Affective Domain: The Relationship between Teachers' Affective Factors and EFL Students' Motivation

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Abstract

When students are motivated to learn, they try harder to understand the material and thereby learn more deeply, resulting in a better ability to transfer what they have learned to new situations. This study aimed at investigating the relationship between teachers' affective factors (motivation, anxiety, attitude, and self-confidence) and students' motivation in EFL classrooms. Affective factors in language learning act as a barrier that filtrates the amount of input in learners' brain. Some students have very weak performance on the second language acquisition because they have little or no motivation. Ignoring the relationship between teachers' affective factors and students learning will have negative influence on the teaching and learning process. In order to conduct the study, the quantitative research method was used. In this study, 160 pre-intermediate female EFL students were selected randomly as the sample size from four English language institutes in Rafsanjan. The students were asked to answer two questionnaires (teachers' affective factors questionnaire and students' motivation questionnaire).The results revealed that the students' instrumental motivation was more than their integrative motivation and the teachers' integrative motivation was the most important factor in predicating the students' motivation. Additionally, there was no relationship between students' age range and their motivation for learning English.

Keywords: Affective Factors, Motivation, EFL (English as a foreign language) Learners

1. Introduction

In foreign language learning, there are different factors that influence the learning process. Among these factors, teachers' personal factors (age, level, gender, etc), social factors (culture, religion, etc) and affective factors (motivation, self- confidence, attitude, anxiety, etc) cannot be denied. Due to its enormous importance, the affective side of the teachers is one of the most important factors in language learning success or failure.

Mahu (2012) stated that "English language has been the common language of the world for decades. It is now impossible to find a country where learning English has not become a norm" (p.374). Reddy (2012) claimed that English is a global language in today's world because it is the only language that is spoken by so many in the world. In addition, Boonkit (2010) claimed that English is the most commonly accepted language used when people from different countries get together for conferences and debates.

Marzban and Sadighi (2013) stated for language learners motivation is a vital factor since the more motivated learners are better than the demotivated learners in performance and outcome. Moreover, learners that have motivation for their English communicative ability all the time, are more interested in the language learning. Dornyei (1998) stated motivation "provides the primary impetus to initiate learning the second language and later the driving force to sustain the long and often tedious learning process"(p.117). Motivation is an internal force that pushes somebody to achieve something(Harmer, 2009). Skehan (1989) defined motivation as an internal force that gives more energy and also shows the way to the behavior. Dabbagh Ghazvini and Khajepour (2011) believed that motivation is broadly accepted by both teachers and researchers as one of the significant factors that influence the rate and success of second/foreign language learning.

In addition, Alkaboody (2013) claimed motivating the learners is considered as a complex process. Building motivation in students by teachers is very important. Pahlavannejad and NejatiyanBostani (2013) believed focusing on learning alone is not enough and teachers should find ways to increase the students' motivation. Ramage (1990) suggested that teachers should try to increase the learners' motivation to keep the students interested in their learning process. Littlewood considered the role of language teacher as the "facilitator of learning" (as cited in Choudury, 2011, p.34).

Rashidi, Yamini, and Shafiei (2011) claