporary affective states. These are known of less tenacity.

1.2.3.3 Temporary Affective States

A human individual is very reactive to the influences of the surrounding environment, and his reactions are immediate. A decisive difference between these reactions lies in the length of time they last. Some of them take the form of emotions that show directly on his appearance and behaviour. What characterizes these reactions is that they are constantly changing according to the changes of the environment influences. Therefore, they are dispelled once the source

of emotion ceases to exist. They are temporary. Some of them are displayed in the following section.

1.2.3.3.1 Anxiety

There are foreign language learning situations which confront the learner to challenges which make him doubt his abilities to go about them. In such challenging situations, the learner appears unsure, hesitating, rather inclined to drop the learning task. His reactions to them show in conspicuous feelings of fear, apprehension, and worry; in short they are characterized by anxiety. Lowe and Road (2008) quote Huberty (1997) defining anxiety as follows.

Anxiety is a unique emotional state characterized by feelings of distress and tension about real or anticipated threats that may manifest in cognitive, behavioral, or physiological patterns.

(In Salkind, 2008: 38)

The notion of anxiety, in common parlance, does not carry but negative implications especially in the field of foreign language education. It is known for only inhibitory effects on the learner; nonetheless, psychologists recognize that total absence of anxiety in the learner's may have as detrimental effects as those caused by excessive anxiety; thus they make account for two types of anxiety: a debilitating and a facilitating.

1.2.3.3.1 Debilitating Anxiety

Debilitating anxiety is the kind of anxiety that hampers learner's endeavour. Successful learning necessitates enough affective disposition that is upheld by positive feelings such as those of self-concept, self-confidence, enthusiasm, and eagerness to discover new items. In too challenging learning situations, those empowering feelings are dropped and substituted for crippling thoughts such as disbelief in his potential, self-worthlessness, inhibition, and apprehension of the unknown; in short he is overwhelmed by debilitating anxiety. Shiller (2009) concluded that **“The prime enemy that inhibits the effective use of the processes of curiosity and imagination is anxiety... anxiety is the emotional response that undermines their efficacy.” (In Scarfe, 2009: 82)**

Debilitating anxiety has been found to operate in two ways. In the first, it invades the learner before he takes up his learning tasks. The learner conjures up an unwarranted disbelief in his capacities for the wanted activities and, subsequently, an unjustifiable strong belief in the unnecessary to any move forward, the result of which cannot be anything but failure, heartbreak, and others' mockery. Arnold (1999) says that such kind of learners **«... are submerged in a helpless state that engulfs them and they feel that they cannot possibly achieve their goals, no matter what they do.» (Arnold 1999: 16)**

In another way, debilitating anxiety raids the learner right during the learning experience. At the first hurdle in the activity, baneful thoughts keep up the learner and dissipate his concentration.

Undue queries find way into his mind and shift his concern off-piste. He starts wondering ‘Am I fit for this task?’, ‘What if I blunder?’, ‘What would be the teacher’s reaction to my performance?’, or ‘Wouldn’t I be a laughing stock for the class?’ What is very probable is that his final resolution will be of the kind of ‘I’d better not do.’ Such negative worries prevent the learner from getting off the ground. He spends a pretty part of the time allotted to the task in thinking about irresolvable queries instead of getting to grips with the learning activity.

Educational psychologists thought out further analysis of the notion of debilitating anxiety for better approach to its sequels. Heron (1999) claims that the learner can be affected by three types of anxiety: acceptance anxiety, orientation anxiety, and performance anxiety. The first calls into question the possibility of his integration in the class and the way class partners perceive his presence. The second will open to doubt whether the learner possesses enough potential to ensure self-reliance in fortuitous situations. The third leads him to question the quality of his performance in the target language and his likelihood to attain his aims. Heron (1999) explains each of the three types of debilitating anxiety through the questions the learner may ask himself.

Acceptance anxiety: Will I be accepted, liked, wanted? Or will I be rejected, disliked and unwanted? Orientation anxiety: Will I understand what is going on? Will I be able

to make sense of this situation so that I can find some kind of identity within it? Performance anxiety: Will I be able to do what I have come to learn? Will I be able to control the situation to meet my needs?

(Heron, 1999: 59)

Such types of anxiety are likely to squash any will in the learner to engage efficiently in the language learning experience. Therefore, a lot falls on the educator, on parents as well, to dispel such illusions and help him get to language classroom with guts and self-confidence. Nonetheless, psychologists say that total removal of anxiety is, in itself, detrimental to learner engagement. The learner should keep a minimal degree of anxiety that is expected to ensure seriousness and tenacity. This is called facilitating anxiety.

1.2.3.3.2 Facilitating Anxiety

Educational psychologists advocate that a certain amount of anxiety is necessary in the learner's to prod him into his tasks. Without it, learning can get senseless, boring, and a waste of time. Scientists name it facilitating anxiety. Some of them prefer not to call this anxiety and suggest the term: tension. It sounds milder. Fitzclarence and Webster (2004) argue that **“there is educative value in provoking a certain level of anxiety in learners in**

order to enable them to participate actively in significant meaning-making.” (Fitzclarence and Webster 2004: 429)

This serves the learner in several ways. First, any learning experience bears some kind of temptation; it certainly involves novelty, which evokes in the learner a want to set forth on an exploratory trip. The learner is required to make a move from the known to the unknown. Thus, some tension seems to impose itself as a requisite for instigating his curiosity and his will to discover new things. Second, facilitating anxiety in any learning experience presents itself with a certain amount of challenge. The learner is, then, required to go beyond his conative readiness and to actually get to grips with the learning activity. At this stage, there must be some tension that boosts him to get above the level of challenge and make enough efforts for that. In this sense, facilitating anxiety has a motivational role.

1.2.3.3.2 Motivation

Motivation is one of the key concepts that come up in discussion every time learner affect is evoked. No one dares deny its importance, yet no one can encapsulate it in an exhaustive definition. The problem about this is that it is not openly palpable and easily describable, but, fortunately, it remains trackable through its effects. Gardner (1985) says,

Motivation ... refers to the combination of effort plus desire to achieve the goal of learning. Motivation to learn a second language is seen as referring to the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity.

(Gardner, 1985: 10)

Taking the element of desire into account, one can track the notion of motivation back to the starting point of the learner's behaviour. At this point, one can find the different conative elements which combine to form the driving force that starts the behaviour and keeps it on a particular cadence. Elements such as desire, intention, need, and goal, together with self-concept, self-confidence, will, and determination melt in the same pot to generate an amount of energy that translates into actual activity the aim of which is the attainment of the final goal.

Learning the language cannot be achieved at once; rather, it is a whole process that takes time and consumes energy. Learner constant tenacity is an index of the stability of his motivation, while the amount of his effort indicates its strength. These two indices differentiate between learners and determine, together with other criteria, the likelihood of their success. Alaga (2016) includes motivation in a two-ingredient composite (the other ingredient being positive attitude) that he highlights as an indispensable condition for

maintaining the foreign language learner's involvement and serious learning. He says, in this vein, that **“Learners’ motivation and positive attitude during the instructional episodes is vital in ensuring that the learners persist adequately to successfully acquire the second language.”** (Alaga, 2016:1)

In Corder's thought (1967) motivation strictly leads to success in second language learning provided that the learner is exposed to language data. Following this reassuring view to the top of the learning process, we will simply attain the point where success is realized. The feelings that hover over the head of the successful learner will be those of satisfaction, even elation. The pursuit of such feelings would certainly have been long and costly, but has actually been rewarded. As a matter of fact, the reward itself turns into a stimulus, a source of motivation, for the success is deeply felt and its effect is so orgasmic that the learner decides to launch another learning experience in pursue of it. In this vein, Li and Pan (2009) say, **“Motivation is interdependent with achievement. Students’ motivation promotes their achievement. On the other hand, achievement can lead to higher motivation.”** (Li and Pan, 2009: 127)

Educationists have gone deep in the investigation of motivation with the aim of handling it and making its instigation, orientation and manipulation possible and practical. Researchers' studies allowed the distinction of two major dichotomies based on two

different perspectives on motivation. Each of the dichotomies brings together two totally different motives that form two extremes in the same scale: integrative/instrumental and intrinsic/extrinsic dichotomies.

1.2.3.3.2.1 Integrative and Instrumental Motivation

Taking motivation as a driving force that comes from a need to achieve a particular goal, psychologists distinguish two types of motivation. The distinction is based on the nature of the need itself. Some foreign language learners have special consideration for the target-language speech community and a subsequent tendency to integrate in it; therefore, they see that learning the language and acquiring aspects of its culture constitute a very suitable shortcut to that end. For Lambert (1974) Language learning is driven by **“a sincere and personal interest in the people and culture represented by the other group.”** (In Ellis 1994: 509)

Another category of foreign language learners have no interest in integrating in the target language community, nor do they see any benefit in acculturating to its social dogmas, yet they insist on learning it. They rather target at **“the pragmatic utility of the language.”** (Dornyei and Ushioda 2009: 26) They set for themselves other kinds of aims which are immediate and more palpable. They may be aiming at a job that necessitates some proficiency in the target language, at improving their communicative skills especially

when they get into direct contact with its native speakers, or at any chore that the language would qualify him for.

1.2.3.2.2 Intrinsic and Extrinsic Motivation

If motivation is approached from another perspective i.e. seen as a drive, the source of the drive may be either intrinsic or extrinsic to the learner. Intrinsic motivation operates when the learner is boosted by inner interest and desire to go about the learning activity. When it comes from the inside, the driving force is generally reckoned to be strong and tends to last for long. Its strength is felt in the perseverance with which the learner undertakes the learning tasks; its length proves that he is determined to get to his goals. Deci and Ryan (1985) point out that **“intrinsic motivation is in evidence whenever students’ natural curiosity and interest energize their learning.” (Deci and Ryan 1985: 245)**

Extrinsic motivation, on the other hand, refers to the case where the learner receives incentives for his learning from the surrounding world. The learner’s enterprise is prompted by reward. This type of motivation is said to be less strong and tends to be transitory. Its strength cannot equate that of the intrinsic because it does not spring from his own belief in the importance of what he could be learning but from a want to attain some significant people’s satisfaction. Besides, it is generally short-lived because it tends to wein once the expected reward disappears. Skehan (1989) confirms

all this saying, **“External influences and incentives will affect the strength of the learner’s motivation.” (In Ellis 1995: 109)**

The foreign language classroom is a place of encounter of different types of learners bearing different kinds of motives. Some have integrative inclination; others prefer to achieve practical benefits from language learning; some are sustained by deep interest and desire while others work to satisfy significant people around them. No matter what type of motivation the language learner can exhibit, the educator can deploy it to the service of efficient language learning. A tactful teacher can discover the drives or motives that prod learners into serious performance, probe its nature, and assess its strength. This way, he will judiciously intervene either to consolidate the strong-willed learners or to sustain those who show any instability of cadence. As a matter of fact, Brown prefers that the teacher stimulate intrinsic motivation, for it is the likeliest to acquire him full autonomy in learning.

(1) help learners develop autonomy by learning to set personal goals and to use learning strategies, (2) rather than over-rewarding them, encourage learners to find satisfaction in a task done, (3) facilitate learner participation in determining some aspects of the programme and give opportunities for cooperative learning, (4) involve students in content-based activities related to their interest which focus their attention on meanings and purposes rather than

on verbs and prepositions, and (5) design test which allow for some student input and which are face-valid in the eyes of students; provide comments as well as a letter or numerical evaluation.

(Brown 1994: 43-44)

1.2.3.3 Flow

Csitszentmihalyi (1990), a psychologist at Chicago University, innovated the concept of flow in the field of educational psychology. Flow is the term used to refer to the ultimate psychological state in which learning becomes a source of pleasure and joy. In common sense, learning requires effort and time; two assets that people do not generally tend to spend deliberately unless they are either obliged by particular factors or simply tempted by the yields that they promise. In the case of flow, it is an overwhelming sensation of pleasure that captures the learner and keeps him fully in the learning course, continually providing endless effort and time, feeling no toil in his activity.

The feeling of satisfaction that results from good performance in a task is itself a reward that is intrinsically generated and immediately converted into a catalyst that keeps learning on, absorbing and enjoyable. This view is emphatically expressed by Cain (2012) who says,

Flow is an optimal state in which you feel totally engaged in an activity... In a state of flow, you are neither bored nor anxious and you do not question your own adequacy. Hours pass without your noticing.

(Cain, 2012:130)

Cain's view of flow is so tempting. He presents it as an optimal affective state that promises learners great benefits. The first that can be inferred is a total concentration on the task; the second is an optimal psychological state that dispels all kinds of negative moods likely to impede learning; and the third is an ensuing feeling of self-esteem that is so motivating and engrossing.

For educationists, flow is a promise for relief from great trouble. Some practitioners keep inviting, pushing up, urging, goading and compelling learners to assume learning tasks but do not get the results they aspire. They seem to be driven mad by learners' reluctance. Flow can, thus, spare them a lot of trouble. If they succeed to get the learner caught by flow, they will not need to keep watching him for work. The learner will draw on his intrinsic drives to fuel his steady move. He will get auto-motivated. He will not feel in need of any extrinsic reward to invigorate him; rather, he will get engrossed in the learning activity indulging in ample satisfaction.

To lead learners towards this so aspired affective state, flow, requires a whole planned process. It is insane to expect a fresher in

foreign language learning to develop flow right from the beginning of the learning course. A fresher does need stimulus to undertake tasks and spend the efforts required for successful performance in the target language. Extrinsic reward and comforting feedback are necessary to actuate the learner and keep him happily active all along the learning enterprise.

The feelings of comfort and satisfaction that ensue from improvement and good achievement push learner motivation to scale up until it reaches its apex. Once at that stage, the learner will not be in need of extrinsic stimuli; instead, he will draw on the empowering emotions of elation, self-satisfaction to keep his learning activity on and at a high rhythm. Csitszentmihalyi (1990) explains that **“When experience is intrinsically rewarding, life is justified in the present, instead of being held hostage of a hypothetical future gain.”**(Csitszentmihalyi, 1990: 69)

The notion of flow opens up new perspectives on foreign language teaching and learning. Educational traditions that focus on limited concern in the language material and the ways to make it accessible to the learner seem to be made obsolete. The new educationists’ concerns revolve round the learner and the methods to make him take up his own learning autonomously and in absorbing way. Csitszentmihalyi (1978) again, emphatically describes learners who are caught by flow right during their learning activity. He says,

People concentrate their attention on a limited stimulus field, forget personal problems lose their sense of time and of themselves, feel competent and in control and have a sense of harmony and union with their surroundings (...) a person enjoys what he or she is doing and ceases to worry about whether the activity will be productive and whether it will be rewarded.

(In Tokoro and Steel, 2004:140)

Many traits can be inferred from Csitszentmihalyi's description of a learner caught in flow. The first is undivided concentration on the work at hand. His focus is shed on the right and the wrong of his actions, the what, the why and the how. He is totally absorbed by the very now activity. He engages in serious trials to perfect his performance paying no attention to time as it elapses and momentarily forgetting about his own self; all for the self to be kept on the up-and-up, acquiring new achievements in the learning enterprise.

The second is full engrossment. The learner is totally overwhelmed by his restive desires to get to the utmost of his potential. No other influence succeeds to get him out of the course. He is detained in an unescapable world of joyful activity. Full engrossment draws him into a state in which there is no room for worries or anxieties; none of these seem to intrigue him.

The third is the feeling of ability and potential; a feeling of the ability of achievement, to infer from Csitszentmihalyi's thought, bestows on the learner a sense of self-concept. Being able to achieve something concrete and admired by others bestows on the learner abundant feelings of self-worth, self-esteem, and self-confidence. Those feelings, on their turn, elevate in him strong will and determination to get to the end of the learning enterprise.

Perhaps, what makes Csitszentmihalyi's innovation of flow so great and so promising is that it sets the learner looking for enjoyment in learning, and once he finds it, he makes it his inexhaustible source of empowerment. The learner drives, in this sense, become intrinsic and more empowering. The learner's concern shifts from expecting others', not so guaranteed, appreciation and reward, to so sure and so driving self-satisfaction.

The fourth reading that can be made in Csitszentmihalyi's report is about the feeling of being in full tune with others. Flow affects the learner's view of others in a positive way. People around the learner cannot be seen but a source of support; thus, agreement with them implies great encouragement. Positive feedback from their part keeps his activity steadier and more effective.

Flow is the ultimate optimal state that concludes the psycho-affective traits of the learner and launches another set of attributes which mark his relationships with the different constituents of the

learning experience. This set consists of the socio-affective characteristics.

1.2.4 Socio-affective characteristics

In the previous section, the foreign language learner is approached from a psycho-affective perspective. A perspective that opens on the emotional make-up and allows an understanding of the way the learner feels about himself. In the present part, the learner is approached from another angle; from the second affective block that handles the way the learner feels about himself but in relation with the others around him. It is about the different emotional reactions to the perception of the different objects, situations, or people within the contour of his experience. It is, as Sanchez (2013) succinctly clarifies, about the **«responses to, and relationships with others in the different contexts in which they live, study, and work.»** (Sanchez et al 2013: 117)

Foreign language classroom is a space that involves, besides the learner, the teacher, the classmates, and other significant elements. Learning in such setting takes place through the learner's interaction with the teacher, the classmates, and all the other elements. Interaction implies actions and reactions. Any gesture or influence on the part of any of the components of the learning experience will have an effect on the learner's psyche. He will experience it, interpret it, and then feel it. The learner's resulting feelings determine, to a great extent, his perception of the general tone of

classroom interaction and, consequently, the type of disposition he will meet it with. Positive feelings manifest in contentment and proactive immersion; the negative show in worry and abstention. Thomas (1999) says,

Interaction is a two-way process. It can proceed harmoniously ..., or it can be fraught of tensions. It can be a positive state, where the interactants feel that something worthwhile is being achieved as a result of the interaction, or it can be a negative one.

(Thomas 1999: 8)

It seems that the emotinal impressions that a person, object, or situation impacts on the learner turn into outward affective dispositions towards it. The resulting disposition informs the type of the social stance that the learner is going to take vis-à-vis the affect object, as well as the type of interaction he will launch with it. Some of the learner's dispositions to the surrounding world gain stability due to the redundancy of the stimuli of the same classes and accumulate into somewhat stable traits that characterize the learner's social exchanges. Some of these traits are elucidated hereafter.

1.2.4.1 Empathy

Empathy is one of the key factors in the success of social interaction. It consists in the individual's faculty to infer his interlocutor's feelings and ideas from his utterances and to converse with him accordingly. It is a condition for long-lasting and congenial interpersonal exchanges. Taylor, Catford, Guiora, and Lane (1969)

define empathy as «**the ability to understand the feelings of another through subtle cues of behaviour or speech.**» (Taylor et al 1969: 463) the learner's ability to discern his partner's tendencies, contentment, displeasure, discomfort and things alike, just from the latter's overtones, and his ability to manage his interventions accordingly will certainly keep the discourse between them secure, comforting, and even enjoyable. This will, thus, ensure harmonious exchange and mutual satisfaction.

The learner's sensitivity to the emotional states of his partners in the linguistic situation commits him to find and use the most suitable language to ensure appropriateness in his interventions. His task may not be that easy, and his still limited knowledge of the language may manifest in gaps in the flow of expressions; nonetheless, the exercise itself evidences a want and an actual step in the learning course, which is an achievement in itself. Taylor and his colleagues confirms it saying that,

The more sensitive an individual is to the feelings and behaviours of another person the more likely he is to perceive and recognize the subtleties and unique aspects of the second language and incorporate them in speaking.

(ibid)

Empathy is an attribute that evinces great character. It implies a number of positive assets that make the learner's engagement in open exchanges easy and beneficial. Being empathetic implies

strength and discernment, and having such qualities bestows on the learner a sense of high self-concept, comfort and readiness to accept the others, understand them, and to accommodate their differing views and feedbacks. Empathy allows the learner to lower his defensive barriers that his ego would, otherwise, raise in cases of worry. He does it self-confidently.

The higher one's score in language ego permeability, the more likely one will succeed in learning foreign languages. High scorers tend to feel comfortable in developing new cultural and language identities, are emphatic learners able and willing to mimic native speakers of the target language and have sufficient confidence in their language learning abilities.

(Keely 2014: 71)

Empathy, in this sense, constitutes a very important requisite for successful communication between foreign language learning partners. It averts misunderstanding and communication breakdowns. Moreover, it seems to be an efficient tool to enhance sociability, the concern of the next section.

1.2.4.2 Sociability

Sociability is a personal attribute that can be explained as a general inclination towards social interaction. Sociable learners are gregarious people who tend to favour interaction to isolation. They seek meetings, the presence of others, they enjoy temporary

coexistence with partners in learning situations. They are known of unconditioned readiness to take part in verbal exchanges at any opportunity. They feel no inhibition to demonstrate their proficiencies, the least be these, in the presence of others. They do not pay any attention to the possibility to blunder in front of others. In foreign language learning, this is considered as an advantage since as Garner put it,

It makes intuitive sense that students who are sociable and willing to interact freely with others should be more successful at learning a second language than are students who are more reserved. (Gardner, 1985: 31)

Psychologists explain that sociability is a natural extension of the innate psycho-affective characteristic of extroversion. It stems from it and grows out to open on the outer world in a predilection for conversation with tutor as well as peers. Sociability characterizes learners with outgoing personalities, those who show acceptance of the others and of their views with nonjudgemental spirit, the ones who tactfully establish and maintain social relationships with others. They would like the presence of other people in the learning situation and prefer group oral tasks to individual written activities. Cook (1994) grounds extraverts' success on their sociability and says, **«Extraverts are better language learners since they tend to be sociable, more likely to join groups rather than to be alone and more inclined to have social contacts.» (Cook, 1994:16)**

Sociability is of a special importance to foreign language learning in particular. Foreign language learning is basically intended to develop communicative competences in the target language; therefore, conversation practice remains of paramount significance in the learning process. Effective practice presupposes positive social rapport between the language class partners, for good rapport enhances learners' spontaneous involvement and passionate participation. Hence, learner's sociability spares the teacher precious time and effort to make learners get along with one another; besides, sociability contributes to mutual enhancement among learners. Rivera (1984) confirms that,

Individuals are always learning from others and signalling to others *what* it is appropriate to talk about and *how* it is appropriate to talk about it and *how* it is appropriate to talk about it.

(Rivera, 1984: 7)

Contexts where ideals such as mutual acceptance, mutual enhancement, and spontaneous engagement in verbal interaction are very important, for they spare teachers toilsome attempts to get learners perform in the target language in otherwise unsafe settings. Comforting contexts make learners simply, smoothly, and willingly communicate with others.

1.2.4.3 Willingness to Communicate

The ultimate objective of learning a foreign language is to acquire communicative competencies in that language, thus, it has been the focus of most of the communicative language learning approaches. However, it has been reported by educationists that not all proficient foreign language users show deliberate use of the language in interactional situations. Some tend to abstain from using it whenever they feel not obliged to. This fact led educational psychologists to conclude, after extensive research, that there is a gap between communicative competence and the will to put it into practice; hence, the willingness to communicate.

According to MacIntyre (1998), willingness to communicate refers to **«the individual's readiness to enter into discourse at a particular time with a specific person or persons, using a L2.»** (In Dornyei, 2005: 208) A learner may have some skills in the target language which would allow him to achieve immediate communicative purposes, yet does not deploy them. This implies that the availability of the competence on its own is not enough; there must be a real will to actuate it into functional exchanges with others. In foreign language learning, this becomes a necessity, for communication exercise develops and perpetuates competences while abstention may undermine them.

Willingness to communicate is contingent on many factors. Some of these are the substrates on which it is based, others are incentives which maintain it. One of the obvious factors is target

language proficiency. Learners, even the extroverts, would show willingness to engage in verbal exchanges only if they find enough linguistic abilities to do. In case they lack the language material to produce ideas, they would simply refrain from taking part in interaction. In fact, learners have been found to draw a comparison between their actual language proficiencies and the target ones. They tend to ground their engagement in communication on the gap between the two levels. **«L2 WTC (willingness to communicate) is the resultant of the interplay of linguistic self-confidence and the ideal L2 self.» (Dornyei, 2005: 210)**

Second, language learners need what Yashima (2002) calls communication confidence. Confidence forms when the learner feels that he has adequate mastery of the language that encourages him to take risks, at least for the experience wherein he finds himself, and when he feels no threats on the part of his interaction partners. In such case, his anxiety subsides to mild levels and, hence, allows for efficient participation in the exchanges.

Self-concept, communication confidence, and the feeling of security are indispensable factors that enhance the willingness to communicate, but this is also dependent on contextual variables such as the theme of conversation, the conversants, and the conversational setting. The interest that the learner finds in the theme behoves him to ardently expose his personal views and elicit others'; the comfort that he touches in the presence of accommodating partners emboldens

him to vividly share with them the discussion; the feeling of ease that the setting ensures him makes him feel no hesitation to participate effectively in the interaction. As Dornyei asserts it, «**L2 WTC (willingness to communicate) was determined by the interaction of psychological conditions of excitement, responsibility, and security, as well as situational variables such as the topic, the interlocutors, and the conversational context.**» (ibid: 210)

1.3 Conclusion

The language learner's psycho-affective traits and his socio-affective predispositions combine to make up a unique human individual with intricate character. The psycho-affective traits and states form in the deep psyche as results of the perception, the realization and the interpretation of the stimuli coming in through the senses: sight, hearing, touching, tasting, or smelling. The process results in feelings some of which are temporary, while others persist and turn into emotions which tend to last relatively longer; another category gain stability and change into affective traits.

The psycho-affective traits form in the deep psyche then surface on the learner's conspicuous behaviour as open dispositions to social interaction with the others around him. The learner's stance or demeanour is informed by the underlying feelings and emotions towards the object, the person, or the situation within the scope of the learner's perception. The learner's socio-affective inclinations

draw on the corresponding deep psycho-affective traits or states to take the form of open social behaviour.

Learner affect consists of a number of traits and a number of states. Some traits are hereditary; they are inherited from parents. Others develop as situational states but gradually acquire strength and permanence, yet remain vulnerable to attempts of change if these are serious and determined. States are basically psychological reactions to the perception of a person, an object, a situation or a phenomenon. Some pass in time lapses; others develop into relatively stable characteristics. Both of affective traits and states affect language learning either positively or negatively.

It has been recognized that the importance of learner affect in language learning cannot be denied. Its role is so significant that practitioners have to incorporate it in every stage of teaching, since the very first, when decisions are to be made about the language material and the teaching techniques, on through the implementation of the decisions in the classroom, to the final stage of feedback and consolidation. The lesson content should be selected and arranged in ways that appeal to the learner, in other words, in ways that effect positive impressions in the learner's; the teaching stratagems should be chosen and graded in accordance to the learners' levels of proficiency not to frustrate them. The teacher has to heed learners affect in his interventions in class activities. In fact, learner affect should be taken into account all throughout the teaching activity.

In foreign language learning, some affective traits and states are valued, for they affect language learning constructively. In the case of a positive trait, the learner is deemed gifted; he already possesses a natural asset that predisposes him to easy engagement and full engrossment in learning. As for positive states, they capture the learner, at least temporarily, as sources of relish. They are situational; still, they can retain his attention and ensure him full benefit from the learning experience. Positive states may, moreover, grow into traits and serve the learner's task permanently. Positive affective traits and states are to be fostered and enhanced. They are of great benefits to the learner and of valuable help to the teacher.

On the other hand, there are some affective traits and states which educationists find negative, for they hamper the learner's endeavour. Negative traits keep the learner frustrated, unwilling to get involved in language learning. Such traits lead the learner to abstain from undertaking learning tasks, especially in public. They confine him to illusions of things such as his incapability to learn the language, the difficulty, even the impossibility of the task, the hostility of the learning partners and the learning setting and things of this kind. Negative situational states counter the learner's possible want to take up learning tasks and squash all initiative on his part; simply put, they condemn him to failure. The teacher confronting such cases has to be alert and ready to intervene with preventive as

well as remedial measures in due time; otherwise, a great deal of efforts would be spoilt for no learning to take place.

The chapter at hand has been devoted to a display of the different types of the influential affective traits and states that exert direct influence on the language learner. It elucidates the way each trait or state affects language learning and brings to practitioners' ready-made research insights that will certainly help them understand cases that used to be intricate for them and, thus, settle problems that used to thwart classroom activity. The next chapter will shed light over the different ways learner affect affects his relationships with the teacher, the classmates, the language material, and the language learning setting.

CHAPTER TWO

Chapter Two

Learner Affect in Classroom Interactions

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1.6.2 Learner Affect in Data Processing

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2.7 Conclusion

2.1 Introduction

Learning a foreign language is different from learning other subjects in a number of respects the major one being its utter newness to the learner. It is a language that he is exposed to at a relatively advanced age where he would already have the systems of his mother tongue firmly established in his memory and automatically used in his interactions. Accordingly, a learner usually demonstrates some reserve and prudence at the first encounter with the foreign language learning experience.

A foreign language classroom presents itself to the learner with some particularity. In such setting, the learner finds himself confronted to a new language that has linguistic systems he is not so

familiar with. His ignorance of the new systems challenges the language confidence bestowed on him by his proficiency in his mother tongue. Learners generally react to such situations in two ways. There is a category of learners who may feel that their language egos are seriously threatened, which makes them raise self-defenses and declare outright hostility towards the learning experience.

There is another category of learners who meet such situations with ambition and courage. For them the newness of the language does not mean threat to their language egos; it rather means an opportunity to enhance them. Learning a new language and the ability to communicate using it is a sign of power, of the strength of the character. Their positive views of the foreign language increase their ambitions to learn it; therefore, they come to the language classroom high-spirited and strong-willed. Their self-defenses are at the bottommost levels and their readiness to learn is topmost.

A foreign language learning experience also means the presence of other people in the same setting. Language learning implies practising in public, making mistakes in front of others, possibly receiving discouraging reactions from those others. Any learner is undoubtedly sensitive to such situations, but different learners react to them differently according to the person involved. The person in concern is either the teacher or a classmate. The teacher is always seen as the authority in the classroom; thus, the

learners' reactions to his instructions or feedback vary from inhibition, complacency, acceptance, gratitude, to fulsomeness. Peers are sometimes seen as companions, as they may be considered as rivals. A learner's reaction to peer feedback may take the form of appreciation, indifference, or contempt. Anyway, whatever reaction the learner can exhibit towards any of the language classroom partners, it must affect his learning in a way or another.

The influences of the teacher and the classmates are undeniable but are not the only ones to shape the language learner's behaviour, In fact, every single component in the language classroom has an impact on the learner who reacts to it either consciously or unconsciously. The course content, the supports, the disposition of the tables, the size of the classroom, the warmth, cold, and every item is likely evoke in the learner's a feeling that will affect his readiness, actual involvement, and enterprise. The language learning environment should be conceived of as the sum of every element in the classroom that can effect in the learner a change of any kind, and should therefore be heeded and deployed to the service of language learning. For pertinent understanding of learner affect, It will be tracked at the encounters deemed sensitive and likely to evoke it: the encounter of the learner with the teacher, with his classmates, with the language content, and then with the general classroom environment.

2.2. Learner Affect in Learner-Teacher Relationship

For the foreign language learner, the first significant person who may capture his thought most is the teacher. The term 'teacher' is, on its own, enough to evoke an array of thoughts like those of authority, erudition, and model. Certainly, ample sense of importance emanates from them. Thoughts of this kind exalt the teacher to such a high position that great sense of awe is bestowed on him.

A teacher's stand in front of the learner triggers off a myriad of feelings. The former's behaviour is immediately perceived and interpreted by the latter even if it is not verbal. The resulting impressions could be of comfort and inspiration as they could be ones of anxiety and frustration. The learner's feelings outrun his cognition of the teacher. Feelings precede cognition in the deep psyche then follow the thoughts and ideas that the learner may conclude or get to know about the teacher from some sources. The learner's first contact with the teacher is of a great delicacy. It is affect-laden.

2.2.1 Learner Affect in Learner-Teacher Encounter

The first contact that the learner has with the teacher is often loaded with jitters. The source of learner's worry is mainly his ignorance of the type of person he will sit in front of. The learner attaches great importance to the type of teacher who will be in charge of his learning. He knows well that the type of the teacher who will take up the responsibility of teaching the class he belongs to, determines to a great extent the nature of the learning enterprise that he will get involved in for at least a whole year. He cannot help

wondering whether this teacher will fill it with study and mirth or make it toil and strain.

The learner is pertinently aware that the teacher has an overarching role in the classroom. His role is not limited to planning courses, carrying out teaching activities, and chores alike. It is far more important than that. The teacher's mere presence affects every element in the classroom. Objects disposition, class behaviour, the supports to deploy, the language to use, and actually every component of the language classroom depends on the teacher's views and decisions. He is the commander from whom instructions are taken to run on the learning operations.

2.2.2 Learners' Expectations of the Foreign Language Teacher

The learner holds the language teacher up to a high position. This position is exalted by a number of factors. The learner usually believes that his teacher's authority is incontestable, that he is an abundant source of knowledge, and that he is the one who can lead him to success. Therefore, the learner attaches great hopes and aspirations to his teacher and conceives of him as the mighty person whom he can rely on to help him get through the language learning tasks. For him, the teacher is a source of security, respect, motivation, and support.

2.2.2.1 Security

A foreign language classroom is an arena where different people meet with different characters and temperaments, holding

different beliefs and aspirations. Differences may mount to tensions and turn into conflicts. A space of this kind becomes unsafe and the learner's ego remains vulnerable to offenses by some transgressors. The feeling of insecurity makes him drop the very cause of his attendance at classes and concentrate on ways to avert any possible trespass from anybody. Reid (1999) concludes that **“When we believe that we face threats to our security _public humiliation, emotional attack, or failure_ it is easy to see why fear closes us to learning.”** (In Arnold, 1999: 297) The sole concern of the learner in such cases is to find peace and security.

In a hostile classroom environment, the language learner would not aspire anything but to see someone restore order and impose discipline on the present social actors. The two functions are inherent parts of the role of the teacher; therefore, the learner accounts a lot on him to provide for a secure environment and, hence, dispel his fears and uneasiness. The presence of the teacher means a lot to the learner; it ensures security in the classroom and safeguards the suitable learning environment. Sánchez and his co-authors (2013) say **«By ... creating a secure setting, the teacher may be able to help students to feel comfortable and motivated to learn a foreign language.»** (Sánchez et al, 2013: 119-20)

In fact, a language learner needs to feel secure not only of the threats that may emanate from his classmates. A teacher who is unconscious of the limits of the authority bestowed on him by the

conventions of the job and who is unaware of the genuine reasons of his presence in the classroom may, himself, represent a threat for the learner. The teacher may be a source of discomfiture, rebukes, humiliation, and all sorts of offenses that lead the learner to feel insecure and, so, abstain from any learning activity. To get comfortably involved in any learning initiative, the learner must feel secure of any disgraceful consequences.

The language teacher has to be comforting in his treatment of his learners; Marzano (1992) refers teachers to potential they have at hand to make their behaviours accommodating and encouraging. He sees that **«Teachers can make their classrooms more thoughtful places by demonstrating in their actions that they welcome originality and differences of opinion.»** (In Grigory and Chapman 2007: 2) When a learner feels accepted by the teacher and encouraged to take initiatives, he grows spirited for at least feels respected.

2.2.2.2 Respect

A foreign language learner is, after all, a human being who brings to the classroom full personal dignity and integrity. Any meddling on the part of either the teacher or a classmate into these two assets would be understood as disrespect and cause him serious flaws in his temperament; flaws that may undermine his will to take up learning tasks. A language learner expects the teacher as well as his peers to uphold mutual respect in whatever circumstances. Language learners believe that **«Teachers need to establish a**

relationship with their students which engender trust, respect, and understanding of them as learners.» (Sarason 1999: 67)

A language learner, an adolescent in particular, comes to the classroom with a very sensitive ego. He remains, all along the learning course, fragile and vulnerable to the slightest denigrating treatment. What exacerbates the situation is the disparities between the foreign language systems and those of his mother tongue. His exposure to the new language systems that are very different from the ones he masters, exposes him to big probability of mistakes. He remains prone to making mistakes in his oral performance especially because of the tricky pronunciation system of the English language. In such cases the learner may develop some fears of being subject to the teacher's disgracing feedback and, consequently, decide not to perform at all, which is so detrimental to his language learning.

A disappointed look or comment can keep the gifted student from expressing a lack of understanding. This student, as well as others, should feel secure in the classroom even when he or she does not have all the answers.

(Grigory and Chapman 2007: 8)

What is worth noting is that language learners draw on their knowledge in the other different subjects to bring to the language course material in the form of ideas and opinions. The fact of holding different opinions about some controversial issues may subject them

to the teacher's contempt. In fact, difference in opinion is legitimate and is arbitrated by nothing but logic and evidence. Nothing should be taken on faith but should be supported by enough proofs; thus, everyone's view should be respected and discussed with full concern, at least, until proved invalid. Mazer et al. (2013) confirm that

«When students consider their classroom work to be meaningful, have the opportunity to demonstrate their competence, and believe their input is vital to the course, they are motivated to communicate with their instructors for relational, functional, and participatory reasons.

(Mazer et al., 2013: 255)

The sense of the meaningfulness of personal contributions is so empowering for the learner's endeavour. When he feels his initiatives are valued and his participation is welcomed, a subsequent feeling of interest grows in him and keeps him attached to the learning activity.

2.2.2.3 Interest

The learner-teacher relationship may be openly defined by the teacher as he announces his care for his learners, his readiness to help them, his determination to lead them to success, and the like. Students may seem to take his word for it, but will find out about the sincerity and tenacity of his declarations by themselves. The learners are found to be endowed with highly developed perceptual skills that

enable them to discern very subtle behaviours on the part of the teacher. “[they] are able to discern the emotions of others.” (Saarni, 1999: 109) Their discernment, perception, and interpretation instigate feelings and then emotions that will determine their reactions to the teacher.

Among the teacher’s behaviour patterns that the learner is so sensitive to is interest. The language learner has the ability to recognize whether the teacher is really interested in him and is often ready to react positively to such interest. He can generally infer this from the time that the teacher devotes to him, the continual encouragement he provides him with, and all sorts of assistance he brings to him. The teacher’s interest is very empowering for the learner. It is often met by zeal and determination, which keeps his spirits high and his learning activity on.

Teacher interest means a lot to the learner. If the teacher is interested in him, it means that he is a significant individual in the classroom; he is heeded and put at the center of the teacher’s concern. His performance is also valued and given much attention. Feelings of this kind are so motivating. This is well clarified by (Sánchez, et al., 2013)

«...university students’ sense of well-being, attitudes, and willingness to learn are improved when teachers demonstrate empathy, interest in student development, and respect.»

(Sánchez, et al., 2013: 116)

The feeling of the teacher's interest fills the learner with will and enthusiasm. It supplies his motivation to go about his learning tasks determinedly and joyfully.

2.2.2.4 Encouragement

In common parlance, motivation is behind all kinds of human activity, and foreign language learning is no exception. A conscientious teacher must be aware of that and actively proceed to stimulate his learners to engage in learning with will and guts. Learners generally approach foreign language classes with the idea that they are an inevitable part of the educational schedule; they do not really bother themselves with thoughts about the language value, its importance, what it would earn them to learn it and so on. For some, it would be an object of indifference; for others, it would be an unnecessary strenuous job; for others, it would seem a must to attend its classes. Accordingly, rarely do you see learners with such views engage fully in serious language learning, which is a discouraging situation to settle.

The learner's reliance on the teacher is full and exacting to ensure him a good start and enlighten his ongoing path. Taking Gardner's conception (1985), motivation is considered as a term that deals with « **attitude, effort, and desire,**» Accordingly, the language learner awaits the teacher to breed in him a positive attitude towards

the target language and to trigger a desire to take up a serious endeavour to learn it. Effort, then, will ensue the encouraging attitude and the restive desire to learn it, as an obvious follow-up, and keep the learning process ongoing.

If we adhere to Peacock's (1997) view of motivation as **«...interest in and enthusiasm for the materials used in the class, persistence with the learning task, and levels of concentration and enjoyment ...»** the teacher's assistance will still be needed to accompany the learner along his learning. The learner will still expect other forms of aid from the teacher. The latter will have to instigate interest in the language material exposed to the learner and sustain it at the highest degrees possible, for **«students with high interest perceive a content area to be important, are active and involved in the subject, and feel knowledgeable in the subject matter.»** (Mazer, et al., 2013: 255)

The second feature of motivation in Peacock's view is enthusiasm. Enthusiasm sounds as a composite of affective states that involve captured interest, intense excitement, and ample vigour; three elements that are as important for the teacher as for the learner. In fact, enthusiasm is said to be easily transmissible. It develops first in the teacher then gets transmitted to learners. The teacher is the first to reckon the importance of the foreign language, to conceive interest in learning it that mounts to excitement and get determined to spare no effort in his cause. These emotional states surface on the

teacher's behaviour and, then, find way to the learner's psyche. Borich (2008) says in this vein,

A teacher who is excited about the subject being taught and shows it by facial expressions, voice inflection, gesture and movement, communicating respect and caring for the learner, is more likely to hold the attention of the students and motivate them to higher levels of achievement than is a teacher who does not exhibit these behaviours.

(Borich 2008: 326)

Who says enthusiasm says undivided attention. A task that is assumed enthusiastically is usually arresting. The learner does not find time to spare to anything else. He is fully absorbed in the learning task. The learner is overwhelmed by such positive feelings as self-satisfaction and enjoyment. An activity undertaken this way must turn into an inner drive that, on its turn, invigorates the learner for further activities. Learning becomes a source of joy and concentration is certain and much rewarding. The attainment of such a high mood as that of enthusiasm depends a lot on the teacher support, the object of the following section.

2.2.2.5 Support

It is commonly agreed that foreign language learning is not that easy business which can be achieved at once and without effort. Indeed, it remains a challenge that calls for adequate levels of will,

energy, determination, and activity. Learners differ in these attributes and scale up and down between optimal and worrying indices according to the different circumstances of learning. In either cases, teacher support remains indispensable for the learner normal progress, for the under-achieving students as well as for the excelling. Each of the two categories necessitates a particular kind of support.

Peter Merrotsky (2008) categorizes teacher support into emotional, social, and intellectual. Emotional support imposes itself when the teacher perceives the learner in affective hardship. The learner in such case would explicitly or implicitly implore the teacher to intervene and help him get out of his discomfort. Perverse feelings such as those of self-ineptitude, inaccessibility of the language material, contempt for the foreign language, uselessness of the language learning, unease in class, all are discouraging and frustrating. Without assistance by the teacher, the learner would never get off the ground.

The teacher's emotional support for dispirited learners generally takes the form of intimate talks to energize them, convince them of the unlimited latent potential they possess, the ample possibilities that the foreign language promises them, the importance of their presence in the language classroom, and the significance of their contributions for the other group members. The efficacy of the teacher support depends on his closeness to his learners. Learners do

feel the teacher's care for them, his constant availability and readiness to help them, and his devotedness to their cause. Learners are reported to be very responsive to the teacher genuine support. Goodenow (1993) says, **«when students perceive that they are emotionally supported by their teacher, they tend to engage more actively and make a greater effort in their academic work. (In Huang et al. 2010)**

The second type of support learners may expect from the teacher is the social. Young learners especially are known of different characters, conflicting interests, antagonistic stances, concurring desires to please the teacher, to capture his notice, or gain his praise. Some learners who are shy, bashful, or reticent usually find it difficult to find way into class activities in an atmosphere that is fraught with tensions and competition. In such frustrating circumstances, they feel in badly need of the teacher's intervention to secure for them recognition, acceptance and interaction. He is their sole hope to recover some social identity and significance as effective members in the class. Huang (2010) back up this view saying, **« Social support from teachers and peers is an important component that may influence academic achievement.» (ibid)**

Students go to school to discover a new language with all the challenges that the learning of that language would bear. Nonetheless, they go hopefully, expecting the teacher to help them get through its challenges. The kind of support learners await from

the teacher is the intellectual. Perhaps, the first type of interventions a teacher is to make to help learners with tasks that defy their intellect is scaffolding: the assistance that a teacher brings to learners to help them figure out how a task can be done in a way that acquires them the ability to do similar tasks on their own. The importance of scaffolding is stressed by Heinemann (2015)

It can be argued that it is only when teacher support_or scaffolding_ is needed that learning will take place, since the learner is then likely to be working within his or her zone of proximal development.

(Heinemann, 2015: 16)

Logically speaking, scaffolding is an urgent measure in cases of challenge that surpasses learners' intellectual potential. However, too much support keeps the learner constantly dependent on the teacher for the simplest tasks. Challenge also imposes itself as a necessary technique to provoke learners' will and determination. In this sense, challenge is, in itself, a kind of support whereby the teacher encourages the learner to draw on his mental capacities to develop his own thinking and problem solving. After all, the ultimate aim of learning is expanding learner's knowledge of the language and also enhancing his mental capabilities to meet fortuitous linguistic situations. It is only by keeping the learning task slightly above the learner's intellectual level and, thus, challenging, that learning keeps its savour. **«Both support and challenge are undoubtedly**

significant for learners ... and there is evidence to suggest that they appreciate being challenged but also require support.» (Prabhu, 1987: 56)

Teacher support, whether emotional, social, or intellectual, requires pertinent awareness of the learners' needs to be provided in the most effective ways possible. Learners in constant appeal for teacher support are generally ill-achieving or average learners; however, even high-achieving learners do need support that is not necessarily of the same kind as that of the other categories. The language teacher must, himself, be sensitive to the special needs of this class of students. The emotional support that he may have to provide them with ranges from moral encouragement to praise; socially, he may support them by bestowing them leadership in the group and by highlighting their special contribution to the common benefit of the class; intellectually, he can assign them special tasks that suit their relatively high levels not to interrupt the cadence at which they move forward.

Learner-teacher relationship in the field of language education has received unprecedented concern among psycho-educationists since the advent of affect as an undeniable factor in successful language learning. It is affect-laden. It is a delicate interpersonal relationship that necessitates constant watch on the part of the teacher. Its delicacy emanates from the learners' dependence on the teacher and the great aspirations they attach to him. Learner

attachment to the teacher varies from a learner to another, but remains a significant determinant of the learners' success, and so is the relationship of the learner with his classmates.

2.3. Learner Affect in Learner-Learner Relationship

The second relationship that the language learner is involved in, in the language classroom, is that which relates him to his peers. The members of the same class form a mini community of learners interrelated by the same objective, the same enterprise, and the same context. Transactions among learners become obvious due to their ineluctable coexistence. Just like the learner's relationship with the teacher, his relationship with his peers is affect-laden. It is always those affective impressions that his classmates leave in him that determine his emotions and engagement in the learning experience, hence, his achievements.

2.3.1 Learner Affect in Learner-Peer Encounter

A peer group can either be a source of malaise, worry, tension, and depression; as it can provide for mutual trust, cooperation, and support. This depends on various factors such as the psychological make-up of each member, his social background, his conception of the language classroom, of his peers, of the teacher, and the like. Disparities among learners can be very conspicuous and, hence, clearly noticeable especially during the first meetings of the group. It falls on the teacher, the arbitrator of the classroom arena, to fight

all kinds of negative aspects that may characterize the relationships among learners and promote, instead, positive aspects that render the classroom a meeting space where every member is valued and where learning is enhanced through mutual care and help.

2.3.2 Learners' Expectations of his Peers

A learner comes to school, to the language classroom precisely, with some aspirations which he relies a lot on the teacher to provide for; concomitantly, he attaches a lot of hope on the classmates to foster mutual acceptance, trust, cooperation, and such ideals that are so empowering for successful language learning.

2.3.2.1 Acceptance

Peer acceptance is the very first reaction a language learner would aspire to get once in the classroom. «**Students need to feel accepted by their classmates...**» (Marzano, 1992: 21) Acceptance will determine the kind of relationships he will be involved in and the type of learning he will engage in. Learners' idiosyncratic psychological and social make-up makes disparity and difference obvious attributes of the language classroom. Peer acceptance implies learner's admission in the peer group together with the personal construct, ideas, conceptions, and all what can distinguish him from the other members. Preliminary acquisition of membership paves the way to further intimate relationships, more important positions

within the group, more significant roles, and promising possibilities for smooth learning.

In fact, peer acceptance builds upon a number of other elementary constructs. Awareness of the distinctive characteristics of the newcomer as well as understanding and tolerating those idiosyncracies, all the three premises combine to result in the ultimate decision of accepting him as an integral member in the group. Such a decision means a lot to the learner himself. The first feeling he would conceive after his admission is about the value of his own psychological and social attributes. He would feel proud of them and decide to enhance them. The second result would be his determination to be a positive and effective member to benefit himself and the group as well. Such feelings are so empowering and self-generating. They are likely to boost the learner's endeavour.

A relationship that starts in peer acceptance may develop into rappsorts that bring learners the closest to one another. It may mount to the degree of interdependence. In a state of affairs marked by interdependence, each learner is valued as a member whose presence is necessary simply because his absence, otherwise, creates some void that not anybody else can fill. Each learner becomes a significant agent without whom the general climate of the language classroom would be upset, and without whom some learning tasks, especially group activities, would not work. This effects in him a feeling of trust.

2.3.2.2 Trust

One of the supreme levels that the inter-learner relationship can reach is that of trust. It is an exalted quality we can bestow on the social transactions that take place within the classroom context. To feel trust towards a peer means to feel confident vis-à-vis the goodwill in his intentions, his actions, and his behaviour in general. An immediate output of peer trust is a soothing feeling of comfort and a spontaneous readiness for caring and sharing. Trust promotes learners to live and enjoy harmonious coexistence and mutual enhancement.

Trust builds on both sides of the partnership. It is mutual. **«Trust is a two-way street – it is mutual.» (Wright, 2005: 352)** Learners' trust in one another is contingent on and fostered by some conspicuous behaviours that are clearly noticeable and easily intelligible. An example of these is self-effacement. When the learner sees that his classmate is not so concerned with his personal interests uniquely and that his reactions, decisions and comportment in class are far above that, his regard for his classmate increases, and his trust in him grows more and more. Another promoter of inter-personal trust among learners is devotedness to common interests. When the learner feels that his partner cares for the groupmates, and works for the general comfort and common achievement and advance, he, himself, will develop the same standards and will not spare will

nor effort to work for mutual support. Wright (2005) confirms the role of trust in successful class works saying,

Trust is also a vital element of successful group learning and in order for any learning from experience to occur, a group must operate in a climate where there is a degree of mutual trust and tolerance and where participants feel free to take risks ...

(ibid: 351-2)

Mutual trust and tolerance bring language learners close to one another and make them join their efforts to face the challenges of the learning tasks together. They encourage cooperation among learners.

2.3.2.3 Cooperation

Cooperative language learning has been proved to be a very efficient way to optimize learning, increase learning resources and save time. A perfect learner does not exist; everyone must have defects in his knowledge, learning strategies, temperament, and in everything that bears directly or indirectly on learning. Cooperation, then, imposes itself as the sole way to make up for individual shortcomings. Group complementary abilities make for flawless language learning, for the learner is there to listen for new items to acquire them and for blunders to help remedy them. Wenger (1998)

says «**Shared activities and conversations are the means through which much of learning from life occurs.**» (In Wright, 2005: 34)

Cooperative learning acts directly on the learner affect and enhances it to very promising levels. To have a seat in a round table with individuals of equal status and no higher authority is certainly likely to effect empowering feelings such as high self-esteem, motivation, commitment, and self-satisfaction. The language learner within the peer group feels much worth in his presence, especially when he intervenes with ideas that receive positive echo among groupmates. His sense of self-concept grows more and more and becomes an incentive that encourages for more cooperation. What follows this is a sense of responsibility towards the group. He cannot withhold thoughts needed for the advance of the group, nor can he think of withdrawing from the group activities. He feels committed to the group and relishes the satisfaction he gets from this commitment. Grandall (1999) explains the effects of cooperative learning on learner affect saying that,

Cooperative learning has been shown to encourage and support most of the affective factors which correlate positively with language learning: i.e. reducing (negative or debilitating) anxiety, increasing motivation, facilitating the development of positive attitudes towards learning and language learning, promoting self-esteem, as well as

supporting different learning styles and encouraging perseverance...

(In Arnold, 1999: 227)

Cooperation in learning also makes evidence of the tight rapports which develop between individual language learners. It is a stage that marks the ultimate form of positive interpersonal relationship between them. The learner, member of the group, leans on his peers in full trust and confidence and feels the warmth of group work. He relishes the benefits of peer exchanges that are mirth-laden. He feels that the others are there for him and, at the same time, commits his presence to the benefits of the others. Stevens (2008) lists the main benefits learners can get from cooperative learning,

Cooperative learning also attempts to change the social and motivational environment in the classroom to promote positive and supportive peer interactions and a positive orientation toward achievement and learning.

(Stevens, 2008: 187)

The language learner interactions with the teacher and with his peers are crucial for his effective involvement and achievement. Both partners exert determinant influences on his affect and significantly affect his endeavour. His positive relatedness to them gives him much energy for his advance. They are not, however, the only factors

affecting his language learning; there is also the learning content that has to be taken into account.

2.4 Learner Affect in Learner-Content Relationship

It has been demonstrated in the didactic triangle that the learner-content is primarily affective. Augustsson (2012) posits that in student-subject relationship, **«Focus (is) on social order and a constructive working atmosphere in the relationship between students and ongoing learning activities.» (Augustsson, 2012: 176)**

The relationship that brings together the foreign language learner and the learning content is highly affective, and the feelings that the subject instills in the learner at the moment of encounter play a very important role in conditioning and shaping the interaction that starts between the two.

2.4.1 Learner Affect at Learner-Content Encounter

A language learner approaches the material with a complex system of affective attributes, states, and dispositions. The very first thought of the material, the actual perception of the way it is designed, the estimation of its content, the degree of difficulty it presents, all these factors and others alike instigate, in the learner, affective reactions before anything else. In case the language material gets positive echos in the deep psyche of the learner, learning begins well and goes on smoothly towards the attainment of

the preset objectives; in case it provokes negative impressions, it makes learning toilsome, unpleasant, and even impossible.

2.4.2 Learners' Expectations of the Language Content

The foreign language learner comes to the classroom holding some expectations of the target language content just as he has aspirations about the teacher as well as about his peers. For him, the content is supposed to respond to a set of his requisite affective expectations. His whole language learning endeavour depends a lot on that. The least expectations the language learner would have of the learning content are relevance, intelligibility, and challenge.

2.4.2.1 Relevance

Course designers, whether the decision makers at the highest level of the education system or the practitioner in his immediate teaching context, pay undivided attention to the relevance of the language teaching content. Relevance means direct response to the learner's needs and preoccupations. Language content which meets the learner's needs unmistakably captures his attention and triggers off his concern and interest to go about it. Concern and interest are usually associated with curiosity and the want to satisfy this curiosity. Relevant language content is likely to instigate the learner's curiosity and help him quench it. Covington (1998) perpetuates this view saying,

Whenever students are drawn to learning out of curiosity, to understand the world in which they live, or for the sake of some valued personal goal, they act in ways we all admire and wish our students would emulate: they become absorbed in the learning, committed, and oblivious to the passage of time.

(Covington, 1998: 13)

Relevance promotes the language content to fit in well with the learner inner inclinations. Its suitability to the desires already conceived by the learners engenders positive feelings of satisfaction that are so necessary for a promising engagement in serious study. Boosting inner drives are, then, operated and a smooth learning journey is started. Such a journey will be one of interesting discovery. The language learner will launch a search for items to fill some gaps in his knowledge of the language. The more he gets to know through the relevant content, the more significance he attaches to it and, hence, the more satisfaction he draws from it. **«...learners are most motivated when they believe the tasks they're involved in are relevant to their personal goals.» (Marzano, 1992: 25)**

The learner's preliminary feeling of the relevance of the language content to his needs is likely to capture his attention and trigger his interest to go about it. This is so necessary but not enough to keep learners' involvement and activity. The intelligibility of the content is also important.

2.4.2.2 Intelligibility

Beside relevance, the foreign language content intended for the learner has to be intelligible. The first announcement of the content may sound interesting to the learner and kindle in him a desire to go about it, but once he approaches it, feelings of another kind may creep up on him and dispel his initial enthusiasm. Those are the feelings that result from the unintelligibility of the content, frustration in the first place.

When the language learner finds the content inaccessible, he feels frustrated. His initially conceived interest may make him try to get through it once, twice, or even more; but interest on its own is not enough to subdue an unintelligible content. Too much difficulty, novelty, and intricacy may make the content inaccessible to learners. And the inaccessibility of the content vitiates the learner's attempts, drives him desperate and make him simply quit the learning activity.

The comprehensibility of the foreign language content is vital for a good start of learning. It is encouraging. It adds up to the positive feelings already caused by content relevance. Maybe, the first feeling that ensues the learner's ability to recognize the feasibility of the tasks set in the content, is that of language aptitude: his feeling of having enough assets to tackle the content. This impacts positively on the learner since it further spawns and fosters other feelings of self-concept, self-confidence and self-esteem. His motivation increases and so does the likelihood of his success.

The intelligibility required, however, does not mean too much simplicity. A learning task that is too simple would soon lose the learners' interest. It causes them boredom instead. The learning task must bear a certain degree of challenge to actually interest learners.

2.4.2.3 Challenge

Challenge normally implies competition between two or more rivals for triumph; in the case of language learning, it is rather a stratagem used to embolden the learner and strengthen his determination to subdue the learning material. Challenge provokes learner's feelings directly. It could cause excessive anxiety and lead him to simply relinquish his learning task; as it could bring about a certain acceptable amount of anxiety that, conversely to the former, enhances his concern and swell his determination to overcome its difficulties and, thus, handle it. The effect of the challenge in the content is, first, affective; then, ensue the cognitive attempts to decipher it. Eccles and Wigfield (2002) say, «... **people seek out optimal stimulation and challenging activities and find these activities intrinsically motivating because they have a basic need for competence.**» (Eccles and Wigfield, 2002: 112)

The foreign language content has to be slightly in advance of the learner's current level of competence. It is meant to present a certain degree of challenge that is intended to encapsulate and embolden him to take up the task of decoding it. Language content should be designed according to the capacities of the learner. It has

to be neither below his potential nor totally above it. If the learner finds the content too simple, he will not give it damn consideration; he will undoubtedly disdain it and leave it. If, on the other hand, the learner finds the content too difficult and sees no way to go through it, he will also get desperate and cease to deal with it. Exercising in the learning task must not be a mere activity of iteration and reiteration nor a discouraging toil. It should rather appear to promise accessibility, feasibility, and appeal for bold confrontation..

Any language content devoid of these characteristics is bound to boredom and promises no advance on the course of language learning. Prabhu (1987) asserts this saying:

...It is therefore important for the teacher to regulate the challenge offered by tasks and operate generally with some notion of what represents reasonable challenge for a given class. The concept of reasonable challenge implies that the learners should not be able to meet the challenge too easily but should be able to meet it with some effort.

(In Wright, 2005:174)

Relevance, comprehensibility, and challenge are three fundamental qualities that foreign language content must bear. They have been proved to impact directly on the learner affect. The learner approaches the language content aspiring to find all the three qualities at reasonable degrees, for he pertinently believes that they

are likely to release either positive and much wanted impressions that are conducive to the learning activity or negative and much destructive emotions that are crippling and depressing. However, the foreign language learner is concerned with not only the language content that has such positive or negative impact on his affect; but also with the learning environment that bears the same degree of importance.

2.5 Learner Affect in the Learner-Environment Relationship

The foreign language environment, in an academic sense, is generally restricted to the classroom. Obviously, a classroom implies a herd of components: desks, blackboard, teacher, peers, textbook, language, and things that run in the same vein. Some of these constitute the physical aspect of the classroom, others make up the mental, while interactions between them denote the social. The language learner has been proved to be affectively sensitive to each of these components in a way or another, and also remains reactive to the results of the interactions that take place among them. His sensitivity, on its turn, affects, say conditions, his learning enterprise and shapes its type, rythm and efficacy.

2.5.1 Learner affect at the learner-environment encounter

The foreign language learner interacts directly with the teacher, his peers, and the language material. The various types of interaction with each of these components reflect either well or badly on his thoughts, decisions, and performance, as has been investigated in the previous sections. Another type of interaction, however, brings the

learner together with the general environment that those elements are parts of, and bears no less importance than that of the interaction with them separately. The general classroom environment is thought to be one of the determinant factors in language learning; therefore, learners hold much hope to find it responsive to their expectations.

2.5.2 Learner's Expectations of the Learning Environment

The language learner still has some views of the kind of environment that, he believes, is likely to ease and enhance his tasks. He comes to the classroom bearing much hope that he find it responsive to his idiosyncratic traits and dispositions. He expects the learning environment to be one where he can feel freedom and respect.

2.5.2.1 Freedom

Freedom is an ideal that everyone aspires to find in the sphere of his activity, and the language learner is no exception. Language learning means activity, initiative, decision, and choice that are believed to enhance learning. The feeling of freedom to think of what would serve learning, to make choice, and to take decisions on one's own is so strong and so productive. In the first place, it effects in the learner's a feeling of self-worth. To be allowed freedom of thought, choice, and decision means to be acknowledged the ability to reason out what is beneficial for himself. This ability bestowed on him strengthens in him the will to keep it and even develop it.

The language learner comes to the classroom with a will to learn and wishes the classroom atmosphere to be favourable. He

acknowledges that the teacher's authority must rein and admits that it is crucial for the good management of the classroom affairs, but at the same time expects it to provide for a scope freedom large enough to secure him full respect and enable him to deliberately and effectively engage in open class activities without fear of being unreasonably rejected or disdained. This would bitterly upset his affect and squash in him all will for serious learning.

Freedom seems to be a legitimate claim of language learners taking into account the diversity of learning styles and strategies. Each learner is aware of the learning techniques that suit his cognitive capacities. He must certainly have tried different stratagems in past learning experiences and come to an awareness of the ones that have worked well with him and gained him most achievements with relatively less time and effort. The sum of these strategies combine into a preferred learning style which characterizes him and entitles his learning activities. His allowance to make decisions on his own and use his preferred style will certainly be only to his benefit, and may even promote him to acquire autonomy in learning. This idea is clearly upheld by Dornyei (2005), who confirms that,

...giving them (learners) freedom in choosing the content, methods, and performance outcomes of learning, as well as providing integrative strategy training, lead to enhanced perceived autonomy. Perceived competence and autonomy, in

turn, resulted in a significantly higher level of L2 intrinsic motivation.

(Dornyei, 2005: 79)

The feeling of freedom is so motivating for the learner. He is let to make choices and carry out their choices. Nonetheless, his decisions and performance remain valueless unless they receive positive echo from the classroom partners.

2.5.2.2 Echo

It is inherent in the human individual that he likes to receive positive echo for his deeds. Everyone would like that his deeds be appreciated by others. It is a desire that resides in the deep psyche. The learner in the language classroom finds it encouraging to be esteemed for a successful task he would have performed. Others' appreciations enhance his feeling of self-value. The idea he would construe of that is that his performance has actually gained people's attention and has deserved their admiration. He, then, concludes that his presence in class is considered and wanted, and his performance is appreciated and admired. Such feelings are so great and so driving. His motivation for learning in such conditions would never fade. Ellis (1995) explains the effect of the echo that the learner expects for his successful performance saying that **«It is the need to get meaning across and the pleasure experienced when it is achieved that provides the motivation to learn an L2» (Ellis, 1995: 516)**

The echo of one's performance is generally probed through the feedback that one receives from the significant people around him or her. Accordingly, the foreign language learner is sensitive to the feedback to his performance by the teacher as well as by his peers. What is worth depicting in this case is a subtle difference that exists between receiving negative feedback and receiving no feedback.

The difference between the two cases i.e. receiving negative feedback and receiving no feedback, lies in the impact that each has on learner's emotions especially. Receiving negative feedback implies that one's work did receive others' consideration albeit not so encouraging. This means that others do mind his presence and participation in class works. Besides, this negative feedback could be legitimate, grounded on sound reasons, and intended for refinement and improvement, which has to be understood and accepted by the learner himself. Ellis (1995) asserts that indeed, **«ESL learners like to be corrected by their teachers and want more correction than they are usually provided with.» (ibid: 584)**

The absence of feedback, on the other hand, may be interpreted differently. The ideas that are the most likely to find way to one's thought, consequently, are that the work has been neglected, overlooked, not considered. Subsequently, one's feelings of self-worth and self-concept will be shaken, perhaps undermined. It is so destructive to one's will and endeavour. A language learner in such situation would feel no worth at all in trying again and performing any more since his attempts would not attract significant people's

attention nor would they get feedback, and « ... **not knowing the cause of one's successes and failures undermines one's motivation to work on the associated tasks.**» (Eccles and Wigfield, 2002: 111)

The foreign language learner's expectations of the classroom environment, the language content, his peers, and the teacher are, up to educational psychologists, legitimate and fully within the reasonable, not at all exaggerated. Moreover, each expectation he attaches to an element of the four is inherent in the ideal image of it, and it is the one that, he believes, is the most responsive to his needs and the most suitable to his affective dispositions. The expectations themselves represent the optimal conditions that the four components are supposed to bear, therefore they appear to be optimally accommodating, empowering, supporting, elating, and, therefore promising for successful language learning. The four main elements of the learning experience should, up to the learner's expectations, be at their utmost levels of accommodation to allow him to find his optimal positive feelings which predispose him to engage in language learning and lead him steadily towards success.

Learner affect has been found to work directly on his perception. The perceived person, object, phenomenon, or situation is decoded and estimated in the affective system, then a judgement of its worth is released to inform the decision of whether to take it up for an actual learning activity or not. In this sense, it conditions the learner's disposition to learning. Learner affect is, however, said not

to stop at this stage but to continue all along the language learning process. Educational psychologists have tracked affect and found out that it accompanies the language content since its first perception till it is saved in the memory; the way it does is object of the next section.

2.6 Learner Affect in the Learning Process

Language learning is a process. Following Stevick model (1986) It will be considered throughout its systematically successive steps the ultimate aim of which is a wanted change in behaviour, knowledge, skill, or values. The learning process starts right at the first exposure of the target language content to the learner's perception, carries on through the mental operations that are conducted on it, and comes to end when the final image of the content find place in the memory of the learner.

2.6.1 Learner Affect in Perception

Perception is the first step of learning which occurs when the language content to learn falls within the field of sight, hearing, or touch, smell or taste of the learner. These five senses combine to make up the sensory memory. This is the first of the three stages of memory. It precedes the short-term and the long-term memories. It is characterized by the very limited span during which the data in the language content is attended to and registered «...**in about 1.5 to 2 seconds...**» (Randall, 2007: 26) It is also known of its selectivity;

not all the data attended to find way into the further stage. It is rather filtered, which gives way to the job of the affective filter.

The language content exposed to the learner, with the intent of transferring it into the the permanent store of knowledge, is referred to by language input. At the sensory contact, the learner already has expectations of the input, as seen before; and it is at this very stage that he operates an affective filter to assess the extent to which the input components fit in with his affective dispositions. **« ...the filter is of particular relevance to feelings and social relations.»** (Stevick, 1990: 48)

The filter takes different positions according to the learner's affective traits and states. A raised position means reduced possibility of intake i.e. the amount of data selected from the whole input and allowed into the next stage of memory; a low position of the filter means optimal intake. The filter positions may scale up and down according to the extent to which the input appeals to the learner affect. Learner's perception of the language input is, hence, affect-conditioned. This is explained more clearly by Richards and Schmith (2002)

... 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 learning.

(Richards and Schmidt, 2002: 16)

The language intake is the part of the input that has been let in through the affective filter. It is the segment which has proved of some significance for the learner. It is already affect-laden. Its coming in is for further treatment at a higher stage of the memory: the short-term memory, the worktable or the amygdala. At this stage, the intake is cognitively examined, decoded, analysed, and synthesized, and also affectively treated all along these purely mental operations. In fact, it has been proved that learner affect accompanies the language data even in the processing phase.

2.6.2 Learner Affect in Data Processing

Up to Stevick (1999), at the level of the worktable, the intake is examined on basis of innate resources already existing in the form of units of knowledge called schemata in the long-term memory. Schemata involve knowledge of persons, objects, phenomena, and situations that have been internalized in previous learning experiences, together with associations between them. These associations make up fine networks that help easy storage and retrieval of knowledge. When the intake reaches the worktable, the elements in the intake provoke the retrieval of corresponding elements from the long-term store, and the data processing is launched immediately.

The first processing operation consists in comparing the new coming data to their equivalents in the permanent store. The result of this step is the elaboration of new units of knowledge with new associations between the items they include. **«Each new experience strengthens or weakens connections among many pairs of items in these networks.»** (Stevick, 1999: 46) The networks are, consequently, restructured on basis of the newly elaborated associations, and then categorized for subltly organized long-term storage.

Affectively speaking, the meeting point of the intake and the items from the long-term store brings together not only the cognitive items in the intake and the corresponding ones in the schemata but also the affective impressions attached to both of the categories. A person, an object, an event, a situation, or a phenomenon that comes in through the affective filter is affect-laden, and so are the items of the pemanent memory. The processing of the two category components includes the processing of the accompanying affective data. This is what explains, for example, an overachieving pupil's recall of reward distribution ceremony in detail (the cognitive facet of the recall operation) and with much elation (the affective facet)

2.6.3 Learner Affect in the Long-term Storage

The long-term storehouse receives the items newly conceptualized at the level of the worktable as well as the associations established among them. The items and the associations

that relate them reach the long-term memory affect-laden, and are actually arranged in the schemata within the networks of knowledge units together with the emotions they bear. Affective data are stored all along with cognitive data. Stevick (1999) confirms that,

... we get a glimpse of the first of the ways in which affect- in which purposes and emotions- can participate in the process of learning, in the process of changing what is in the lasting resources of the brain: namely, that affective data are themselves stored along with the other kinds of data, including visual or verbal, auditory or olfactory data.

(Stevick, 1999: 47)

To sum up the final section, it has been reached that throughout the three stages of memory, learner affect has been demonstrated to play a vital role. At the stage of perception, affect stands at the forefront of the process to control the filter, lowering it in optimal affective disposition and raising it in times of too much anxiety or too little motivation. At the stage of data processing, affect functions as a supervisor the job of which is to ensure the attribution of the right affective impression to the right item. At the last stage, affect ensures the systematic categorization and organization of the cognitive units of knowledge together with their accompanying emotions. Learner affect is given an overarching role to play in the learning process; Damasio (1994) asserts that,

Because the brain is the captive audience of the body, feelings are winners among equals. And since what comes first constitutes a frame of reference for what comes after, feelings have a say on how the rest of the brain and cognition go about their business. Their influence is immense.

(Damasio, 1994: 159-160)

It appears plain that affect and cognition are inextricable processes. The role of affect in the different stages of learning, the ways it clings to the cognitive data all along the learning process. Only affect-laden items can find way through perception into the working memory, and only affect-laden items can persist in the long-term memory. The role of affect in learning can by no means be overlooked.

2.7 Conclusion

The classroom is the conventional academic space where foreign language learning takes place. The special aspects of the foreign language learning bestow on the language classroom some distinctive characteristics. They make of it an arena where people of different characters, with different beliefs, attitudes, and abilities meet, coexist and interact. The result of all this is either a peaceful, warm, and enhancing environment or an insecure, unfriendly, and

frustrating one. Each impacts on the learning process to varying extents.

A foreign language learner is obviously endowed with a set of psychological traits and social dispositions. His encounter with the different components of the language classroom instantaneously instigates different feelings. Those feelings usually develop into emotions which, on their turn, develop into attitudes. This gradual development of the affective states predisposes the learner to either embrace the learning activity or reject it and leave it. Learner affect plays a decisive role in the learner's readiness to engage in language learning.

The foreign language learner feels (for children) or knows (for adolescents and adults) what would fit in well with his affective characteristics; thus, he holds expectations of each of the main components of the language classroom: the teacher, the classmates, the language content, and the classroom environment. He may have expectations of the whole school as well. The learner tends to develop positive attitudes, even raptures that may reach to attachment, towards the elements which meet his expectations, as tend to think badly of the ones which betray his aspirations.

Optimal learning occurs when the teacher's behaviour is accommodating, when the peers' interaction is supporting, when the language content is encouraging, and when the general environment is favourable. It falls to the teacher, the authority holder, to manage

the classroom affairs in ways that provide for optimal learner's feelings of security and comfort. He should also arbitrate the interpersonal interactions in ways that tempt the learner and involve him smoothly in class activity. In a favourable environment, the learner's contributions could be stupifying.

In the steps of the learning process that follow the learner's exposure to the language content, affect takes up new roles. It sticks to the language items in the content and accompanies them all along the different stages of the learning process: data perception, processing, and storage. Research has provided evidence that the affect-laden items that capture the learner perception, find easy way into his mind, get exhaustively processed then organizationally stored in the long-term memory. Research has demonstrated that the items that are void of emotions tend to be rapidly and easily dropped from memory.

Learner positive affect is present at each moment of encounter with the different constituents of the foreign language experience and imposes itself as a condition in the perception phase of language learning, as a catalyst in the data processing phase, and as a facilitator of retrieval in the storage stage. Learner affect must be closely heeded and made optimally positive and, thus, favourable for successful foreign language learning.

CHAPTER THREE

Chapter Three

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3.1 Introduction

Research that has been conducted in the field of humanistic psychology has yielded unprecedented theoretical insights in the realm of language learner affect. Those insights serve, now, as a basis for further research still within the same contour. They are very guiding. Nonetheless empirical evidence remains an indispensable support for any sectional research works limited to a specific area and concerned with a particular community. Empirical evidence imposes itself as a necessity due to some factors. First, the specificities of the community, target of the study, may aver some special considerations to heed as to the theoretical insights; second, the community specificities may suggest new assessments of the strength of the insights. In all events, empirical evidence is not but beneficial.

The first and second chapters of the present research report are devoted mainly to the theoretical findings that enlighten the practitioners' views of the essence of learner affect, its features and constituents, and the different ways it gets influenced by the various constituents of the learning context, as well as the different ways it affects language learning. The chapter at hand, proceeds with a field work meant to explore the validity of the hypotheses put after knowledge of the theoretical principles which handle the learning experiences and the ways learner affect affects them.

This chapter consists in the empirical part that is based on practical revelations elicited right from the language classroom context and on the practitioners' witnesses about the learner's affective behaviour and its conspicuous repercussions on his language learning. The element most concerned by the present piece of research i.e. the learner is directly approached and given opportunity to speak out his affective ease, malaise or indifference during learning activity. The learner is directly addressed and given full room for free self-expression, which is in itself a kind of a heed paid to his affective existence. Besides, the teacher is incorporated in the study with the belief that his witnesses contribute to a better understanding of this construct.

3.2 Observations

The teachers of the English language in the secondary school, an important community of practitioners I used to be a member of, ascertain that, as a striking phenomenon that they are daily exposed to, pupils who tend to be successful in foreign language learning are those who are affectively inclined towards it, and that unsuccessful English learners are those who are not really motivated to learn it. The practitioners aver that the inclination of the first category pupils towards English language and English school sessions plays a decisive role in their success. The effect of their positive affective disposition is remarkably reflected on their achievements in this

language learning. At the same time the ill-performing pupils' results are due to their lack of will to learn it.

Some people tend to explain the learners' disparity in achievement by the disparity in their cognitive capacities. Such an allegation does not hold at all. Some pupils excel in scientific subjects such as mathematics and physics which are highly contingent on cognitive abilities, and, at the same time, achieve badly in English. This case makes it absurd to establish a direct and unique relationship between the learner's cognitive potential and his achievement in the language. Accordingly, difference in cognitive capacity is logically excluded.

Rather, it has been noticed that the learners who show interest in the language, who attend its sessions enthusiastically, who assume their learning assignments engrossedly, and who tend to establish good rapports with their teacher and classmates are particularly those who progress steadily in their English learning. In short, it is their affective disposition that enhances their success.

3.3 Hypotheses

The research problem pursued in this study is about a phenomenon that touches directly on the learner's subjective construct: affect. Any attempt to infer about it or about anything relating to it should, therefore, be careful, painstaking. Hypothesizing means intervening with one's own view, explanation,

and personal vision of the problem, its essence, constituents, or possible solution. This depends on one's knowledge base in the field of education and one's practical experience as a resource that one draws on to come out with hypotheses that are fully to the point.

The hypothesis put against the present research problem is that positive learner affect must be provided for before, during, and after any foreign language learning activity. Learner cognition, on its own, cannot ensure successful learning unless it is operated in an accommodating environment that fosters optimal learner's affective disposition, involvement, and actual performance.

3.4 Research Methodology

In quest of objectivity a quantitative research method has been conducted on two types of respondents. A questionnaire has been administered to a sample of English language learners in the Algerian middle and secondary schools, and an interview has been conducted with a number of English language teachers in both stages of education. The element most concerned by the present piece of research i.e. the learner is directly approached and given opportunity to speak out his affective concerns. The learner is directly addressed and given full opportunity for free self-expression. His genuine responses are of a paramount importance for the success of the present survey. The second elemental element in the educational activity, the teacher, is approached through a set of questions meant to elicit his views of learner affect and the way it affects learning.

3.4.1 The Questionnaire

A questionnaire seems to be a very suitable tool for such kind of delicate and much subjective case study for a number of reasons. First, the anonymity that this research tool ensures encourages learners to speak their minds freely and fearlessly. They are approached and given opportunity to speak out their affective ease, malaise or indifference during learning activities. The responses are expected to be highly genuine and much informative. Second, this investigation tool has been intentionally chosen, for the large size of the learner sample makes it quite impossible to get in touch with each learner individually. Finally, it, itself, represents an opportunity for the learner to express his feelings and opinions about English learning classes with total freedom.

3.4.1.1 The Questionnaire Sample

The informants sampled for the questionnaire are pupils in the middle and secondary schools. The pupils have been sampled on basis of some criteria that seem worth considering for the sake of objectivity. Diversity along these criteria means more opportunity for exhaustiveness and more possibility to incorporate different types of English language learners in the study. The criteria used are age, level of proficiency, and social class.

3.4.1.1.1 Age

The idea behind the incorporation of age as a criterion in the sampling of the questionnaire informants is that learner affect develops with age. Affect is ego-bound; accordingly, learners' affective dispositions to English learning, to the social environment of the English language classroom, as well as their reactions to the components of the learning experience, all these vary along with age. Learner ego has been proved to be most permeable in early age and to go more and more sensitive to external social factors as the learner grows up to become adolescent then adult; hence, the responses by informants are expected to be varied and much informing.

The research involves freshers from the middle school, whose steady start in English learning is highly dependent on the extent to which their affect is attended to and catered for. The research goes on with pre-adolescents from higher classes of the same school. These are supposed to have acquired some stable affective stances vis-à-vis English and its learning. The third category the study involves consists of adolescent pupils from the secondary school. The sensitivity of their language ego must be revealing for the study.

3.4.1.1.2 Proficiency

The level of proficiency has been taken up as the second criterion in sampling the questionnaire takers. Difference in proficiency implies variety of learners. Therefore, pupils of all levels of achievement have been involved in the query. No case has been intentionally excluded. In fact, reason would promote the responses

of ill-performing pupils to be of more benefit than those of the over-achieving. They constitute the main concern of the research work since the latter is aimed to troubleshoot the very affective factors that hamper their learning.

The ultimate aim of the research work is, after all, to prove that practitioners' concern with bettering English learner affective disposition to language learning is likely to bring about the intended change, change from the bad to the good. The ill-performing category of English learners should constitute the starting point; the good would be taken as a reference against which achievements reached in the course of the research work are continually assessed. In fact, both categories of English learners together with the average can yield precious ideas.

3.4.1.1.3 Social class

The precept that underlies the decision to consider social class in the study encompasses a number of factors. First, high class pupils do have the possibility to afford language learning aids such as recorders, books, magazines, electronic books, online language programmes and things alike. Second, they could even relish the availability of practice of foreign languages such as French in the family circle. This could pave the way to the learning of another foreign language i.e. English which it is even more prestigious.

Pupils from poor families are generally deprived of the supports that foreign language learning requires, as they are bound to the lack of the linguistic bath that would give them strong thrust in their learning. For poor people, foreign language learning is a luxury that cannot be thought of while other far simpler needs are still to be met for the sake of survival. Family circles holding such thoughts are so demotivating to foreign language learners.

The sample consists of 339 pupils from middle and secondary schools. In the middle school, a class was randomly selected from each of the four levels. The only point considered at this stage is the variety of teachers; teachers vary in personality, temperament, authority and things that may impact directly on learner affect. This is thought to allow for variety of views in some particular questions in the survey. The pupils of the middle-school classes total 161 with the number in each class varying between 39 and 41. In the secondary school, a class was chosen from the first literary form and another from the scientific. In the terminal level, the classes chosen were a language class, a literature and philosophy, and a scientific. Together with the variety of teachers, the variety of streams was taken into account, for the importance attached to English as a subject is contingent on the coefficient and number of sessions scheduled weekly for each stream.

The two first-level classes of the secondary level include 76 pupils: 38 in the scientific and 38 in the literary. The terminal

classes were the foreign-languages class including 28; the literature-and-philosophy including 36 and the scientific with 38. With the contribution of the teachers of the selected classes, two categories of pupils were segregated on basis of their results in tests and exams. The first category is composed of 227 ill-performing pupils whose involvement in English is attested, by their teachers of course, to be unsatisfactory and whose proficiency is assessed as very limited. The second category consists of 112 pupils with acknowledged engagement and relatively agreed performance.

3.4.1.2 The Questionnaire in details

The questionnaire consists of fourteen close-format questions. This type of questions has been intentionally opted for due to the delicacy of the theme under investigation. The data wanted requires precise and to-the-point responses; therefore, the pupils have been closely guided through the provision of multiple-choice answers. Besides, close-format questions are believed to serve objectivity more than any other type of questions; they make it easy to do reliable quantitative studies through statistical analyses.

Another point worth noting is that the questionnaire has been administered to the informants in the mother tongue: Arabic. The idea behind this is to incorporate the pupils of different levels of proficiency in the English language in the study. Low-level pupils would miss the core gist of a question raised in English or understand

it but find it difficult to choose the right answer to convey their beliefs. Clarity and simplicity have been closely heeded.

The sample of pupils has been segregated, with the help of the teachers concerned, into two categories: one including the good pupils and another composed of the ill-performing. The questionnaire handouts have been discreetly marked with dots graduated in colours from light colours in the right to dark ones in the left for the first series; and with the reversed graduation in the second. The questionnaire has, then, been handed over to pupils, each series distributed among a category. This trick has been thought to ease the examination of the responses against the level of the informant. This operation has been ensured by the teachers who know well their pupils.

The pupils, subjects of the questionnaire, have been solicited to fill in the handout anonymously and ensured full confidentiality. The subjects have also been sensitized of the importance of their responses in the contribution to the study of this sensitive theme. They have been solicited to answer responsibly and devotedly.

We can distinguish five sections in the questionnaire. The first one targets the learners' attitudes towards English language learning, the second proceeds with their affective views of their English teachers. The third is meant to elicit data about the interpersonal relationships among pupils and the way they affect English learning. The fourth relates to the pupils' impressions of the English language

content they are exposed to, its comprehensibility, relevance and worth. The fifth section is meant for probing learners' views of the English learning atmosphere and the ways it affects their learning. The questionnaire proceeds as follows.

3.4.1.2.1 Learner Affective Disposition to English Learning

1. How do you like learning English?

enjoy like prove no feeling hate

2. How do you find English classes?

enjoyable normal boring

3.4.1.2.2 Affect in Learner-Teacher Relationship

3. How do you find your teacher of English?

genial indifferent stiff

4. How does your teacher generally respond to your performance?

with much interest

hardly attends to it

does not care about it

5. Do you find your teacher available to help you with your tasks?

yes sometimes not really no

6. Do you feel motivation in your teacher feedback?

much some not really not at all

3.4.1.2.3 Affect in Learner-Peer Relationship

7. How do you find your classmates during English sessions?

friendly chilly hostile

8. How do you find group work in English classes?

beneficial no more benefit a waste of time

9. How do you find your classmates' feedback?

supporting of no effect irritating

3.4.1.2.4 Affect in Learner-Content Relationship

10. How do you deal with the English topics you find interesting?

engage engrossedly assume normally do not care

11. How do you deal with the topics you find uninteresting?

engage engrossedly assume normally do not care

12. Does the difficulty you find in learning activities

challenge you does not implicate you frustrate you

3.4.1.2.5 Affect in Learner-Environment Relationship

13. How do you find your classroom environment?

encouraging chilly disheartening

14. How do you feel your interventions are respected and attended to?

satisfactorily attended to and respected

overlooked

3.4.1.3 Pilot study

In a trial to check for clarity, simplicity, and feasibility, the questionnaire has been handed over to five informants of each of the levels selected from the middle school, and the same has been done with the secondary school classes. This step has proved positive

since it has helped dispel some problems the informants met as they went through the questions. The questionnaire has taken its final shape after the changes suggested by the pilot study contributors have been made.

3.4.1.4 The Questionnaire Results

The questionnaire has allowed the collection of important data. These have been represented in charts to give clear views of the findings. A chart has been devoted to each of the two categories of learners: that of the ill-performing, and that of the well-performing pupils. The charts are exposed in the same sequence of the questions in the survey.

1. How do you like learning English?

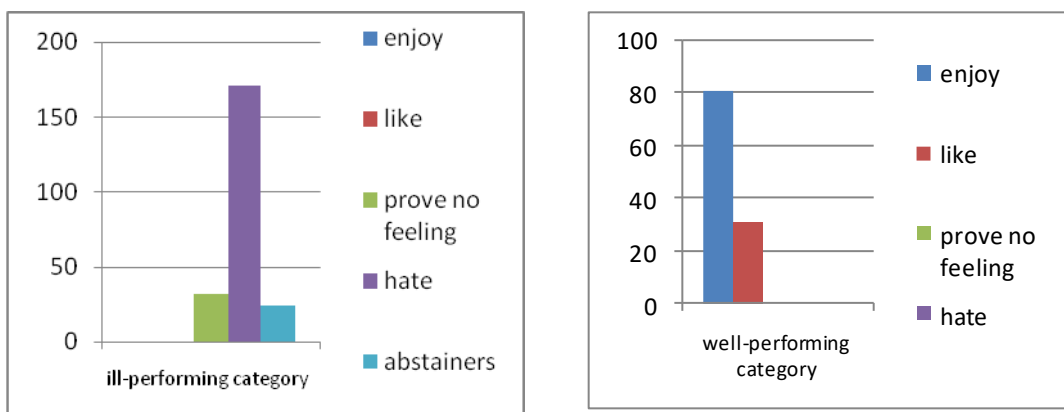


Chart 1: Learners' attitudes towards English learning

Ill-performing category: The striking majority of the pupils, **74%** show plain hatred of English learning; 16.3% of them feel indifferent about it while **9.7%** abstained from responding to this question.

Well-performing category The striking majority of this category of pupils, **72.32%** say they enjoy English learning; **27.68%** of this section say they like it. No pupil of this category reports any negative attitude towards the activity.

2. How do you find English classes?

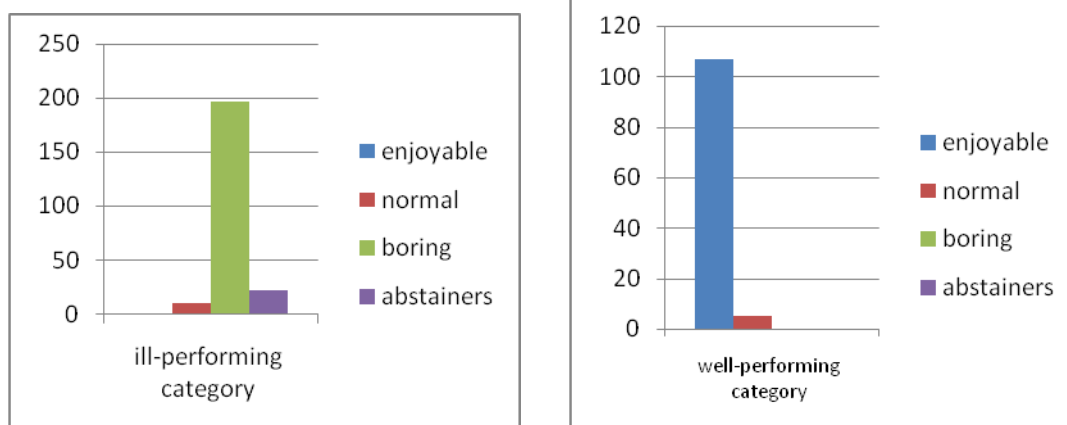


Chart 2: learners' attitudes towards English classes

Ill-performing category: **86.78%** of these pupils find English classes boring; **5.29%** of them prove no special feeling about them; **7.93%** abstained from answering.

Well-performing category: the quasi-total number of pupils in this section, **97.32%** find English classes enjoyable; only **2.68%** of them report no special feeling towards them.

3. How do you find your teacher of English?

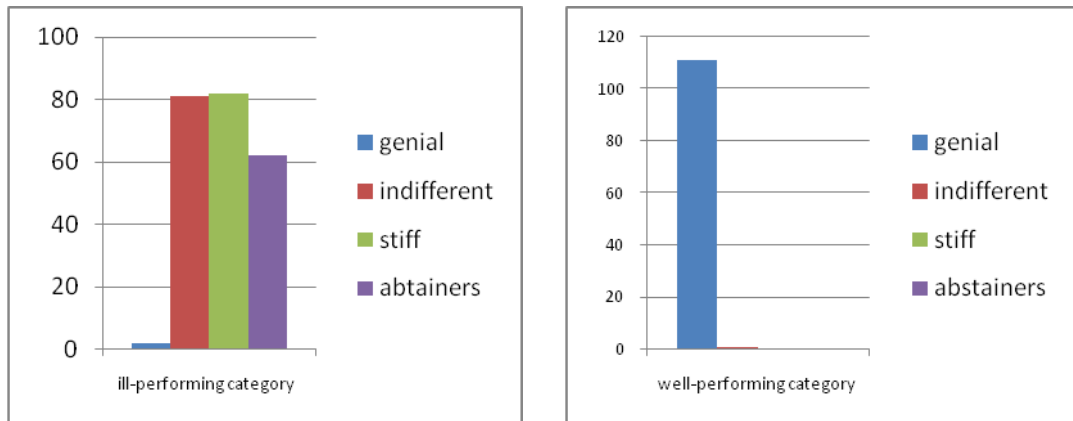


Chart 3: Learners' perception their teacher of English

Ill-performing category: the category can be divided into three quasi-equal sections; **33.48%** of pupils find the teacher stiff; **35.68%** find him indifferent; **26.87%** gave no answer. Very few pupils, **3.97%**, find their teacher genial.

Well-performing category: almost all of the pupils in this category, **98.21%** say their teacher of English is genial; very few of them, **1.78%** find him indifferent.

4. How does your teacher generally respond to your performance?

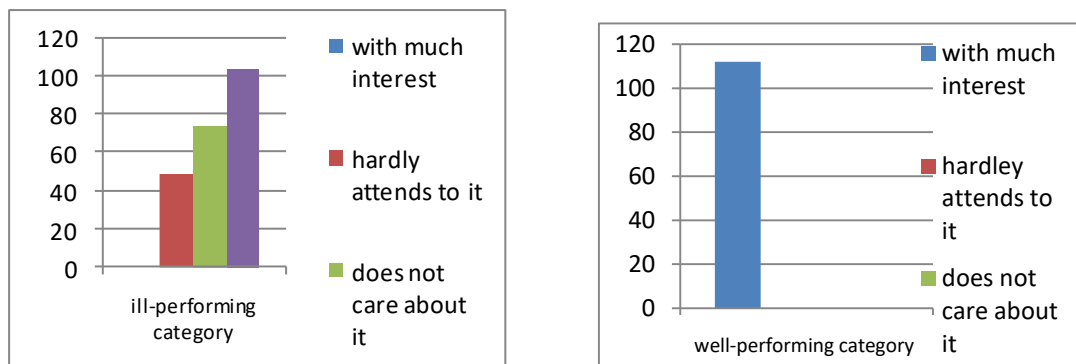


Chart 4: Learners' perception the teacher' interest in their performance

Ill-performing category: 47.14% abstained from responding to this question; 32.60% report that their teacher does not attend to their performance; 20.26% say he hardly attends to their achievements.

Well-performing category: the total number of pupils, 100% in this category report that their teacher reacts to their performance with much interest.

5. Do you find your teacher available to help you with your tasks?

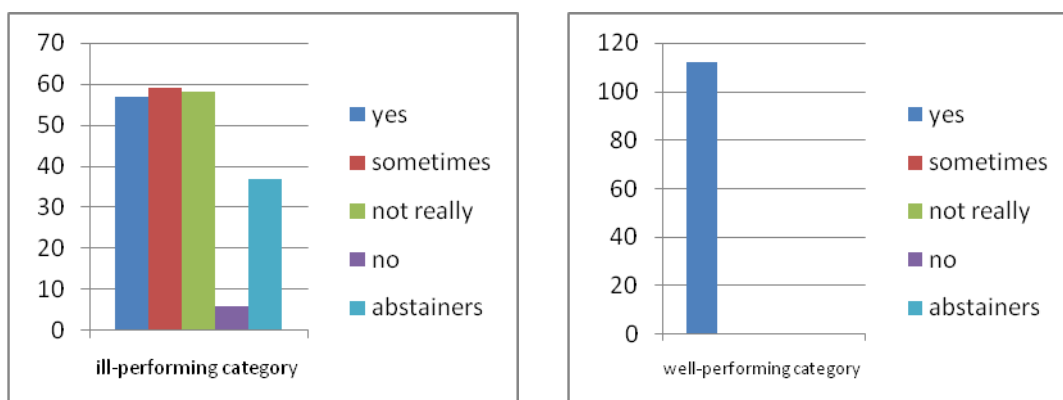


Chart 5: Learners' perception their teacher's availability for help

Ill-performing category: This category divides into five categories: three of them are almost equal. 24.67% aver their teacher's availability for help; 25.55% say he is there for them but not always; 25.11% do not really touch his readiness to help them, a fourth section, 17.18%, report that he does not provide help for them; and a fifth section 7.49% refuse to give any answer.

Well-performing category: all of the pupils in this category, **100%**, ascertain their teacher’s availability for help..

6. Do you feel motivation in your teacher’s feedback?

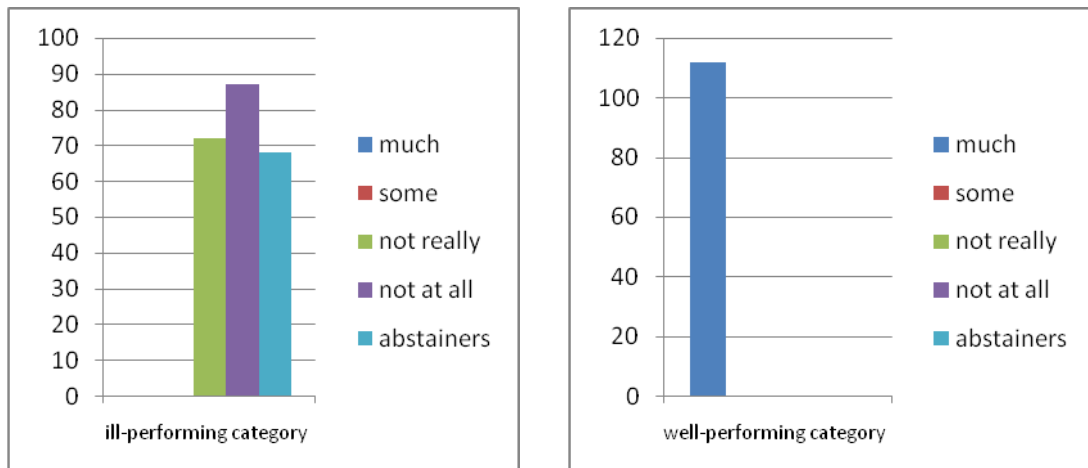


Chart 6: Learners’ perception of motivation in their teacher’s feedback

Ill-performing category: **32.15%** report not to really feel motivation in their teacher’s behaviour; **37.89%** confirm not to find such feeling at all; **29.96%** abstained from responding to this question.

Well-performing category: **100%** of this category ensure to find their teacher much motivating.

7. How do you find your classmates during English sessions?

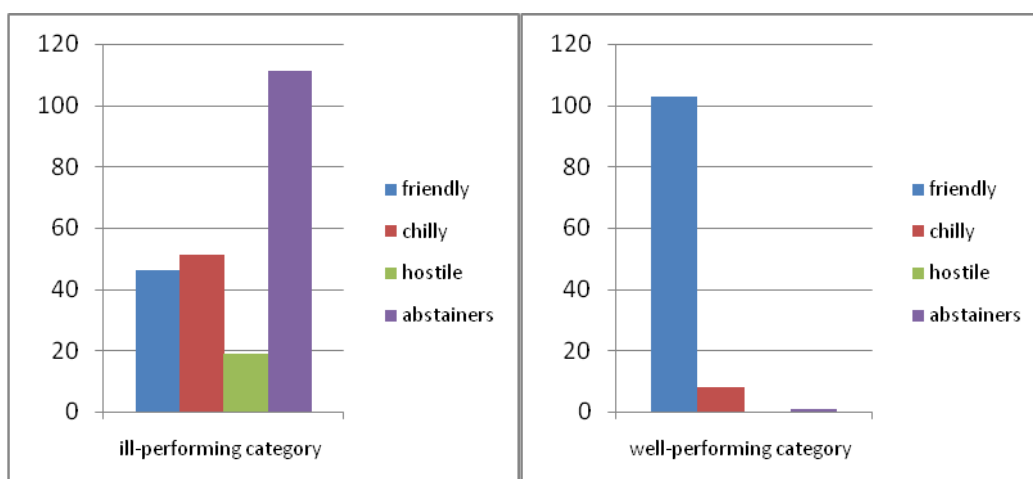


Chart 7: Learners' perception their classmates in English sessions

Well-performing category: 51.54% of this section give no answer; 22.47% find their classmates chilly, 18.06% say their peers are friendly; and 7.93% allege to find them hostile.

Ill-performing category: 94.64% find their classmates friendly, and 5.36% find them chilly.

8. How do you find group work in English classes?

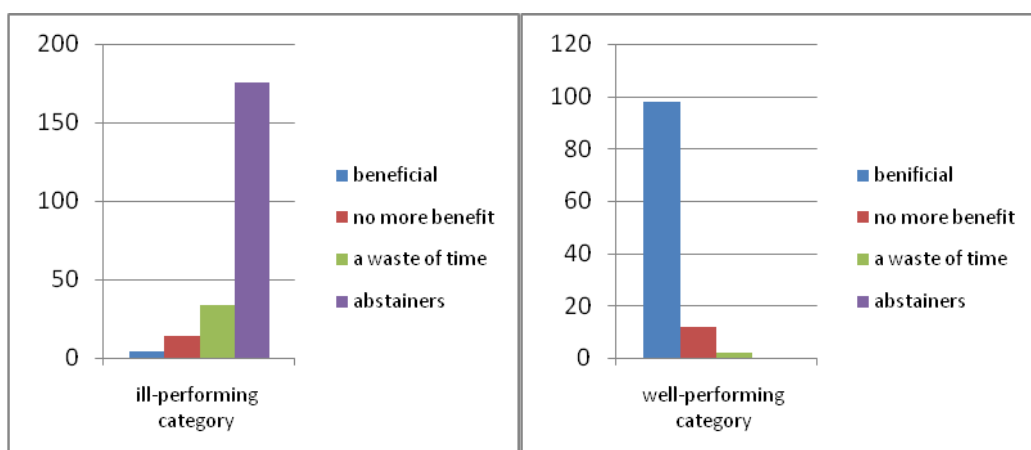


Chart 8: Learners' views of group work in English sessions

Ill-performing category: 76.21% prefer not to answer this question; 16.74% see group work a waste of time; 4.84% see it gives no more benefit than individual work; 2.20% find it beneficial.

Well-performing category: 86.60% find group work beneficial; 11.60% see no more benefit in it; and 1.78% see it is a waste of time.

9. How do you find your classmates' feedback?

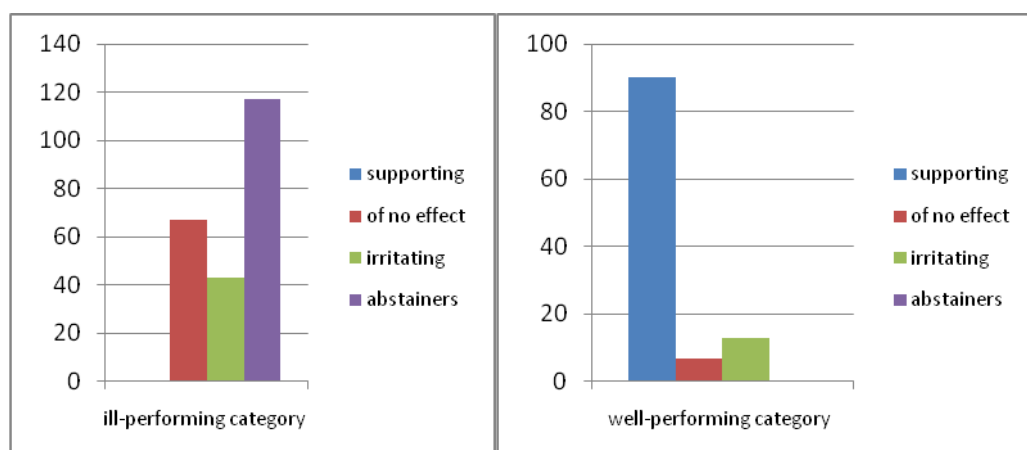


Chart 9: Learners' perception of their peer feedback

Ill-performing category: 51.54% give no opinion about their peer feedback; 29.52% find it of no worth; and 18.94% find it irritating.

Well-performing category: 81.25% of this category find peer feedback supporting; 14.29% of them find it irritating while 4.46% see it of no effect.

10. How do you deal with the topics you find interesting in English?

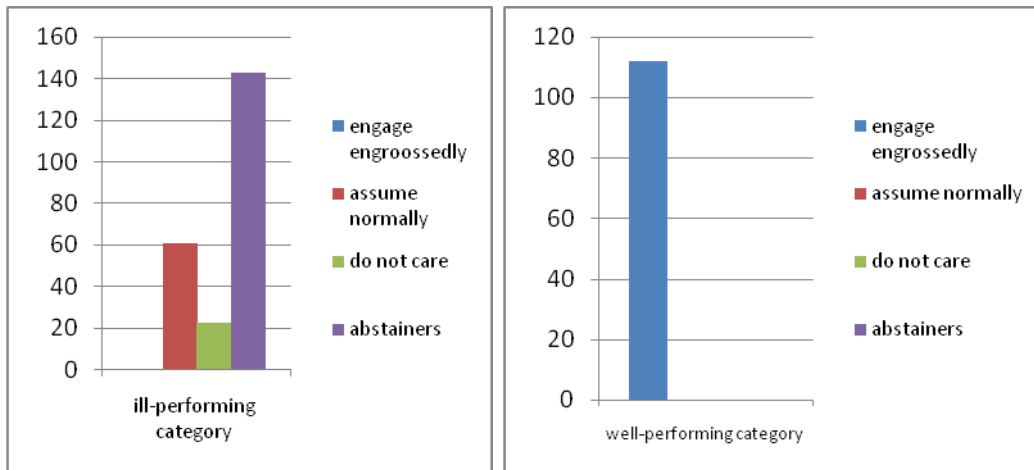


Chart 10: Learners' reactions to topics responding to their needs

Ill-performing category: 62.56% say nothing about interesting topics; 26.87% say they assume them normally; and 10.57% do not care about them.

Well-performing category: 100% say they engage in interesting topics engrossedly.

11. How do you deal with the topics you find uninteresting?

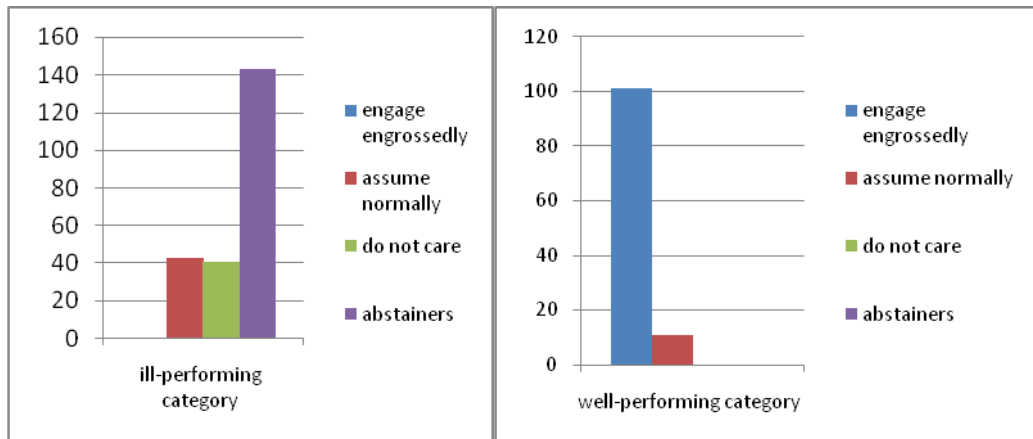


Chart 11: Learners' reactions to topics irrelevant to their needs

Ill-performing category: 62.11% abstained from averring their reactions to topics irrelevant to their needs; 19.39% say they assume them normally; and 18.5% do not care about them.

Well-performing category: 90.18% of this category engage themselves in irrelevant topics engrossedly while 9.82% of them assume them normally.

12. Does the difficulty you find in learning activities

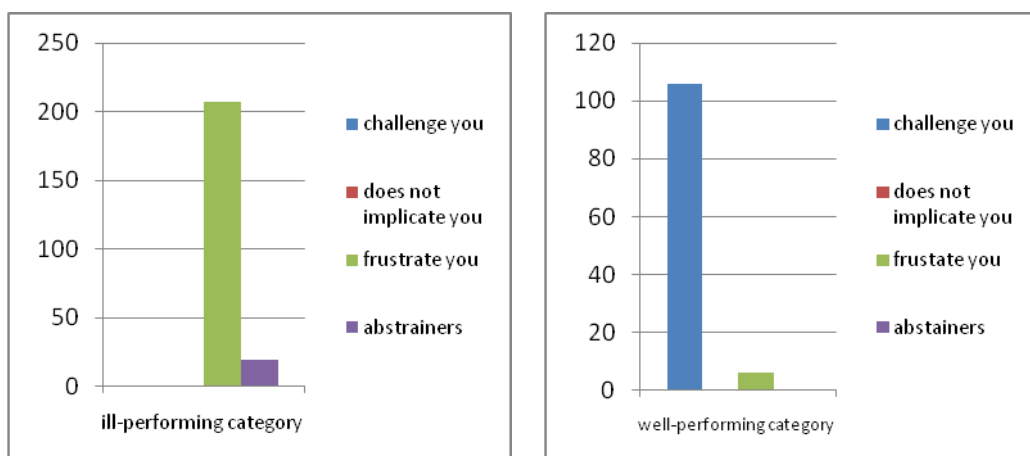


Chart 12: Learners' reactions to difficult learning material

Ill-performing category: 95.15% of this section difficult learning material frustrating; 4.85% give no response.

Well-performing category: 93.75% find difficult learning material challenging; 6.25% find it frustrating.

13. How do you find your classroom environment?

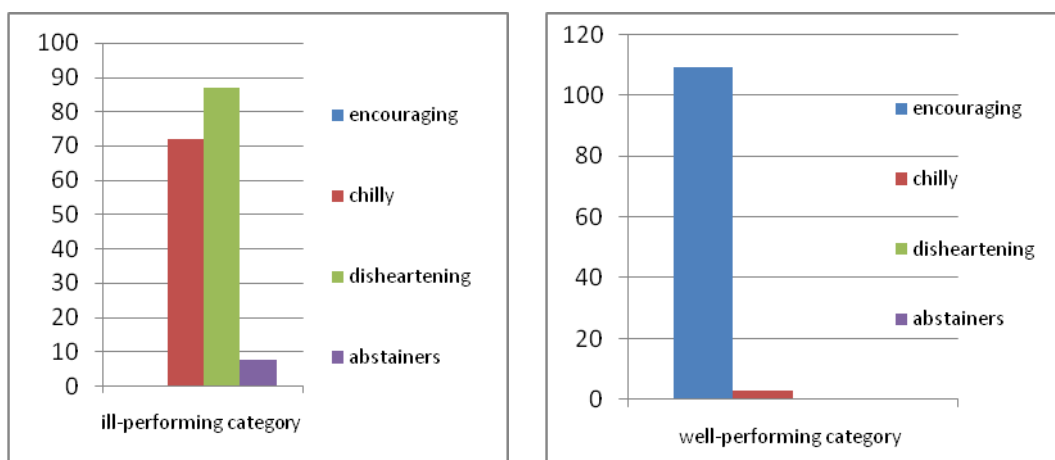


Chart 13: Learners' perception of the learning environment

Ill-performing category: 51.54% find learning environment disheartening; 45.81% find it chilly; 2.64% abstained from answering this question.

Well-performing category: 97.32% of this section find learning environment encouraging; 2.68% find it chilly.

14. How do you feel your interventions are respected and attended to?

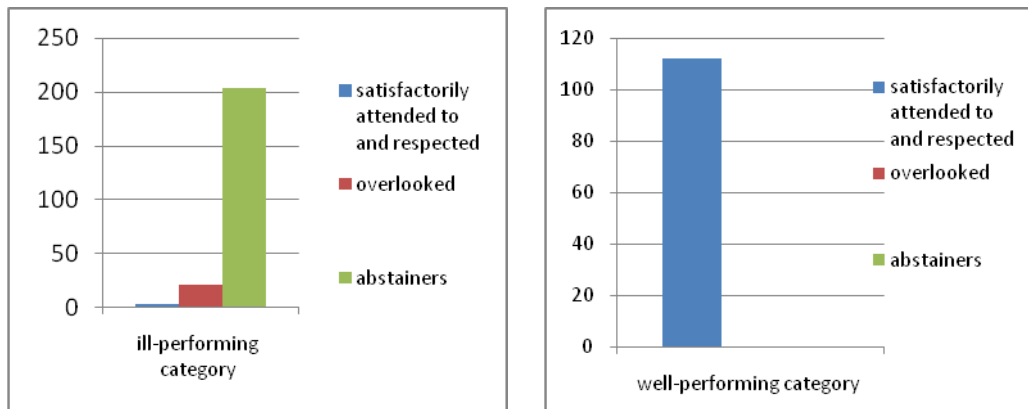


Chart 14: Learners’ perception of echo to their performance

Ill-performing category: 88.98% give no response to this question; 10.13% feel they are overlooked; 0.88% say they are satisfactorily attended to and respected.

Well-performing category: 100% say they are satisfactorily attended to and respected.

3.4.1.5 Preliminary Overlook on the Questionnaire Results

The survey has been successfully conducted with the category of learners. The middle and secondary school pupils have contributed informative responses efficiently and responsibly. They have been very cooperative. The category of ill-performing pupils has demonstrated a degree of commitment that was not expected from them. The subjects’ contribution in this group has been remarkable. The good pupils in the second category, likewise, contributed to the questionnaire with will and enthusiasm just as they are used to doing

in any learning task. In sum, the total number of the sampled informants contributed efficiently to the success of the questionnaire; even those who abstained from answering some questions suggest very relevant interpretations of their abstention.

The questionnaire allowed for the close investigation of the relationship between the English learner's achievement and his affective disposition to English learning. The segregation of the sample into ill-performing and well-performing categories has been very beneficial. In a preliminary glance at the questionnaire results illustrated in the charts, one can see, clearly, the impact of learner affect on his language learning. This is plain in both categories.

3.4.2 The interview

Still within the framework of the quantitative method, an interview has been designed to illicit practitioners' views about learner affect and its effects on learning. The decision to take up this second type of survey technique was dictated by the delicacy of the phenomenon under investigation. The diversification of research tools is meant to approach the phenomenon from different angles and different views. The importance of learner affect makes appeal to the education partners, especially the practitioner, to pay undivided attention, to consider it with deep thought and to cater painstakingly for the learner reactive feeling and emotions within the learning context. With this rationale in head, one would expect a lot from the teacher, the partner in immediate touch with the learner. A number of

English language teachers have been approached to be consulted about learner affect with the belief that they would yield revealing data to the query.

3.4.2.1 The interview Sample

All the interviewees are practitioners. They are sixteen teachers of English at the two stages, the terrain of the present study: the middle school and the secondary. The middle-school teachers teach one type of class, a comprehensive class; those at the secondary teach different-stream classes: the languages class, the scientific, and the literature-and-philosophy. The variety of the streams together with the variety of pupils will, as expected, lay ahead great opportunities to find out significant links between the different language-classroom components that are overlaid with affectivity and learners' involvement, attachment and engagement.

The teacher is the direct operator of the theoretical decisions and the practical arrangements he pre-sets for the language session. He is, then, the designer and the executer at the same time. When designing the teaching material and method, the teacher pays attention to learner affect. This appears clear, at the minimal scope, in the teacher's attempt to make the input intelligible, the tasks feasible, and to provide constant support through feedback. This would be the least degrees of consideration that the teacher would give to learner affect.

The teacher's consideration of learner affect can be extended to far closer and more important and effective ways. In fact, any teaching act that the teacher may undertake can evince either close concern, on the part of the teacher, in learner sensitiveness or simply partial or total nonchalance. Anyway, the teacher must be aware of the two cases and their repercussions on the learner's involvement and enterprise. Therefore, it is believed that the teacher, who is directly involved in such delicate matters and directly concerned with providing for the right course of things in the language classroom, is the most fit to supply us with the required data.

The selection of the teachers to interview has been done on basis of two main criteria: age and authority. These two factors themselves can suggest different views of the classroom atmosphere that builds around the teacher's own personality and affects the learner's disposition and involvement.

3.4.2.1.1 Age

Half of the teachers selected for the investigation are old and have a long career in teaching, which supposedly entails more experience and more level-headedness. This type of teacher is generally known of patience, forbearance, slow, and sureness in judgment. This type is supposed to be more alert to learners' reactions: the cognitive as well as the affective. The second half the teachers concerned are young. Their experience in teaching is not so long, yet the merit that could promote their contribution to

importance and consideration is their closeness in age to learners; they are likely to understand the youth they have in their classes better than the first-type teachers. This makes them, perhaps, more accommodating to learners' impromptu affective reactions.

3.4.2.1.2 Authority

The second criterion used in the selection of the informants for the study is authority. Two types of teachers have been distinguished; the first category is known of coolness and flexibility; the other is known of rigidity and dominance. The first one comprises practitioners who are known of authoritativeness. They should be of the kind who is ready to hand over some responsibility to learners when he judiciously thinks he ought to. The second group consists of teachers who are reputed to be authoritarian. They should expectedly be somewhat stiff, unwilling to share decisions about the classroom activities. They should rather be concerned with the normal progress of the scheduled lessons to ensure the coverage of the designed curriculum.

3.4.2.2 The interview in details

The interview used in the research work at hand is of the structured type. It consists of fifteen pre-planned questions. The choice of this kind of interview can be grounded on several reasons. The data that it is aimed at obtaining is to be the most quantifiable possible. Quantifiable responses serve objectivity and foster it;

nonetheless, variance in practitioners' insights has given the survey a qualitative touch.

Second, pre-defined questions allow for replication. The point behind this is to get a number of responses that is equal to the number of the interviewees. The quantitative analysis of data paves the way to obtaining reliable conclusions, which makes it possible, in the third place, to generalize the findings on similar cases.

The interview can be divided up into five sections. Each section addresses a particular cluster of affective responses on the part of the learner to the elements involved in the language learning experience. The interview tracks learner affect along the learner's different relationships with those elements. Hereafter unfold the five sections.

3.4.2.2.1 Learner's affective disposition to English Learning

The first section includes questions that are concerned with the learners' affective readiness for learning the English language. It investigates its importance and the way it impacts on learner involvement and enterprise, and then it proceeds with questions about the possibility to enhance it through fun warm-up.

1. Up to you, is pupil's affective readiness important for his learning?
2. Do you see difference between a lesson introduced by a fun warm-up and another directly started?
3. What effects does fun warm-up have on pupils' involvement?

3.4.2.2.2 Affect in Learner-Teacher Relationship

This section is directed at data about the teacher's stance in the classroom, whether comforting and encouraging or domineering and oppressing. It also targets the way the teacher stance relates to learners' involvement and intake. Finally, it probes learners' sensitivity to teacher feedback. The questions set for this sections are listed as follows:

4. What kind of teacher do you think you are: an authoritative or an authoritarian?
5. Do you happen to share decisions about your lesson with your pupils?
6. Does this affect your pupils' involvement anyhow?
7. How do pupils generally react to your feedback, whether positive or negative?

3.4.2.2.3 Learner Affect in Learner-Peer Relationship

The fourth section is set to examine learner affect in the relationship that brings him together with his classmates. It is aimed at investigating the nature of this relationship and its possible repercussions on foreign language learning. The section proceeds as follows.

8. Do you think interpersonal relationships among learners affect their foreign language learning anyhow?

9. Which of the two types of work do learners generally find better: individual or group work?
10. How do pupils generally react to their classmates' feedback, whether positive or negative?

3.4.2.2.3 Learner Affect in Learner-content Relationship

The third section of the interview is aimed at investigating the learner-material relationship. It seeks to find out about whether the relevance of the teaching material to the learner's daily life has any effect on his involvement and enterprise.

11. Does relevance between the gist of the lesson and pupils' daily life affect their involvement and performance?
12. How do pupils generally react to a lesson that is directly relevant to their daily life and how do you they react to a lesson in which they find no interest?
13. What rapport do you find between your pupils' involvement and their intake of the lesson?

3.4.2.2.5 Learner Affect in Learner-environment Relationship

This section is intended to examine the learner's affective attendance to the learning environment and the way this impacts on his learning. This relationship is examined through the eyes of the teacher who is constantly present to observe it and ready to report about it.

14. Do you see any link between the language learning environment and learner engagement?
15. To what extent does the learner depend on you, the teacher, and on his classmates to engage in effective learning activity?

3.4.2.3 The Interview Results

The face-to-face interview has been conducted with the teachers of English at the two stages, the middle and secondary school, in very favorable conditions. Each teacher contributed to the survey with much concern. In some way, the topicality of the object of study made appeal to, and succeeded in triggering the teachers' own spontaneity. It was about a phenomenon that they encounter in each session. They did not have to fabricate views or invent answers to meet the questions. All they had to bring to the survey was in the core of their personal experiences as practitioners: their genuine feelings and immediate observations as to learners' affective behaviour and reactions. Besides, the nature of the questions together with the topic they attend to, and the order in which they unfold, seemed to lead them to consider in retrospect their classroom practices in relation to their learner affect.

The face-to-face interview has been really beneficial in a number of respects. First, although it was believed that the questions were worded in the simplest and clearest ways, some teachers did actually show some misapprehension of some technical terms, which called for some clarifications. This was done immediately and easily.

The teachers could redress their misunderstandings and be to the point with the questions. Furthermore, some teachers seemed to miss the ultimate point of the question; sometimes they were driven off target by the free flow of details about particular affect-laden experiences, and the presence of the interviewer made it possible, again, to get back to the point of the question and keep the interview on the right path. Anyway, the interview results are, hereafter, exposed response by response to account for every view, even the least common among teachers. The cue used in this discussion consists in abstracting the target point from each question and examining the teachers' different views of it.

3.4.2.3.1 Learner's Affective Disposition to Language Learning

There has been a unanimous consensus among the teachers interviewed about the importance of learner affective readiness. Each teacher's speech tone and facial expressions intimated the degree of importance to which they uphold this feature of language learner. It was clearly held to its utmost height. The interview subjects, however, differed in the way they justified their beliefs as to this section. Some find that learner affective readiness definitely conditions his learning; others see that it maximizes his intake of the target language.

The first group of informants ground the importance they attach to learner affective readiness on the belief that it steers his attention.

In the case his readiness is optimal, the learner gets easily involved, attends painstakingly to the material he is exposed to, and takes up the assigned learning tasks responsibly. On the contrary, if affective readiness is below the expected scale, the learner simply evinces no interest in the material and, thus, goes astray from his learning tasks.

The second-group teachers justify their insistence on learner affective readiness on the belief that it optimizes his intake of the language material. For them, readiness implies enthusiasm, keenness and insatiable greed for the language, which means engrossment and continual learning. Readiness, in other words, implies willingness to spend whatever effort that would be needed for the performance of the learning activity and to devote the time that would be necessary for the attainment of the ends set for this activity. More and more effort together with longer and longer enterprise imply straightforwardly more and more intake. There seems to be much logic in such an insight, it emanates from substantial experience.

3.4.2.3.1.1 Importance of Fun Warm-up

The second question in the interview was about whether the teachers see any difference between a lesson introduced by a fun warm-up and another directly started. All of them asserted that there is a great difference between the two. Each respondent founded his conviction his own way; some portrayed the lesson started in a fun warm-up; others described the lesson started without. The first category say that a lesson without a fun warm-up activity would be

dull and uninteresting, even boring in some cases. A lesson of this kind is said to be bound to miscarriage, at least with learners of average and low levels. The idea behind that is that such a lesson would not attain learner's deep affective workshop where psychological readiness is manufactured and brought to the forefront of his reaction to the language material. A lesson introduced by a fun warm-up, on the contrary, is very likely to succeed. First it ensures smooth presentation of the material to the learner; the first item of the lesson is not exposed till the learner appears ready to receive it with enough interest and even with impatience.

All the teachers interviewed converged on the importance of fun warm-up for the smooth and efficient progress of a language lesson, yet they gave various views about it. The various effects of fun warm-up on learners, listed by the teachers are many and lavishly varied.

3.4.2.3.1.2 Advantages of Fun Warm-up

Among the various advantages the teachers attribute to fun warm-up is the enthralling power it has on learners. A fun warm-up, up to the teachers, addresses the psyche of the student with the intent to drive him cool, make him feel at ease and titillate his emotions in such a way that he gets optimally absorbed by the lesson right from its beginning. They confirm that the activities set in a funny way make a source of fun that the learner will be pursuing unceasingly.

The second way in which fun warm-up affects the learner is through capturing his attention. The power of the fun slipped in the warm up activity will expectedly smash all other possible distracting thoughts that may be in the learner's mind. Such fun attracts him and triggers in him the feeling of interest that is likely to keep him focused. In the third place, fun warm up instigates positive emotions in the learner, which motivates him efficiently and optimizes his readiness for what is to follow within the lesson. The learner is, after all, a human being inherently inclined towards fun.

3.4.2.3.2. Learner Affect in Learner-Teacher Relationship

The teachers interviewed about the learner-teacher relationship confirm that it does impact on the learner affect. They assert that the language learner responds to different kinds of teacher differently. They add that his learning activity varies in size, cadence, and quality according to the quality of his relationship with the teacher.

3.4.2.3.2.1 Teacher Authoritativeness and Authoritarianism

This question presents an opportunity for the respondents to contemplate and determine the nature of their stance in the language classroom. It could help any teacher to assess the degree of leniency or rigidity with which he runs on his classes. Leniency and rigidity are two extreme points on the same scale. The further we move from rigidity, the more readiness to make concessions we acquire. In this tendency, tolerance gains ground and grows to reach its highest rates.

By situating himself on this scale, the teacher understands his acts and their possible repercussions on students' learning.

From the subjects' responses, there seem to be different types of teachers: the authoritative and the authoritarian. 80% find themselves behaving in an authoritative way; 20% admit to exert some authoritarianism in their classes. Among the eighty percent block, some say they would never exert pressure on learners, for using excessive authority means making an obstacle in the way of learning for pupils. It frustrates their endeavour. Others say excessive authority in language classroom would squash pupils' capacities and hinder their creativity. Others prefer to keep warm relationships with "the kids." It is so comforting and so empowering for them.

Conversely, the few teachers who find themselves authoritarian find pupils still too young and immature and that showing them too much tolerance and allowing them too much freedom may encourage them to infringe classroom regulations and upset the normal course of things. Thus, they prefer to keep their distances from them.

3.4.2.3.2.2 Taking and Sharing Decisions

60% of interview subjects say they share decisions about the conduct of the lesson with their pupils but not often; 40% say they do it all along their teaching. The first-category informants depend in their decisions on the kind of activity the lesson involves. If they see

the scope of possible mistakes, by pupils, narrow, they may let it to pupils themselves to decide about the 'what' to do and the 'how' to do it, while remaining alert to any need for urgent intervention. Also they do so when they prefigure no harm in pupils' probably mistaken decisions. The second-category respondents show no reluctance to incorporate learners in decision making. They believe that education is to be overtly learner-centered, thus much of the business falls on the learner himself to resolve.

3.4.2.3.2.3 Decision-making and Learner Involvement

The question is meant to probe any possible relationship between learner involvement and the two different ways of decision making. All of the respondents, in this question, focused on the case in which decision is taken in common with learners; they report that it has many advantages. The first advantage to note is the growth of the sense of self-confidence in the learners'. These are said to feel worth in their membership in class and to feel the importance the teacher confers on them. Such positive feelings empower them optimally to undertake their own learning steadily and efficaciously.

The second benefit of sharing decision-making, up to the respondents, is the sense of responsibility that grows in them. They feel committed to assume the decision they would make in any event. The feeling of commitment keeps them active and strong-willed.

Another benefit that ensues common resolutions about classroom decisions is relevance and appropriateness. When contributing to decision making, learners tend to suggest things that are relevant to their own wants; they suggest things they themselves would like to engage in. If they succeed to pass their wishes, they will certainly not lack the will to pursue them. As for appropriateness, learners generally tend to propose learning activities they feel within their potential; things they feel themselves capable to fulfill and even excel in fulfilling.

3.4.2.3.2.4 Learners' Affective Reaction to Teacher Feedback

This question is concerned with a sensitive cord that links teacher's remarks, whether positive or negative, to pupils' reactions to them. Sensitivity in such case lies in the fragility of learner's ego and its vulnerability to feedback. In some learners', the ego is grown enough to develop a kind of immunity against all sorts of denigration, mockery, or rebuke; in others', it is still delicate and vulnerable to the slightest corrective comment.

The interview subjects had to be clear and precise about their observations in two distinct cases: they had to depict learners' reactions to their positive feedback, as they had to report about what they could notice in learners' after giving them disapproving remarks. The teachers' responses to this question have been diverse in both cases. The revelations they made were varied and rich. They

evince diversity in psychical characteristics among students. Some teachers asserted that learners' reactions depend on the nature of teacher's feedback. If this is positive, it impacts positively on the learner; the latter will get more motivated and may double his efforts in learning. He will remain tightly attached to the work at his hand. However, such kind of feedback, as others claimed, may be detrimental to learners' normal work. They said that they witnessed cases where pupils were over praised, got swollen heads, and finally lost their temperance. The results were negative and much remedial psychological work was needed to regain them.

Concerning the second case, the one about learners' reactions to teacher's negative feedback, the teachers interviewed report about two different reactions. They say that some learners demonstrate no embarrassment when they receive disapproving remarks; on the contrary, they listen attentively to the teacher's comments trying to take out some directives to improve their work. There are some students who react in such stoic way no matter how aggressive the teacher's remark is.

Another category of pupils is said to be very sensitive to teachers' comments, some of them are said to be even too sensitive. A mere corrective statement about their work could possibly cause them injurious shock that would need long time to recover. Learners of this kind require much eloquence to administer the remedial advice without causing them discomfiture. Anyway, pupils are

reported to be endowed with an amazing talent in discerning the intent behind the teacher feedback just from the tone of his speech. If pupils feel the teacher's feedback is constructive and meant for improving performance, they simply yield to it and take it up for correction and adjustment; but if they feel any sense of teasing or denigration, their reaction will be dramatic and may culminate in total departure from language learning.

3.4.2.3.3 Learner Affect in Learner-Peer Relationship

The teachers aver that the interpersonal relationships among language learners are highly affect-laden. They bring witness of tensions among learners that make learning impossible, as they make evidence of optimal understanding, coexistence and cooperation.

3.4.2.3.3.1 Interpersonal Effects on Learner Engagement

The interviewees unanimously agreed on the effect of the relationships among learners on their activities and achievements. They report that they are undeniable. The teachers say that they pay close attention to the interaction that takes place among learners and make sure it remains positive and supportive. Positive rapports between learners enhance class activity and render it more fruitful. It is comforting for learners as well as for the teacher.

The interview subjects do admit that there are always cases where conflicts burst among learners. Learners try to keep them

secret but soon evince them through their open behaviour. The learner in conflict with his classmate loses concentration and remains so anxious that he finds it difficult to resume a learning task. An alert teacher finds no trouble to detect such cases. Nothing of class activity goes well unless the problem is solved and the learners concerned are reconciled. This is a vital role of the teacher.

Providing for friendly relationships among learners in the classroom means enhancing a positive language learning environment where each learner feels secure and respected. These are two important conditions the lack of which is so detrimental to class activity and so opposing to the teacher's aspirations.

3.4.2.3.3.2 Learners' Inclination towards Group Work

There seems to be a consensus among the interviewees who teach at the secondary school to make a subtle consideration right in point. They aver a striking difference between the scientific and the literary classes as to their type-of-work preferences. They report that the majority of the scientific class pupils prefer individual work. Each prefers to work on his own. Even when they are asked to work in pair or in group on an item that requires assistance, they would rather consider it individually than meet peers for mutual consultation.

In literary classes, learners, most of them, tend to favour group work to the individual. They tend to take up group tasks with

enthusiasm. They seem to enjoy it. They show great deal of cooperation and mutual support. Their participation in open discussion tends to be noticeable and convivial. There seems to be a general tendency towards group work.

In middle school classes, group work is time for fun, according to teachers. For the young learner group work means time to stand off his desk and move around. They seek for group work because it frees them. Learners generally stand round desks and start competing for the privilege to hold the last word in the group. Some shy and reticent pupils may stay, for a while, away from the group hilarious activity, but soon join it and take part in it.

3.4.2.3.3.3 Learners' Affective Reactions to Peer Feedback

Pupils' reaction to their classmates' feedback may differ from their reaction to their teacher. Many factors uphold the latter superior to the former. For instance, the teacher represents authority in the classroom, after all; thus, pupils generally show respect, acceptance, or, at least, acquiescence of his remarks, the worst be these. Besides, the teacher issues feedback knowingly; he represents a reference for all learners' works. No pupil would doubt the correctness of his teacher's comments; he just takes them for granted. All this said, one would restively expect enlightenments from the part of our interview respondents about this so sensitive matter. If

pupils' reaction to their classmates' feedback differs from their reaction to their teacher's, how would it be then?

What is noticeable in our respondents' views is that there are three types of reaction: negative, positive, and uncaring. A number of teachers noticed that some pupils cannot stand their classmates' feedback at all. They refuse it straightforwardly. They do not even take a second to mull over its worth; they noticed this phenomenon especially among ladies. Other students do welcome comments from their peers. They turn towards them, and simply launch a discussion about the 'whys' and 'hows' of the comments; they seem to appreciate it and consider it a tool to develop their communicative skills. The third category of pupils do not give a damn importance to their fellow students' feedback. They do not attend to it at all; they keep waiting for the teacher's. They do not show any embarrassment of whatever kind, nor do they pay any attention to it.

3.4.2.3.4 Learner Affect in Learner-Content Relationship

Up to the respondents, the language learner is very sensitive to the content he is supposed to learn. His sensitivity shows plainly on his overt behaviour. When the content appeals to him, he just appears content and enthusiastic; in the opposite case, he just appears discontent.

3.4.2.3.4.1 Content Relevance and Learner Involvement

The question at hand addresses an issue that indirectly bears on teachers' precepts that guide their teaching design. More precisely, it attends to whether they take into account learners' needs, wants, social and cultural background, norms, values, personal experiences, and things that run in the same vein, when they design teaching units. Teachers have certainly witnessed cases in which their learners were exposed to lessons that have nothing to do with their daily life and could certainly observe their reactions; similarly, teachers have certainly introduced learners to lessons that are fully immersed in their background and reported the ways learners reacted to them.

The teachers interviewed about the rapport between the language lesson relevance and learners' involvement and performance undividedly asserted that the rapport is very tight. Learner involvement and performance are highly contingent on the gist of the lesson; if the latter deals with items relevant to learners' experiences, learners' involvement is high and easily remarkable, and so is their performance in the target language; however, if the lesson does not appeal to learners anyway, their involvement is not sure and so is not their performance.

3.4.2.3.4.2 Effects of content relevance on learner involvement

The teachers' portrayals of the reactions to the two different kinds of lessons reflect extraordinary commonality among students. They affirm that very rare are exceptions in this issue. Teachers

report that when learners find the lesson touching on some feature of their very daily life, they easily get impressed, get involved and come to grips with it. The lesson that is built up around learners' experiences tends to appeal to them, to attract them, involve them, and engross them completely. When learners feel their wants are addressed in the design of the lesson, they show satisfaction and delight. They embrace it heartily and embark upon it enthusiastically. Consequently, they perform in the target language without hesitation, for they are intrinsically driven by a huge force of interest and desire, and constantly invigorated by interaction with likewise interested classmates.

Conversely, as the teachers say, if the language lesson shows no account of learners' psychological and social make-up; otherwise said, if it proves of no relevance to the different aspects of learners' daily life, it will certainly not evoke that minimal amount of interest that is so vital for boosting them to take up the language material for serious learning. They say, out of experience, that a lesson that is not relevant to learners' daily life is not so promising as to involving them and enhancing their performance in the target language.

3.4.2.3.4.3 Involvement and Intake

The teachers' responses evince that there is a proportional rapport between learners' involvement in class work and their intake from the designed material. Some respondents affirm that the learner's intake increases concomitantly with his involvement. The

feeling of being an important part of the instructional system, together with the senses of worth and responsibility do keep the learner focused on the material he is exposed to. Focus means undivided attention; attention implies perception which, on its turn, implies intake; so the more the learner is involved the more intake he draws up from the material.

Some respondents approached the rapport in question from a different perspective. The determinism logically established in the statement just above is substituted by a reading at the level of the learner's affective system. The feeling of being involved in the study of a content that meets his needs and aspirations generates other positive feelings that pile up to make up an overwhelming feeling of enjoyment that serves as an abundant source of empowerment. When the learner reaches such advanced level of involvement that experts call flow, he gets fully engrossed and attends joyfully to the slightest detail within the input.

3.4.2.3.5 Learner Affect in Learner-Environment Relationship

It has been noticed through the teachers' responses that the classroom environment has much influence on the language learner. The latter attends to the ambient tone of the classroom and takes decisions accordingly.

3.4.2.3.5.1 Classroom Environment and Learner Involvement

The interviewees agree upon the fact that favourable learning environment strictly conditions learners' engagement in foreign language learning. They unanimously confirm that learners cannot learn in a classroom marked by noise, tensions, or transgressions. If the learner does not feel secure enough of infringements from the part of teacher and the classmates, he never engages in whatever activity he may be asked to undertake. If the learner does feel respected, he does not get involved in interaction that may threaten his integrity. An unsecure environment impedes the learner's endeavour.

In a favourable classroom environment where social ideals such as mutual acceptance, respect, value, and trust rein, the learner feels, secure and shows no hesitation to take up learning tasks deliberately. He is encouraged by the belief that whatever blunder he could make, he does not risk getting teased, mocked or chided. The learner, up to the teachers, is tempted by excellence in the group. An environment that does not present any risk is, right, the one where he can demonstrate his competencies, where he can excel. One would find no limits to learner's capacities in an optimal learning environment.

3.4.2.3.5.2 Interdependence within the Classroom Circle

The interview respondents evoke a number of points concerning the learner's dependence on the teacher or the classmates. They all assert that dependence on the teacher is obvious especially in foreign language learning; interdependence also is. However, the problem about this dependence is that it sometimes exceeds reasonable limits and turns into utter reliance. If not controlled, dependence harms the learner a lot and undermines all deliberate initiative in him.

The teachers assert that the learner's dependence on the teacher can be fruitful when it is in matters of motivation, support, reasonable assistance, and sober needs like these. They all report wonderful effects of the teacher motivation of the learner. They say the learner trusts the teacher on faith and believes in the motivating words he receives from him. These empower him to spend more and more time and effort on learning. The mere feeling of the teacher being there for him, is likely to turn the learner into an ardent labourer ready to face all the challenges that language learning would present.

The teachers also report that learners do find motivation and support in their interaction. They depend on one another in difficult tasks and rely a lot on their cooperation to make learning tasks simpler and feasible. However, mutual support among learners has to be regulated. There are some learners who lean on their peers and await the solutions to get them ready-made. If not boosted, and urged, they tend to spend no effort on their learning. The teacher

must be there to arbitrate class activity and to sensitize learners that true cooperation is a two-way traffic and that support must be mutual; otherwise, no profit can be gained from group work.

What can be inferred from the above revelations is that generally, good learners tend to be those who have been cared for; those who have received what they needed as care, assistance, and empowerment. This explains, to a great extent, their unceasing attachment to English learning. On the other hand, ill-performing learners tend to be those who did not receive enough care, help, and encouragement; this is why they are not keen on learning English.

Nonetheless, one cannot deny that there are people who could surmount all sorts of hindrances and could excel in the language despite their deprivation of such facilities. These are mainly people who do not need others' encouragement to go through the learning activity; they rather draw on their drives to do. Other people could afford all possible needs but got no benefit of them. Anyway, the classroom remains an amalgam of all sorts of learners.

3.4.2.4 Preliminary overview of the interview results

At the first glance of the interview results, a number of qualities can be attributed to the teachers' responses in general. The first one that surges to the observer's eyes is a unanimous conviction on the importance of the matter under study. No teacher among those who have been solicited to take part in the survey showed any

hesitation of whatever kind or declination under whatever pretext. The belief in the importance and relevance of the phenomenon drove all teachers to bring the yield of their experience to the service of the study. The second attribute that can be conferred on the survey results is variety. Receiving the same training in the same teacher training institutions or according to well-set training systems does by no means bearing unified visions about the learner and the way to approach him. Different views of the learner, his makeup, his needs, aspirations, and the subsequent requirements that it falls on the teacher to provide for, could be inferred from teachers' responses.

The conclusion that can be made about the interview is that it has been in itself a discovery, a source of enlightenment and bliss. Interviewing a number of practitioners, who are in daily immediate touch with the learner, and who are the best positioned to observe and interpret his proactions and reactions in an informed way, has been an extraordinary trip into minds. The interviewer has been able to get exposed to richly varied insights about learner affect in general. He has got acquainted with subtle affective traits that generally affect the language learner's behaviour. The interviewees seem to have reaped invaluable insights about the learner from their careers. Those insights must be consulted and incorporated in the design of the different foreign language teaching policies and curricula.

As another benefit got from the interview, a new understanding can be formulated about the language learner. The complexities of the language classroom are really inextricable, and ignoring them leads nowhere, therefore it becomes crucial to seek enlightenment about the different components of that classroom in the experiences of practitioners. These can be very guiding for anybody concerned with language teaching be this a novice teacher or a remote practitioner.

Third, it has been a source of abundant delight to sit in front of experienced teachers and elicit their personal views about such an invisible realm as learner affect. Sharing with them the results of years of experience is a gain that is worth rejoicing at. The encounter of those practitioners has really been a pleasure.

3.5 Conclusion

The methods used in the empirical study of learner affect and its repercussions on his endeavour can be deemed successful to a large extent. The questionnaire administered to the pupils made it possible to approach them the closest. It allowed the opportunity to give way out to their deep feelings and opinions about the different components of the English language classroom. Pupils have been able to speak out subtle things about their rapport with English classes. The idea of making the questionnaire in the Arabic language has been very fruitful since it let us take up all sorts of learners for an effective investigation: from the brilliant down to the ill-performing.

This way no one found any problem to speak his mind. The result has been a medley of views and stances towards English language learning.

The other stratagem used in the questionnaire consists in the two unnoticeably distinctive markings at the bottom of the handouts administered to pupils. With the help of their teachers we were able to identify the level of the subject, author of the responses that figure in each handout. This trick allowed us to establish pertinent rapports between learner affect and his enterprise. This trick together with the one explained just above, optimized the subjects' contributions to the survey to a great extent and allowed for precious findings.

The interview of the practitioners, the second tool used in this empirical study, has been very revealing. The contributors led us into the affective reserve of the language learner with much insight. They have helped us unfold some of the inextricable complexities of the learner affect and to figure out efficient ways to explore it and exploit it to the service of his own easiest and most effective learning.

Both of the questionnaire and the interview, these two efficient research tools, have yielded the interviewer insightful results which call for adroit understanding, interpretation and exploitation. The next chapter takes up the task of interpreting the results of both tools with the aim of extracting practical considerations that are likely to

improve teaching practices and address them to novice practitioners as well as practitioners who still overlook the importance of learner affect and do not take it into account when designing their teaching material.

CHAPTER FOUR

Chapter Four

Readings, Insights, and Recommendations

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4.4. Conclusion

4.1 Introduction

It is common sense that the ultimate aim of research is to contribute to the development of mankind welfare in any domain. A research work draws value from the quality and size of the contribution that it brings to mankind progress; therefore, researchers make sure to start right from the cradle of the phenomenon, subject of study, and proceed in a painstaking way taking into account every single variable that may affect it. Unity, relevance, exhaustiveness, and accuracy are all major characteristics that the researcher should provide for in order to contribute a valuable work.

To ensure unity and relevance, the present research work focuses from first to last on one issue: learner affect and the way it affects his English language learning. This phenomenon has been taken up right from the English classroom context. Learner affect has first been observed to have hand in either promoting language learning or deterring it. The work at hand aims at depicting the affective factors that help students learn and at determining ways to provide for them in English classes to optimize learning; at the same time, it is intended to troubleshoot the negative emotions that impinge on learner's endeavour to hinder his progress.

To acquire exhaustiveness, the present study adopted a method that is expected to investigate the phenomenon thoroughly. The research work pursues affect throughout the different phases of

language learning. It investigates the affective interactions that emerge at the moments of the encounter of the language learner with the different partners and components of the learning experience. Further, it tracks affect since the exposure of the material to the sensory memory, on through the working memory and up to the long-term store. The study investigates the different affective factors that affect, to whatever degree, the course of learning. The different cognitive operations that take place in the mind of the learner are examined with reference to the affective interactions that accompany them from start to finish.

In search for accuracy, two tools of investigation have been deployed: a questionnaire and an interview. One can by no means underestimate the subtlety and the subjectivity of the subject; accordingly, this has been approached from the two major sources of data: the learner himself and the teacher of the learner. Some affective questions have been raised to learners *per se* because they cannot find answers but in learners'; other questions have been raised to teachers, for they need expert insight; another set of questions have been laid to both partners for more details and more credence.

The results reached through the survey and detailed in the previous chapter seem from first sight lucrative and promising, yet one cannot benefit from them unless they are interpreted and transformed into practical recommendations that can be actually implemented in the English classroom context. To attain this aim, the

results of the questionnaire as well as those got from the interview are hereafter interpreted and turned into recommendations for practitioners to exploit.

4.2 Readings and Insights in the Questionnaire Results

The questionnaire was first designed in such a way that a question, two, or three address a particular affective item to get a sufficiently clear cut idea about it. The analyses of the questionnaire findings will follow the same way. The results of each question will be taken up for interpretation, then encapsulated into directives to use in actual language classroom practices.

The questionnaire addresses two categories of learners separately: the first consists of well-achieving pupils; the second is composed of the ill-performing. The results got from the two categories are poles apart; disparity between them is very clear thus, those views will be displayed and discussed separately. The responses of the informants are discussed against their levels of achievement in English classes. After all, the two views will certainly meet at the same end: enhancing or bettering English language learning.

4.2.1 Learners' Affective Disposition to English Learning

The learner's affective disposition to English learning is tracked through two main aspects. The first consists in the learner's

view of the learning activity and his readiness to engage in it; the second in his readiness to attend English classes.

4.2.1.1 Learners' Attitudes towards English Learning

The results got from the informants of the ill-performing category concerning their attitudes towards English learning intimate plain concomitance between learners' negative affective stance and their performance in English language. The striking majority of this category of pupils feel aversion to the task; some of them show no positive readiness to undertake it, and the remaining minority abstained from answering, which is in itself significant. These pupils' negative affect gives clear explanation of their failure. Their negative attitude seems to have squashed any will in them and led them to completely abdicate their responsibility for their own learning.

It appears clear from the first question about learners' attitudes towards English learning that all of the informants of good-pupil group hold a positive affect towards English learning though at different degrees. This has shown on their acceptable performance and perpetuated the deduction that learner affect conditions his readiness to learn the language, affects his engagement and ultimately determines his success or failure. As R. Ellis puts straight **"Learners' attitudes may predispose them to make efforts to learn the L2 or not to do so."** (R. Ellis 1994: 200)

4.2.1.2 Learners' Attitudes towards English Classes

The figures got after the question about learners' attitudes towards English classes confirm the results of the preceding with little differences. The majority of this group who reported aversion towards English learning report the same feeling towards English classes, pupils who are indifferent about attending classes, however, lessen a bit. What can be inferred is that aversion towards the activity of learning implies repugnance to attending the activity, a negative affect spawning a negative reaction. This stands well to reason. The pupils who find no significance in learning the language find no essence in attending classes. It may turn out to be a waste of time for some of them. Corrial (1999) strengthens this idea saying:

Unfortunately, many students dislike learning English; and although they attend lessons, they are not interested in speaking properly. They only want to pass the compulsory exams.

(Corrial 1999: 17)

The pupils who do well in English learning keep the responses in the same logic when asked about their attitudes towards English classes. The proportion of those who reported feeling of enjoyment in the preceding question find English classes enjoyable, while the learners who show a positive but stoic feeling towards English learning maintain the same attitude towards English classes.

The proportional rapport between positive affect towards classes and performance holds well. The learners who are highly motivated to attend learning activities are themselves the learners who make good performance in the learning activity. Their motivation is directly reflected in their achievement. Thomas (1999) explains the way motivation leads to assiduity. He says in this vein:

... motivation can precede the classroom situation, or it can be engendered by it. The students can have strong reasons for wanting to learn a language before he or she ever comes to the classroom. In the course of attending a class strong reasons for continuing to attend and learn the language can emerge.

(Thomas 1999: 85)

4.2.2 Learner Affect in Learner-Teacher Relationship

Learner affect in learner-teacher relationship is examined through three perspectives: learners' feelings about the warmth or cold of their relationship with the teacher, the size of his interest in them, the support and motivation he brings to them during class works.

4.2.2.1 Learners' Affective Perception of the Teacher

In fact, it was expected that the ill-performing category keep on the same attitudes they hold towards English learning and English

classes, but after this question, we have noted considerable changes as to pupils' perceptions of their teachers. Less than half of them perceive some indifference on the part of their teachers about their learning. This is very negative and discouraging. The learner—especially the one lacking maturity in reasoning— who perceives no interest paid by others to his performance would think it is no use to continue acquiring and performing since it brings no feedback from the others. It is actually suffocating. The best that a learner would aspire from his teacher in particular is a recognition of his existence, an interest in what he is capable of, the slightest be this, a serious hearing, a focused sight, and all sorts of positive accommodating regard that would prompt him to engage himself in learning and feel some sense in his engagement and endeavour.

Another undeniable proportion of this category, as the figures suggest, find frustration in their teachers' treatment, which is even worse. The feeling of being frustrated by the teacher's behaviour is nothing but an affective reaction triggered off by the learners' constant readiness to take a defensive position against any threat to their egos. They generally tend to protect their egos which grow more and more fragile with their advent towards puberty.

Open performance in English classes is often associated with high risks of committing mistakes. This is obvious and unavoidable. The problem is that mistakes, for the most ill-doing pupils, are subject of the teacher's judgmental, and often, humiliating remarks,

which is so offending to the ego. Thus, the feeling of being frustrated will on its turn entrain a total abstention from open performance and will develop a kind of learners whom Covington eloquently describes as **“... those individuals described as anxious defensive who repress or disregard threatening messages and react to stressful events by withdrawing.” Covington 1998:38)**

Few of the remaining subcategory hold some positive regard towards their teachers although this is not reflected into positive performance. It gives to thinking that the learners may be admitting their teachers' cooperative role but still find it difficult to find their way through successful learning. It may be that an earlier phase of their learning course was not sufficiently fostered.

The findings obtained from well-doing pupils highlight the consonance between pupils' positive attitudes towards the teacher and their acceptable performance. They are proportional. The feeling of safety in the teacher's presence, the availability of help, and the certainty about positive feedback are important factors which behave learners to take risks in their learning and take initiative while they are sure that they will find nothing but a go-ahead agreement or a mild redress, and both are so constructive to learners' initiative.

The learner's attachment to the teacher ascribes to the teacher a role that exceeds the ones ascribed on him by the classical views of teaching. Moskowitz (1978) attributes him a role of a psychologist.

Every teacher is in his own way a psychologist. Everything he does, says, or teaches has a psychological impact. What he offers helps children to discover their resources and their limitations. He is the central figure in countless situations which can help the learner to realize and accept himself or which may bring humiliation, shame, rejection, or self-disparagement.

(Moskowitz 1978: 19)

The teacher counts a lot for the language learner. The learner is so sensitive to the slightest gesture from the part of the teacher towards him. He is usually trying to find ways to appeal to him and to please him through his performance. In return, the learner restively expects the teacher's interest in what he does.

4.2.2.2 Learners' Perception of Teacher's Interest in their Work

About half of the ill-performing pupil category abstained from responding to the question about their teacher's interest in their performance. It is an important section that deserves much attention. Perhaps the first inference that may come to mind is that they do not perform at all and, thus, do not expect the teacher to be interested in their performance. The main concern in such a delicate case should not be the quality of the teacher's response; it should rather be about

finding a way to actuate these pupils and involve them in learning and performing. This measure should be done seriously and urgently.

The second idea that one could make out of this case is that these learners have gone desperate of the possibility to gain the teacher's interest. This, again, may find explanation in at least two ideas. They may have gone convinced of their inability to acceptably perform in the English language and decided not to do, nor to expect any feedback from the teacher. Possibly again, they may have lived past learning experiences with teachers who neglected them and showed no interest of what they do. In all events, these cases must be treated the soonest and solved to bring this category back to class.

Fifth of the whole number of the under-average pupils report that their teachers hardly attend to their performance. They seem not to be satisfied with the teacher's feedback. It appears from their responses that they expect the teacher to show more interest towards what they do. To link the pupils' view to their achievement, it would be logical to conclude that their unappreciated results are due to their insufficient performance both in quantity and quality. They may not perform well because they are convinced that that their performance would not capture the teacher's interest, hence, do not do their tasks at all or do them but anyhow.

A quarter of the ill-achieving pupils say they their teachers do not care about their performance. This explains plainly their abstention from perform in in the English language. They do not see

any worth in toiling on learning tasks while expecting nothing in return, not even a motivating word from the part of the teacher. The teacher does have a hand in such cases of failure.

The whole number of the well-achieving pupils report that the teacher respond to their performance with much interest. This can be explained through the teacher's affective response itself. The teacher of this category of good pupils may find satisfaction in their performance because they reflect the results of the efforts he spends on them. He remains keen on discovering the extent of their attainment, and this holds his interest in learners up and noticeable to them. The time that he spends on appreciating their works or redressing their blunders would suggest them the size of his interest in what they do.

Showing interest in learners' work and assisting them as they engage in serious learning tasks is one of the major jobs of the teacher. It is decisive and determinant of a great part of their achievements. It powerfully drives them to learn and constantly sustain their willpower. Marzano (2003) emphasizes the size of importance that the learners attach to the teacher's interest in them and the size of its effect on their learning,

It is probably little or no exaggeration to say that all students appreciate the personal attention of the teacher.

In fact, for some students the need for the teacher to show

some personal interest in them is paramount to their learning.

(Marzano, 2003: 53)

4.2.2.3 Learners' Responsiveness to Teacher Motivation

Ill-performing pupils report no positive response to the teacher's encouragement. They seem to see no worth in it. They are totally indifferent about it. A third of them hardly notice it but do not react to it. Two fifths of them say they do not see any motivation in the teacher's talk while the remaining section were reticent about it.

It seems very likely that this category pupils are caught in total despair from the possibility of their involvement and development. These pupils lack the slightest beam of hope in the possibility of their change show no positive reaction to the teachers' support. A case like this commits direct practitioners to troubleshoot pupils' low affective state, diagnose its very causes, and eradicate them to get this category pupils out of despair, retrieve them and incorporate them back effectively in the learning business. Crow (1974) advises teachers a very promising way to get to this end. He suggest them keep alert to the learners' affective behaviours and to

remain always ready to respond to them positively. He describes the very essence of motivation saying,

Motivation does not mean spectacular methods to approach, but it does imply that the interests and abilities of the learner and the will to be challenged. Teaching should be adjusted to the thinking level of the learners and each learner should be brought into the discussion.

(Crow 1974: 212)

Well-achieving learners unanimously respond positively to their teachers' motivating tips. It is clearly evident from these pupils' response and their attested level of proficiency that motivation from the part of the teacher is so significant for the learners to feel apt and take up their learning activity boldly. It enhances in them the sense of self-worth, acquires them self-confidence and engross them in learning assignments with the intent to please the teacher and get more and more of these exhilarating affective sentiments. Takako (2005) reports about Clément's and Palletier's work on the motivational impact of the teacher communicative style on their students. He says that,

They found that the degree to which teachers supported students' autonomy and the amount of useful feedback they provide was positively related to students' self-determination and enjoyment.

(Takako, 2005: 53)

4.2.3 Learner Affect in Learner-Peer Relationships

Peer interaction is very affect-laden; thus, one may expect that much data will be provided by pupils responding to the questions set to investigate this relationship. The approach consists in eliciting pupils' views about their classmates, then proceeds with the learners' affective reactions to peer feedback.

4.2.3.1 Learners' Affective Perception of Peer Relationships

Responses to the question about peer relationships within the classroom field seem somewhat intricate. The first thing to note is that about half of the underachieving pupils preferred not to respond; fifth of them report about the friendliness of their classmate; slightly more than a fifth say the bounds that link them to their peers are chilly; a few of them say they find their peers hostile. Such statistics make it a bit difficult to make deductions, but thoughtful attempts remain necessary.

The first inference to make should be about the majority who gave no response to this question. One dares say that they do not give damn concern to their relationships with their classmates. They cannot assess them just because they do not burden themselves with the task of thinking about them. Simply put, they do not bother about them. Some important section say they have good rapports with their classmates. The problem about it is that friendship should be translated into mutual support, cooperation and common progress, but

none of these seems to take place. Another important portion say their links to their classmates are chilly. No real cooperation is expected nor any common benefit. A few of these pupils even openly say their classmates are hostile. These pupils cannot stand their peers; they may even fear some of them. The classroom tends to go unbearable for them.

For the category of the ill-performing pupils, for most of them, the interpersonal relationships are plainly negative and not so supportive. However, positive interpersonal relationships within the classroom are proved to be crucial for every pupil to feel secure, accepted and supported. They condition their deliberate participation in class activities. It urgently falls to the teacher to help this category discard all negative illusions about their classmates and instore in them sober beliefs in friendliness, mutual support, and cooperation. Rodgers (1996) draws teachers' attention to the fact that

The atmosphere of the learning group may be relaxed, warm and friendly, or it may be of tense, cold and hostile. The responses of the student participants could be on the one hand apathetic, obstructive and dependent, or on the other alert, responsible, confident, and initiating.

(In Wright, 2005)

The majority of the good pupils say they are in friendly rappsports with their peers. They seem to be relishing the warmth of

the classroom and the advantages of positive interaction. Few of them report to have cold relationships with others. For the first section, it is plain they are so absorbed by the learning activity and captured by the enjoyment that it provides that everyone around them seems, to them, to be contributing to their joy. They find all their classmates genial, supportive and cooperative. They even find in this an abundant source of motivation. The remaining few pupils of this group seem to prefer solitude to getting involved in social relationships. They may be of the introverted type of learners who tend to rely on individual work to progress on their learning. They are successful, but their incorporation in the peer group is still more beneficial for the development of their communicative skills. James (2003) simply establishes a link between language learning and friendship with peers. He says **“It [the desire to learn a foreign language] will be at least to do with effective communication and at best condoning friendship.” (James, 2003: 67)**

4.2.3.2 Learners’ Perception of Peer Feedback

The idea that can be inferred from the data got after the question about the pupils’ reaction to their classmates’ feedback is that there is a clear disparity between the ill-achieving pupils’ response to peer feedback and those of the over-achieving. None of the first section admits that he finds any support in his classmates’ feedback. More than a third of them see that it has no effect; fifth of them say it is irritating while half of them abstain from responding.

It appears clear that most of the pupils within this group hold negative views of their class peers. They cannot stand their remarks, for they either no benefit in it or find it irritating. In all cases, peer feedback seems to be unwelcomed. Even the pupils who passed the question seem to have done because they do not consider peer feedback at all. They do not give it any importance.

The successful learners, conversely, find peer feedback supportive except some who find it irritating and few others who are indifferent about it. The pupils' acceptance of their classmates' feedback give to many inferences. The first of these is the sense of mutual trust ambient in the classroom. They seem faithful in the good will of their peers. They believe that they give them feedback for the sake of exchange and mutual help. For those who find it irritating, it is still understandable. Bearing in mind that these are successful learners, the source of irritation may lie in the fact they want to show their ability to do well and do not need any fellow pupil to help them.

Feedback is an important factor in successful learning. It can serve learning in many ways. Positive feedback perpetuates learning, and the corrective redresses the mistakes. The teacher has to sensitize learners of the importance of feedback and encourage them to accept it and use it. Wright (2005) says

Feedback is potentially more beneficial to the learning process ... constructive feedback from others is a valuable part of the learning process.

(Wright, 2005: 246)

4.2.4 Learner Affect in Learner-Content Relationship

Learner-content relationship is probed through the learners' reactions to the English language content that they find relevant to their needs and aspects of their daily life then to the one they find irrelevant. The query proceeds through the learners' reaction to challenging content.

4.2.4.1 Learners' Reactions to Relevant Content

A startling majority of within the ill-performing category proved reticent about averring the way they approach relevant content. An very likely assumption may creep up to one's thought about this case; it is that these pupils are themselves not able to determine any need that would make them learn English, which make their abstention obvious. About a third of the same category say they acquiesce the topics and deal with them normally. The inference that can be made is that despite the rapport they find between the topics they are exposed to and their needs they fancy to have defined, the affective predisposition seems not enough to instigate their full involvement in learning. Their predisposition may be affected and pulled down by other factors of the same nature such as the lack of

self-esteem and self-worth. The remaining section pupils assert that they do not care at all about the English content even when they find it has something to do with their daily life. This explains clearly their bad achievements in the language.

One dares say the situation of this category is alarming. It does not omen well at all. Content relevance which is, normally, motivating seems not to work with such pupils. These must be detained in a state of suffocating despair, and to help them get out of it should be made a priority by the practitioner. The latter should first work the learners' psychical states to dispel the crippling beliefs they hold about themselves and instil in them strong trust in their potential. They should be helped to elevate feelings of self-concept and self-confidence. It is only they attain a sufficiently high state of spirit that they can touch importance in the content and approach it with interest and desire to learn it. Chambers (1999) puts it forward: **"If the teacher is to motivate pupils to learn, then relevance has to be the red thread, permeating activities."** (Chambers 1999:37)

Without any exception, the overachieving pupils aver their full engrossment in the content they find in direct rapport with their needs. It enhances their interest and ardent desire to pursue it. Their engrossment cannot find explanation but in a strong affective drive that catches their attention and involves them fully in the learning assignments designed for the study of the topics.

As a tentative explanation of such case, one dares say that congruence between the topics pupils have suggested and the needs they have defined in themselves engender a feeling of the worth of the content of the topics and the worth of their study. As a result, the learners conceive a motivation for exploring them to acquire their components. This is what explains their evaluation results. Frymier and Shulman support the idea and say: **“Making content relevant to students' personal and career goals was hypothesized to be a factor, in addition to immediacy, that increases students' state motivation.”** (Frymier and Shulman, 1995: 40)

4.2.4.2 Learners' Reactions to Irrelevant Content

Most of the pupils of the ill-performing category abstain from answering. The most obvious explanation that might be given to account for this section is that they cannot determine whether the content they are exposed to in English classes has any kind of rapport with their needs simply because they themselves have no needs set ahead in their minds, as it has been found out through the previous question. Another important section avow that they do not attend to irrelevant content. Not to forget that these learners exhibit low performance in evaluation, their answers run to logic. Their evident low aptitude predisposes them to find the slightest pretext to flee the tasks they are assigned and the irrelevance of the material is a good one for them.

About a fifth of the pupils seem to hardly undertake the topics irrelevant to their needs. Though this does not show on the evaluation results they attain, one can interpret their responses as a trial to get involved in learning activity, forced by the need to acquire some items for test occasions. Their motivation is, consequently, weak and their engagement is not so reliable for pertinent learning.

The majority of the pupils of the acceptable or high proficiency assert their full involvement in the study of the topics which are in no relation with their needs. This proves that their affective disposition is stably favourable even towards such topics. Two readings could be made in this case. The first is that the positive affect these learners uphold does not spring from a positive attitude towards the learning topic itself, it rather lies in their aspiration to achieve well and even excel in tests and exams. This is in itself a strong motivation to let them get caught by the learning assignments designed in the topic. This likelihood is supported by Covington (1999). **“Many students are grade driven, not to say ‘grade grubbing’ and this preoccupation begins surprisingly early in life.” (Covington 1999:127)**

The second inference is that this-group pupils have a strong inquisitiveness that appeals for satiation. Their inquisitiveness leads them to explore the topics and unveil their components. The affective

drive is still positive and effective, for it is still likely to avail in good achievements.

4.2.4.3 Learners' Approach to Challenging Content

The striking majority the underachieving pupils report to find the English learning content too difficult and frustrating. This feeling follows the difficulty they find to go about the learning tasks they are assigned. This impression, on its turn, engenders a feeling of inability, which is an affective state that cripples the pupils' movement on the course of learning, hence the low results they get in evaluation occasions.

A number of pupils within this section did not respond to the question. What can be thought out about them is that they do not bother about the content whether simple or challenging. They do not even consider it at all. They may be convinced of a crippling belief that it is impossible for them to go about it, and so decide not to meddle with it. This is, again, another negative affective conviction that the learners hold about themselves. The result is an obvious feeling of the worthlessness of any attempt for an eventual change which, on its turn, dispels all possibility of engagement on the part of the learner. Huitt (2001) puts it:

... that is if an individual does not believe, does not see a connection between his or her activity and success or the individual does not value the results of success, the

probability is lowered that the individual will engage in the required learning activity.

(Huitt 2001: 4)

Overachieving learners, however, see in the difficult content an opportunity to measure their potential. Such a positive attitude towards the English learning content, even if difficult, boosts learners to approach it with will and determination. Subsequent feelings in such cases would not be but those of determination, enthusiasm and engrossment. Jernigan (2004) explains the way over-achieving learners approach challenging tasks saying that **“Highly efficacious students see difficult tasks as challenges to be mastered not as threats to be avoided.”** (Jernigan 2004: 4)

It is an indispensable prerequisite that should be provided for to make the learner undertake it devotedly. The learner needs to feel the utility and the feasibility of the learning task together with the final positive change that it brings about to his proficiency. If the learner is successfully brought to feel such motivating elements, his involvement will be ensured and his vigour will be increased. At that moment, his vision of the learning task will change and he will join the category described by

For the majority of the well-performing pupils, on the other hand, learning tasks are feasible and enjoyable. The feeling of

enjoyment that these pupils demonstrate explains well the good results they obtain in evaluation. To enjoy an activity leads the learner to be engrossed by it, to decipher its components, acquire the data it carries, enjoy his acquisitions and carry on this enjoyable business.

The feelings of aptitude and self-esteem that the learner draws from the successful accomplishment of the learning activity are among the strong factors which motivate him to acquire and renew willpower. Good and Brophy (2003) make it incumbent on the teacher to help pupils find full enjoyment in the learning tasks by taking into account pupils' needs when setting them. This is likely, up to them, to engross them needlessly of any extrinsic motives. They say **“The teacher should emphasise academic tasks that students find inherently interesting and willingly without need for extrinsic incentives.” (Good and Brophy, 2003: 228)**

A tenth of this category report some difficulty in the learning content, yet they are successful. Success despite difficulty irrefutably implies efforts. The ultimate ability to subdue the difficult task is certainly the result of determination, which is itself the source of efforts. One dares say that the degree of ones' determination is assessed through the size of effort he furnishes in the learning task. This state is, still, proof of positive affect that keeps up engagement in the learning activity.

4.2.5 Learner Affect in Learners-Environment Relationship

The learners' perception of the English learning environment is examined from two perspectives. The first is the learners' feelings about the ways their performance is attended to; the second is their preference among affect-laden and affect-void classroom items.

4.2.5.1 Learners' Perception of Classroom Environment

When asked about their views of the classroom environment, a third of the ill-performing pupils say they find chilly, cold, in other words not warm and encouraging. More than a third say they find disheartening, discouraging, thwarting. A group that is slightly less than a third did not report any view.

The first section of this category do not really appreciate the general atmosphere where English language takes place. They find it cold. They are not motivated to engage in learning tasks, especially in ones which take the form of interaction with the other partners. This is exactly what explains their regression in achievement. The second section find the classroom atmosphere even worse. They say it is discouraging. They may have in this belief a pretext that they consider strong enough to prevent them from joining class works. Again, the results they obtain make strong evidence for their inhibition. The third group of the underachieving pupils give no response about their views of the classroom environment. To attempt an explanation is somewhat complicated, but at least one dares say that they do hold any positive regard of the learning context.

Logically speaking, one can by no means study in a context where he does not feel at ease. He cannot speak out ideas in front of people he does not trust. He cannot take risks and perform in the presence of people which make of him a laughing stock. Such perceptions of the learning environment are so destructive to learners' affect and intellect.

On the other hand, responses by well-doing pupils to the same questions are so comforting. The striking majority of his category say they find the classroom environment positive and encouraging. Their views may be grounded on the fact the positive feedback they get against their performance, the support they find in the teacher as well as their peers make them conceive of the classroom a space where they can make proof of potential, will and competence. This is right what explains their excellence in achievement.

4.2.5.2 Learners' Perception of Echo

The striking majority of the ill-performing pupils abstained from reporting about the echo they receive for their performance in classes. Just few of them say that it is overlooked. It is very clear that this category believe that their performance in English classes is not that famous and that it does not deserve to be attended to. Another idea could be that they do not perform at all and thus do not receive any feedback from anybody in the classroom. Accordingly, they find it needless to expect or even think about echo for their deeds.

The results obtained suggest cases of inhibition that may be grounded on more than one affective factor. These can be divided into personal traits and crippling environment-generated impressions. The former range between debilitating anxiety, shyness, lack of self-esteem, lack of self-worth, introversion and demotivation; the latter may be a case of apprehension of the English language, teacher, classmates, or any hostile component of the English learning context. All these negative-affect cases are so destructive to the learner's willpower and already omen for total failure, exactly the outcome that the pupils of this category attain at the end of the learning course. Resentment to occasional inner whims of good spirit and endeavour and to other extrinsic attempts of involvement lets no room for the practice of the language and allows for no learning to take place. The ultimate result is obviously failure.

Abstention from taking a noticeable effective part in the performance activities that take place in classroom evidence a fear from self-judgment and external mockery and criticism especially among the pupils who are grown up enough to distinguish their individual selves from the others'. The feeling of fear prevents the pupil from openly demonstrating a linguistic behaviour that would, in his belief, bring about any inner malaise or external negative feedback. Arnold and Brown (1999) say in this vein:

With greater awareness [of the self] comes the need to protect a fragile ego, if necessary by avoiding whatever

might threaten the self. Strong criticism and words of ridicule can greatly weaken the ego, and the weaker the ego, the higher the wall of inhibition.

(In Arnold, 1999:10)

The pupils of the well-performing category unanimously assert that their performance in English classes is valued. The unanimity of the response gives to the belief that the positive echo they receive for their performance spawns affective states of enthusiasm and utter readiness to take part in class exchanges in the English language. This affective factor contributes greatly their success.

Logically speaking, enthusiasm and readiness lead to activity; activity means practice, an efficient way of acquiring the language. The amount of the language items learnt is contingent on the amount of practice of those items. The ultimate result of all this is an acquired proficiency that shows on the high grades attained by the pupils.

Learners' engagement in the conversation opportunities offered in English classes and their will to take part in the verbal and written exchanges in the English language are sustained by the motivation and support inherent in the mild tone of external feedback: by both of the teacher and the classmates. This makes evidence of the comfortable state of mind and feeling of security and ease; therefore,

taking risks in conversing, for them, will bring about nothing but positive appreciation or mild adjustment.

English classroom environments should be ones which enhance learners to engage deliberately in open exchanges in the language fearless of any kind of negative feedback on the part of the significant people present in the learning context: the teacher and the fellow learners. Environments which provide for such conditions are so recommended. As Littlehood (1999) asserts it,

The development of communicative skills can only take place if learners have motivation and opportunity to express their own identity and to relate with the people around them. It therefore requires an atmosphere which gives them a sense of security and value as individuals. In turn, this atmosphere depends to a large extent on the existence of interpersonal relationships which do not create inhibition, but are supportive and accepting.

(Littlehood 1999: 93-4)

4.3 Readings and Insights in the Interview Results

As we leaf through the interview results, we find that they have taken the form of plain and direct ideas each of which meets a precise question. There may be more than one idea about one single affective point, for in some cases, the respondents give different views, each drawing on his own experience. Nevertheless, all views

will be taken into account even the least common ones, nothing can denigrate the importance of a view coming from an experienced practitioner.

The procedure through which the results are interpreted and encapsulated into practical pieces of advice will be the same as that followed in the treatment of the questionnaire data. The respondents' views about each item will be analysed one at a time for optimal benefit.

4.3.1 Learner Affective Disposition to English Learning

Foreign language teachers often complain about learners' bad competence and performance in the target language. They allege that they do their best in simplifying lessons and explaining or presenting them in the clearest forms, but for little or no learning to take place. Certainly, such kinds of teacher would not spare effort to design the language material in the most accessible arrangements, but would, nonetheless, miss a crucial element that strictly determines learners' involvement and then acquisition: it is simply learner affective readiness.

What teachers must bear in mind is that learner affective readiness conditions any desired conduct on his part in the language classroom. Judiciousness and common sense imply that teachers must provide for this prerequisite before any teaching is launched. There are many affective elements that the teacher has to work on in the

learner's his readiness to follow the teaching course optimally and effectively. Attitude, acceptance and motivation impose themselves as priorities.

There is no use trying to teach somebody a language they do not like. If a learner seems not to like the English language, to hate it, or to be simply indifferent about it, all attempts to teach him this language are undoubtedly bound to failure. Therefore, it falls on the teacher to approach the learners who hold such negative attitudes towards the target language and try intelligently to fix these serious glitches. The teacher has to dig deep in the causes behind them and to erase them completely. Examples of such causes may be a magnified conception about the complexity of the language, a mispersuasion of one's inability to learn the language, a misbelief of the worth of learning it, and delusions of this kind. The removal of such crippling heresies and changing them into positive ideas is a must that the teacher has to fulfill before proceeding anywhere further.

The English-language classroom bears some distinctiveness from other-subject classrooms. The distinctiveness of English from the other languages taught in the school, its special pronunciation system, the value that the communicative abilities confer on the English speaker, all are among the factors that distinguish English classroom. In fact, such factors have two facets: on the one hand, they tempt the learner and promise him ascendancy and excellence;

on the other, they confront him with challenges that may worry him and even debilitate him. The English teacher must painstakingly arrange the different components of his classroom in such a way that everything in it appeals to the learner and accommodates him optimally. His own behaviour has to be accommodating, the teaching material has to be well selected and adapted to learners' level, the classroom atmosphere has to be lively and encouraging, for **"... in a safe and supporting classroom... the students feel comfortable taking risks because they know they will not be embarrassed or criticized if they make mistakes."** (Dornyei 2001: 41)

An accommodating classroom will attract the learner, for at least, he will feel at ease in a gay atmosphere. What remains is to motivate him to engage in learning. A teacher's mild look, a comprehensible and a bit challenging language input, a feeling of self-confidence, a feeling of achievement, and a thought of the possibilities that the English language would accord its speaker are all examples of the most important and efficient factors that motivate the learner to engage engrossedly in his learning activity. The teacher is, thus, requested to provide for such conditions to enhance learners' motivation in the language classroom.

4.3.1.1 Importance of Fun Warm-up

Practitioners unanimously agree on the importance of fun warm up in the smooth and involving course of an English language lesson. It is said to have such a strong power that is likely to set the learner

ready for the lesson. The teacher is, then, to exploit the magic of this ingredient to the benefit of the learning process. Moscovitz (1978) says, “... **then be prepared to jump right in with a sure-fire exercise that is fun and interesting.**” (Moscovitz 1978: 32)

To this end, teachers have to know that fun warm up can be concocted by bringing together some basic and indispensable elements to ensure its efficiency. The most prominent among these are relevance and fun. Fun warm up activity should be directly pertinent to the learner’s daily life; pertinence is a prerequisite for the attainment of his utmost interest and subsequently his utter involvement. Pertinence captures learners’ undivided attention and instigates his interest. A learner is not likely to concern himself with an activity that has really nothing to do with his daily life.

The second ingredient is fun. If warm up activity includes some kind of fun that is inspired from learners’ very daily-life experiences, its effect is going to be stronger and more efficient. First, it will even out learners’ temper. The pupils’ carrying personal worries will discard them at their first encounter with the fun activity; those caught by hilarity at whatever other objects will subside to retrieve a level temper. The different pupils’ moods will level out and get amenable to the new fun activity set by the teacher. The fun warm up serves twofold aim: it levels out the moods and sets learners’ affective readiness for what will follow in the lesson.

4.3.1.2 Advantages of Fun Warm-up

The teachers interviewed about the contributions that fun warm-up brings to the English lesson make evidence of a myriad of ways it serves learning. Fun warm-up takes a limited span of the time devoted to the lesson, yet its effects last all session long. The first of these is the opportunity to help learners to get rid of all kinds of malaise they could have brought from anywhere out. It is a time of brainwash where learners can forget all their problems and get ready for class activity with enough enthusiasm for a fresh start.

The second benefit of fun warm-up is the feelings of mirth that it creates in the learners. It is evidenced by their experience in teaching that fun warm-up titillates the very deep psyche and fill it with emotions of joy and elation. Such emotions are very important and much needed to capture the learners' attention and set them on the course of the lesson. They would not drop a source of self-enjoyment for whatever other concern. Their engrossment seems sure.

The third advantage the teachers attribute to fun warm up is the enthralling power it has on learners. A fun warm up, up to the teachers, addresses the psyche of the student with the intent to drive him cool, make him feel at ease and titillate his emotions in such a way that he gets optimally absorbed by the lesson right from its beginning. They confirm that the activities set in a funny way make a source of fun that the learner will be pursuing unceasingly.

The third way in which fun warm-up works on the learner is through the generation of positive emotion which dispose them to

assume the learning activity and to engage in warm and genial interaction with the classroom partners as well. The feelings of mirth and enthusiasm the fun warm up engenders in the learners push them to share the moment of hilarity that everyone relishes. In Such moments there would be no time to think in tensions and rancour. They are, instead, overwhelmed by the joy they draw from the fun warm up activity.

4.3.2 Learner Affect in Learner-Teacher Relationship

The interviewees brought strong witness to the importance of the positive learner-teacher rapports for the successful engagement of the learner in the learning tasks. They say the relationship between them is highly affect-laden and the consideration of its features in important and urgent.

4.3.2.1 Teacher Authoritativeness and Authoritarianism

The language teacher's stance in the classroom is very delicate and so significant for learners. They are very sensitive to it. The way learners perceive the teacher's power and authority, or humaneness and empathy influence, to a great extent, their involvement, enterprise, and performance. Language teachers have to consider their beliefs about their positions and heed their comportment in front of their learners.

Some teachers see that keeping utter authority in the classroom is a guarantee of full safety from pupils' misdemeanor. They prefer

to keep their distance from pupils and not to meddle with them just to avoid possible mischief on their part. However, it is of the teacher's essential responsibilities to approach learners the closest possible, to understand them, to cater for their idiosyncrasies, to involve them, and to facilitate their learning. Authoritarianism leads teachers nowhere in their job.

A minimal degree of authority, however, remains necessary for the management of the class. The teacher who comes close to pupils certainly stakes an amount of authority; nonetheless, one should not hesitate to do it if he believes that it brings benefit to the learners. Learners will never feel at ease in front of a teacher who is prone to anger at any moment. They will never engage in any deliberate learning activity if they do not feel secure of sanctions in case they blunder. An authoritarian teacher stunts learners' proactions.

A classroom atmosphere filled with such negative feelings as fear, inhibition, and hesitation will certainly not drive language learners anywhere on the course of learning. A classroom of this kind impedes learners' involvement, engagement, and initiative and, consequently, binds them to failure. Therefore, a language classroom environment should foster positive feelings of warmth, acceptance, empathy, respect, and mutual esteem and feelings alike which make learners indulge security and freedom to take up learning activities without hesitation. Teachers are to provide for language classroom of this kind fearless of the loss of authority. Conversely to their

probable fears, learners who feel secure, involved, and estimated uphold their teacher to esteem. Their fear of him will turn into love and respect, an image that his previous authoritarian stance would never grant him. Woodward (2001) states that,

Teachers who share warm, personal interactions with their students, who respond to their concerns in an empathic manner and who succeed in establishing relationships of mutual trust and respect with the learners, are more likely to inspire them in academic matters than those who have no personal ties with the learners. Of course, this again is a highly culture-sensitive issue.

(Woodward 2001: 36)

4.3.2.2 Taking and Sharing Decisions

There has been a general shift in language education from teacher or subject-centeredness to learner-centeredness. This huge shift entails many changes. One of the major changes is a move of responsibility from the teacher to the learner. It has been evidenced that a teacher instructs the learner but can by no means learn on his behalf. Learning is strictly a learner's reserve. All that the teacher has to do is to assist learning.

Language learning is purely the learner's business, thus, the learner has to fully assume the duty of his own learning. This includes a range of responsibilities that he, himself, has to take up.

Every learner has his own learning style and, accordingly, his own learning strategies. To involve learners perfectly, to engage them effectively, and to motivate them thoroughly, the teacher has to incorporate them in decisions that bear on the classroom environment, the lesson content, the learning activities, the roles they are to take up, and in anything that concern them.

The result of learners' consideration in decision making is certainly going to be positive. Learners will feel responsible for the fulfillment of decisions they themselves have taken. They will pursue their resolutions deliberately and heartily. Moscovitz says in this vein that **"It is important for students to realize that you take their input seriously and will work on it."** (Moscovitz 1978: 39)

4.3.2.3 Learners' Reactions to Teacher Feedback

The teacher-learner relationship is very significant in language learning. The learner's view of the teacher determines, to a great extent, the former's involvement, engagement and progression. If the learner finds his teacher placid, easygoing, and lenient, he will feel secure, confident, and able to engage in learning activities without fear of any sanction that would ensue mistakes. If, on the contrary, the learner finds the teacher tough and flappable, he will hesitate a lot before engaging in any initiative; which is very detrimental to his learning.

Feedback is a very delicate reaction to which the teacher has to pay much attention. It can be supportive as it can be destructive. A corrective feedback obviously follows mistaken performance. Sometimes a teacher is driven mad over pupils' mistakes just for the terrible effort he would have spent on teaching the item in which the pupil has blundered. His comment is released harshly; he responds to the learner's mistakes with violent words. Anger usually drives one off his consciousness; he may, consequently, commit more serious mistakes than the pupil's. Thus, what the teacher has to bear in mind is that he must be the last to lose temper. He must keep cool in the worst cases and refer to reason before uttering anything, for an uncontrolled feedback may smash the learner.

Second, what the teacher should keep in mind is that the learner's mistake does have causes. Those causes may lie in the content itself, in the teaching technique, in or in the learner's readiness itself. Instead of rushing towards a violent scold, the teacher had better dig deep in the learner's mind to reach the source of his misunderstanding and think quickly and potently of a remedial stratagem to make up for the learner's deficiencies. The ultimate aim of feedback is, after all, correction and redress.

The feedback that follows acceptable performance must be thoughtful and purposeful just like the one that follows imperfection. Overpraising a student who has performed in the target way can be as destructive as chiding an ill-performing one. Excessive praise may

drive the student exaggeratedly conceited and perhaps inattentive. The single words, the expressions and any gesture meant for praising the successful students have also to be well-thought and well-addressed to serve the purpose of encouraging them and sustaining their learning cadence. To sum up, Dornyei (2001) says **“Teachers should provide feedback that increases the students' capability of and confidence in obtaining the goal.” (Dornyei 2001: 84)**

4.3.3 Learner Affect in Learner-Learner Relationships

The learner's relationship to his classmates is not less important than that to his teacher. All the teachers asked about it confirm that a positive inter-learner rapport is vital for a positive and enhancing language classroom.

4.3.3.1 Interpersonal Effects on Learner Engagement

Peer interaction is ineluctable in the foreign language classroom. All the interviewees agree on this fact. Learners' coexistence in the same setting behoves them to launch interpersonal relationships the strength of which depends on the significance and size of treatments that take place among them. Relationships among learners, however, remain amenable to occasional misunderstanding and tension due to particular conflicting interests. Practically no language learner can concentrate on serious learning activities when he is taken up in states of anxiety or nervousness. The teacher must intervene to settle the conflicts, calm down the conflicting partners,

and restore understanding, forgiveness, and mutual acceptance. Without these conditions learner engagement is not so sure.

The group of language learners should be helped to know the very cause of their coexistence and the various benefits that it can yield them. The learners of the same group who succeed to find ways to get along with one another are more likely to relish precious benefits from their coexistence. One of these advantages is the warm classroom atmosphere that they need to feel security and comfort. Coexistence founded on mutual acceptance, respect and support that embolden each one of them to engage in language learning without any fear of being overlooked, denigrated or dropped.

Shortcomings in everyone's learning capacities make interpersonal consult, advice, and assistance necessities that learners cannot do without. This is a belief that should be held by all the group members. It inspires learners to trust one another and seek advice from each other whenever needed, as well as to provide it when required. With social ideals like these reigning in the language classroom, learners approach their assignments with self-confidence and confidence in their classmates support. They are highly motivated to unreservedly engage in language learning. Allright (1984) states that **“better understanding is likely to result if learners discuss their learning, and share their various understanding”** (Allright, 1984: 158)

4.3.3.2 Learners' Inclination towards Group Work

Group work is one of the acknowledged efficient stratagems which are strongly advocated in foreign language teaching. Most language teachers incorporate it in their designs with the main intent of enhancing cooperation and communication among learners. Teachers say it is very important for a number of reasons. The most agreed reason is that in group work, learners feel free from the teacher watch and orders. During group work learners feel that they are at the same level of status; nobody has any kind of authority. **“The activities and the speaking are being by everyone, rather than only by the person at the front of the room.”(Scrivener, 1994: 5)**

The second attribute of group work is interdependence. Learners rely on one another for problem solving. This way, learners find themselves prone to trust one another and provide support to anybody within the group who seem to have problem to get through the learning tasks. Ideal images of mutual support and cooperativeness are most crystalized in settings of group work. Language teachers should promote such ideals encouraging learners to accept and value one another and by going reluctant from time to time just to let learners find substitute sources of knowledge and instruction.

4.3.3.3 Pupils’ Reactions to Classmate Feedback

Among the teacher’s important roles in the language classroom is orchestrating classes. Diversity is an unavoidable feature in any

classroom. A classroom brings together partners of different mentalities, attitudes, and capacities. Interaction between the different partners is so aspired and so reliable in enhancing learning; however, it may result in infringements that could upset the good progression of the learning course. The teacher must be so alert to such cases and ready to intervene judiciously to settle differences.

One of the major causes of difference is peer feedback. Students, generally, seem to be too sensitive to their classmates' feedback. Some of them do not at all appreciate the slightest comment from fellow students; they consider it degrading. Consequently, much work falls on the teacher to regulate exchanges among learners and direct them to the good of the lesson.

The first task the teacher should take seriously is educating students on the acceptance of the other, beneficial coexistence, listening to one another and mutual help and enhancement. The development of such ideals in learners' would spare the teacher unwanted trouble and promote morals such as mutual respect, confidence, and support. Understanding will reign in the classroom, and feedback, whether positive or negative, will be considered constructive and springs from good will. If is positive, it is encouraging; if it is negative, it is redressing and remedying. As Tokoro and Steels confirm "**... once they have been through peer assistance and emotional support they start to develop ...**"(Tokoro and Steels2004: 212)

4.3.4 Learner Affect in Learner-Content Relationship

The language content can be either an object of interest, serious study, and delight; as it can a source of jitters, frustration, boredom and resentment. In sum, the language learner's encounter with the content results first in affective impressions that affect learning to a great extent. Relevance and challenge in language content are two prominent aspects from which a scholar can get enlightening ideas about the learner-content affective relationship.

4.3.4.1 Material Relevance and Learner Involvement

It is no doubt that topicality is a very important element in the design of a language lesson. Language learners have to feel meaning in the lesson; meaning that touches on their daily life. The worth of the material to which they are exposed, lies in its relevance to their concerns, wants and ambitions. A topic that meets learners' needs and aspirations captures their attention easily and absorbs them. Chambers (1999) says **"If pupils fail to see the relationship between the activity and the world in which they live, then the point of the activity is likely to be lost on them."** (In Dornyei 2001: 63)

The teacher has a very important role to evoke learners' interest in the teaching content. When designing the lesson plan, he has to be selective as to the theme he will expose them to. Many criteria have to be used in the choice of the topic and the organization of the content around it. Such criteria have to do with learners' social and psychological construct, their previous

experiences, their capacities, their needs, and their aims. The teacher's awareness of features like these is very important, for he must know them to incorporate them efficiently in his teaching plans to ensure optimal involvement.

There are some affective predispositions in learners' in which the teacher can invest intelligently to involve them and maintain their involvement. One of these predispositions is the inclination to feel contentment, ease and comfort at familiar themes. A teacher may introduce the different thematic as well as linguistic points scheduled in the teaching unit through texts the gists of which learners are already familiar with. This way, a good start seems, to some extent, ensured, for learners feel set on the task without any complication.

Another disposition in learners' is curiosity. The teacher can use this feature cunningly by mildly introducing a theme that students okay, then gradually instigating their appetite for knowing more about it. Students, as human beings, do have some curiosity to satiate; if this is gently stirred, it leads its subjects very far on the course of the lesson, for the more the learners know, the greedier they become. Curiosity can be wisely deployed to get students involved and set on an exploratory trip where they step on the known to leap towards the unknown.

4.3.4.2 Learner Involvement and Intake

The interview informants establish a strong link between learner involvement in the learning activity and the size of his intake of the content he is exposed to. They believe that involvement implies interest and desire to tackle the content and handle it. Interest and desire, on their turn, imply attention and concentration. In such a state, the learner has the affective filter at low levels, and thus, allow for maximum amounts of the content to find way into the further stage of data processing memory. Involvement does enhance intake of the language content. Wright (2011) points out that **“increased involvement in their own learning produces greater motivation in language learners, thus increasing the effectiveness of learning.”** Wright (2011)

4.3.5 Learner Affect in Learner-Environment Relationship

The learning context plays an important role in language learning. A classroom atmosphere which gives to security and comfort encourages language learners; an atmosphere filled with tensions and threats stifles their attempts. The interviewees find no embarrassment to elaborate on the effect of the two types of classroom climate and the ways they affect learner involvement in the foreign language learning activity.

4.3.5.1 Classroom Environment and Learner Involvement

The classroom environment comprises two types of components: physical components and social ones. The physical consist in the

classroom furniture, the physical learning supports and the like; the social involve the teacher and the classmates. The interviewees insist on the need to make both types of components optimally accommodating for the learner to get him involved in language learning.

Providing for the learner's physical comfort, up to the informants, can be done through leveling the classroom temperature at mild degrees. This helps him find energy for the learning tasks. Besides, the arrangement of the learners' desks and that of the teacher does add to the general tones ambient in the classroom. The different forms of desk arrangement reflect the different roles assigned to the class participants and affect the learner as to his decisions about the type and size of involvement he has to demonstrate.

The social make-up of the language learning environment is, however, determined by the interpersonal relationships among learners and between the learners and the teacher. The wanted types of relationships that are thought to help learners in their business range from mere acceptance to attachment. The least that can be expected is learners' acceptance of one another and their tolerance of each other's idiosyncratic differences.

Interrelationships can exceed mere acceptance into more significant mutual care. This may even develop into tighter attachment. Anyway, all sorts of positive relationships contribute to

the enhancement of learner involvement. A teacher who bears such an idea must be aware of the necessity to sensitize learners of the advantages that their coexistence may yield them and of the benefits that their understanding, joint efforts, and cooperation can bring them. Allright (1984) refers language teachers to this idea saying, **“The teacher’s plans to establish a particular socio-emotional climate will play a major role in influencing this outcome (learning outcome).” (Allright, 1984: 164)**

4.3.5.2 Interdependence within Classroom Circle

The interpersonal relationships among learners could mount to attachment. At this level, learners see themselves attached to a group and feel the sensations that the notion of membership inspires them. Each learner is concerned with a twofold implication of his group membership. On the one hand, he attaches great aspirations of the other group members, on the other he commits himself to serve them the best he can. A class bound by such beliefs is a class marked by such sober morals as mutual care, mutual support, cooperation, and, hence, interdependence. Allright points at a new view of learning which refutes the classical roles of teachers and learners and highlights the necessity of every partner’s contribution to common learning. He says, **“We are no longer talking of teachers teaching and learners learning, but of everyone contributing to the management of everyone’s learning.” (ibid: 166)**

Allright's view is one that carries much innovation. It advocates a new fashion in teaching and learning where the roles of the classroom partners are extended beyond the conventional definitions of the classical language classroom. The new roles intimate sober ideals such as altruism, thoughtfulness and mutual help. The teacher and the learners come to the classroom with the thought that people are in need to his contributions and that he can benefit from theirs. Differences melt in such a setting to leave way to common progress and common welfare. This is the ideal classroom that each teacher should strive to realize.

4.4. Conclusion

The terrain work that has been conducted through both of the questionnaire and the interview has openly perpetuated the theoretical findings that have been attained through the literature review in the two first chapters. The consideration of language learner affect has imposed itself as an ineluctable component of any teaching strategy and become a condition without which success in language learning is uncertain. Experts' findings as well as the reaches of the present humble work assert the necessity to attend to learner affect and cater for its various features in order to get to positive results.

Much has been gained through the incorporation of the affective characteristics of the language learner in the different instructional systems. The implementation of the tenets of the humanistic

psychology in the language education has improved language learning to a great extent. The learner has acquired more consideration and has been given more important responsibilities in class as well as home work. In fact he has been made aware of the components and the mechanisms of his affective system and has been informed about the way of exploiting his affective potential to develop himself as a whole person.

Through their contribution to the questionnaire, the pupils intimate that they are human individuals who are endowed with highly complex affective characteristics that can by no means be surpassed for the attainment the cognitive system. The learner's mental operations cannot be triggered off unless he is made affectively ready to start those operations. The learning conditions, the content, and every element in the language classroom have to be made appealing to the learner in order that he engages deliberately in his own learning activity.

The teachers of English through the interview bore out the implicit recommendations made by the learners. They revealed that any teaching endeavour is bound to miscarriage if it does not cater for learners' affective needs in the first place. They assert that the language teacher's role is much larger than standing in front of pupils and preaching lessons or just urging learners to go through their bare assignments; it rather approximates that of the psychologist in addressing their psyche before their cognition.

From the pupils' responses and the teachers' revelations, one could come out with insightful recommendation that seem to be very helpful if well-implemented. The utmost hope that one can hold after the attainment for such conclusions is that they could be understood, implemented and deployed all to the benefit of language education and language learners.

GENERAL CONCLUSION

General Conclusion

The evolution of didactics throughout history has been helped by the successive theories about learner and learning. The ultimate attainments in the field of educational psychology proved overarching and promising. The advent of the humanistic psychology with the appearance of eminent psychologists as Carl Rogers, and Abraham Maslow heralded a revolution in education. They referred educationists to new perspectives through which learning can be understood, cause, and enhanced. A whole subfield of humanistic psychology came to existence in the fifties of the last century and got named after its father founder: Rogerian Psychology.

The innovation that the Rogerian psychology contributed to education is an original view of the learner. The learner, according to Rogers and his followers, is a human individual endowed with a system of mental skills as well as a system of feelings and emotions. Accordingly, learning is the process by which the two systems are concomitantly developed. Focus should be on developing the whole person: mind and heart. Mind stands for cognition; heart stands for affect. Enhancing a side over the other certainly results in an unbalanced personality with defects and deficiencies.

The new psychological theory highlights the very characteristics which distinguish the human being from the other creatures. It sets them clear-cut and elucidates the nature of each characteristic and elaborates on the way to enhance it. The precept

underlying humanistic theory is that the human being is highly distinct from the other beings and that this distinctness should be highlighted and perpetuated. Rogerian psychology refers educationists' concern towards human-peculiar attributes such as inherent values, dignity, deliberateness, and free will.

Among the basic tenets of the humanistic psychology is that the learner should take up his own learning enterprise and that people around him in the same learning context should provide for optimal conditions for his learning. Learning, in this new sense, falls to the learner not to anybody else; nobody can learn on his behalf. Learning is strictly the learner's business. The teacher can, to the best of his ability, design the learning content in the most suitable form and devise techniques which he deems likely to help the learner handle it, but can by no means tell the amount of learner's intake of the whole material, the extent to which it is assimilated and the amount of data of it that finds space in the long-term memory.

Learning in the new trend takes the meaning of self-actualization. The essence of learning in this trend consists in a tendency towards full growth and development. The learner, in this trend, is held to have an inner inclination towards self-fulfilment. Educators' main task lies in instigating, easing, and actuating his growth towards this end. The process of learner growth touches such human reserves as thinking, feeling, knowing, and acting. The learner is engaged in a personal search for the self that bears high standards

in these areas. And as the fulfilment of such an ideal self is unattainable in the immediate day-to-day changes, his search extends into a lifelong business.

The concerns of the new educational trend extend beyond the partial preoccupations of the preceding theories. It rather tends to consider them all and enhance them all in the individual learner. It takes up the recommendations of the behaviourists about developing speech automatisms and further them with the notion of contextual appropriateness. The result of the new combination is highly socio-affective. It also embraces the cognitivists' insistence on enhancing the learner's mental assets and, further, reinforces them with affective ideals such as commitment to problem solving and sense of responsibility. It adheres to the constructivists' views that the learner should be let free to construe of reality the way that fits in with his psychological, cognitive, and social make-up, and at the same time, supplies him with norms, values, and ethics to help him come out with conceptualizations which run within the contour of common sense.

The ultimate aim of education emanating from the theory in concern is to provide for the growth of the human learner as a whole person. The learner should be mentally adept. He should be helped to rear mental capabilities which are adequate enough to allow him a number of faculties. The first of these is resourcefulness. The learner is to be assisted to develop creativity and get ready to meet

impromptu cases. The second is commitment. The learner developed in a balanced way is to demonstrate a tendency to commit the knowledge he has learnt and the skills he has acquired to his individual benefit as well as that benefit of the whole community. His outstanding qualities make it fall to him to get to leadership positions and assume his assignments with high sense of responsibility.

The concerns of the new affect-centred approach go even loftier. They are about developing an individual learner with strong morale and high ethical standards. The strength of the morale has an inwards direction. It applies to the quality of the psychological traits and the degree of each one of them. This approach, then, advocates constant attention to the learner's psyche with the intention of helping him to discard all negative, disheartening, and crippling traits and to install, instead, positive, empowering, and promising dispositions. The result of this is a learner with high self-concept and self-confidence, ready to keen to demonstrate, impose, and contribute significant services to his benefit as well as that of the community.

Ethical standards, on the other hand, tend to have outward direction. They are mainly about the moral principles that regulate one's conduct within the community. The affect-centred approach insists on the necessity to rear the learner on the values and norms commonly agreed and upheld by the community members. It aims at growing an individual who is disposed to engage into harmonious

coexistence with his fellow citizens. Coexistence and harmony are very human. Although they both can be attributed to animals which live in social groups, they remain distinctly characterized among humans. They are rather manifested with much loftier values and norms which reflect the human race as a much more exalted race over the other races.

In the affect-based theory of education, the language classroom, the foreign language classroom in particular, is seen as a microcosm of the community with some additional particularities. It is seen as a space where human individuals with different psychological dispositions meet and interact. Interaction is multidimensional due to the different statuses bestowed on the different partners within the same context. The teacher is the holder of authority by virtue of the post he occupies; some learners are held in special statuses because of their outstanding levels of proficiency and achievement, others hold some special positions because of some significant roles they assume in class. Relationships within the classroom social context are very much influenced, say shaped, by difference in positions.

Each language learner approaches the foreign language classroom with a cluster of psychological traits which are highly idiosyncratic. Some of these traits are stable; others are long-term but changeable while others are situation-bound. They all affect learning directly and in different ways. Some of these traits are positive and favour learning; others are negative and thwart it. The

educator's role lies first and foremost in catering for learner optimal affective disposition. It strongly contended that the consideration of learner affect conditions his involvement, enterprise and success; its neglect binds any teaching endeavour to failure.

The idiosyncrasy of the affective makeup of each learner bestows on the interpersonal relationships among learners much sensitivity. These are constantly prone to peace and harmony as they can be easily upset. The learner's special relationship with the foreign language teacher can scale up to very positive and favourable ties; it can even develop into attachment. On the other hand, it can scale down to alarming clashes. The point is that the language learner comes to class holding a number of expectations hoping to find them in his teacher. Examples of these are security, respect, interest, motivation, and support. For the learner, a teacher responding to these expectations is 'the' teacher, and his readiness to follow him is unconditioned. A teacher who does not seem to cater for them is disheartening and the learner's readiness to engage in learning in his presence is not so sure.

Besides the teacher, the classroom also involves the classmates, the other actors on the same scene. The language learner attaches much concern to classmates. For him, classmates are either sources of conviviality and support or agents of trouble and malaise. The language learner comes to the classroom bearing some expectations of the classmates. He hopes to be easily and warmly accepted,

trusted, and supported. A peer group that responds favourably to such expectations encourages the learner to get rapidly involved, acquire significant membership, and work efficiently for the common benefit and well-being. Conversely, a class that fails to ensure its members enough security and mutual respect, care and support is a discouraging one, and learner integration and involvement in such a context are, for sure, not so easy.

The classroom environment is very important for foreign language learning. The quality of the social relationships that the learner engages in with the teacher and with his peers as well is a major determinant of the general atmosphere of the language classroom. If these relationships are marked by positive attitudes, rapport, and mutual support, the learner conceives positive feelings of comfort, commitment and even attachment towards the classroom environment. The interpersonal relationships within the learning setting can also be negative and render it a perilous space that learner tend to avoid at every occasion (truancy) and even quit definitely.

The classroom environment has also a physical side that is not less important than the social. It has a number of aspects that impact directly on the learner affect. The colour in which the classroom walls are painted may be too dark and give to feelings of doom and gloom; gay colours, otherwise, are soothing and comforting. The awkward arrangement of pupils' desks may cause feelings of unease

among sensitive learners while even and well-lined disposition of desks is closer to learners' contentment. Learners cannot bear too hot or too cold classroom atmosphere; whereas, they feel much comfort and work well in mild temperatures.

The encounter of the language learner with the language content carries much affect. The first perception of the content is highly affective. It impacts first and foremost on the learner's feelings and emotions. The learner, again, holds expectations about the content and aspires to find it relevant, intelligible, and invigorating. These qualities ensure learners' interest, involvement, and enthusiasm. A language content that lack any of the three attributes would rather cause disinterest, jitters and boredom and would ultimately lead the learner to abandon the learning activity.

Learner affect has been proved to accompany the language data since it is exposed in the form of input till its final storage in the long-term memory. At the stage of perception, the learner has an affective filter that operates as a selective tool. Only affect-laden language data are let in. the data that do not instigate emotions in the learner tend to be dropped easily. The intake is, then, steered into the worktable. There, it is analysed, reconstructed, and modified. All the processing operations keep the affective charges stuck to the target items. Affect has been proved to be stored all along the storage of the language acquisitions in the long-term memory. At the moment the target data is retrieved from the long-term store for some use, its

retrieval evokes renewed affective reactions which, on their turn, perpetuate those feelings accompanying the language data. This way, language learning becomes a source of abundant affect.

To sum up, it is incumbent on the teacher to provide for a positive classroom environment, to be, himself, positive and encouraging, to redress learner's attitude into one of acceptance and engagement, and to concoct the language input in ways that are likely to hold up learner's sense of aptitude, self-esteem, flow and satisfaction. Language content can never be designed in isolation from the learner. It should rather be designed in full accordance with his stable and fluctuating affective characteristics. A whole business is to precede the exposure of the learner to the input. If these prerequisites are properly met, the learner engrossment will be sure and his success surer.

The findings attained through the present research may seem important and promising as to the benefits they could bring to English language teaching. This view can be supported by the methodology used the objectivity sought out all along the investigation. Anyway, this work will not make an exception, for perfectness has always been out of reach. Besides, the present work per se touches on a very subjective phenomenon: the psychology of the learner; thus, whatever effort a researcher may make, there remains a certain scope of scepticism especially regarding the objectivity and truthfulness of the informants' answers on the one

hand and the still subjective interpretations of the revelations made by the informants.

There have been attempts to make necessary operationalization on the key variables in the present research by analysing them into immediate constituent factors; all this for scrutiny and objectivity; nevertheless, those factors cannot be pursued to their different degrees, aspects, and contexts; therefore, one can by no means claim absolute validity of the findings but can, nonetheless, assert the great importance of the phenomenon and the possibility to investigate it through the use more research tools and in more adequate conditions.

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APPENDICES

APPENDIX 1

The English version of the questionnaire

1 Learner Affective Disposition to English Learning

15. How do you like learning English?

enjoy like prove no feeling hate

16. How do you find English classes?

enjoyable normal boring

2 Affect in Learner-Teacher Relationship

17. How do you find your teacher of English?

genial indifferent stiff

18. How does your teacher generally respond to your performance?

with much interest

hardly attends to it

does not care about it

19. Do you find your teacher available to help you with your tasks?

yes sometimes not really no

20. Do you feel motivation in your teacher feedback?

much some not really not at all

3 Affect in Learner-Peer Relationship

21. How do you find your classmates during English sessions?
friendly chilly hostile
22. How do you find group work in English classes?
beneficial no more benefit a waste of time
23. How do you find your classmates' feedback?
supporting of no effect irritating

4 Affect in Learner-Content Relationship

24. How do you deal with the topics you find interesting in English?
engage engrossedly assume normally do not care
25. How do you deal with the topics you find uninteresting?
engage engrossedly assume normally do not care
26. Does the difficulty you find in learning activities
challenge you does not implicate you frustrate you

5 Affect in Learner-Environment Relationship

27. How do you find your classroom environment?
encouraging chilly disheartening
28. How do you feel your interventions are respected and attended to?
satisfactorily attended to and respected
overlooked

APPENDIX 2

The Arabic version of the questionnaire actually administered to respondents

إستبيان

إبني التلميذ، إبنتي التلميذة، اضع بين ايديكم هذا الاستبيان الذي يتضمن اسئلة حول بعض الأمور التي تعيشونها في القسم خلال حصص اللغة الإنجليزية خاصة. إجاباتكم عن هذه الأسئلة مهمة جدا لأنها تساهم في دراسة أمر تربوي يكتسي اهمية كبيرة و حله سيعود حتما بالنتفع عليكم و على أمثالكم من التلاميذ. لذا فإني ارجو منكم ان تقرأوا كل سؤال جيدا ثم تجيبوا عنه بكل صدق و بكل جدية. شكرا مسبقا.

الأسئلة

1- ما إحساسك تجاه تعلم الإنجليزية ؟

- تستمتع بها تحبها لا إحساس تكرهها

2- كيف تجد حصص الإنجليزية ؟

- ممتعة عادية مملة

3- كيف تجد أستاذ اللغة الإنجليزية؟

حميمي غير مبالي صارم

4- كيف يتفاعل أستاذ الإنجليزية عادة مع أدائك؟

باهتمام بالكاد ينتبه له لا يبالي به

5- هل تجد أستاذ الإنجليزية حاضرا لمساعدتك في نشاطاتك؟

نعم أحيانا ليس كما يجب لا

6- هل تحس بالتحفيز في تعليقات أستاذ الإنجليزية على أدائك؟

كثيرا بعض الشيء ليس تماما لا

7- كيف تجد زملاءك في حصص الإنجليزية؟

ودودون باردون عدائيون

8- كيف تجد العمل الجماعي في حصص الإنجليزية؟

مفيد ليس أكثر فائدة مضيعة للوقت

9- كيف تجد تعليقات زملاءك؟

تدعيمية لا تأثير لها مزعجة

10- كيف تتعامل مع المواضيع التي تتعلق مباشرة بإهتمامك

- أضطلع بها بإهتمام أضطلع بها فحسب لا أهتم بها

11- كيف تتعامل مع المواضيع التي لا علاقة لها بإهتمامك؟

- أضطلع بها بإهتمام أضطلع بها فحسب لا أهتم بها

12- ما تأثير صعوبة النشاطات التعليمية فيك ؟

- تعطيك تحديا لا تأثر فيك تثبطك

13- كيف تجد محيط القسم ؟

- مشجعا بارد مثبطا

14- كيف تجد مشاركتك من حيث الصدى الذي تتلقاه في القسم ؟

- ينتبه إليها و تحترم بشكل مرضية

- لا يكثر لها

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APPENDIX 3

The interview

16. Up to you, is pupil's affective readiness important for his learning?
17. Do you see difference between a lesson introduced by a fun warm-up and another directly started?
18. What effects does fun warm-up have on pupils' involvement?
19. What kind of teacher do you think you are: an authoritative or an authoritarian?
20. Do you happen to share decisions about your lesson with your pupils?
21. Does this affect your pupils' involvement anyhow?
22. How do pupils generally react to your feedback, whether positive or negative?
23. Do you think interpersonal relationships among learners affect their foreign language learning anyhow?
24. Which of the two types of work do learners generally find better: individual or group work?
25. How do pupils generally react to their classmates' feedback, whether positive or negative?
26. Does relevance between the gist of the lesson and pupils' daily life affect their involvement and performance?

27. How do pupils generally react to a lesson that is directly relevant to their daily life and how do you they react to a lesson in which they find no interest?
28. What rapport do you find between your pupils' involvement and their intake of the lesson?
29. Do you see any link between the language learning environment and learner engagement?
30. To what extent does the learner depend on you, the teacher, and on his classmates to engage in effective learning activity?

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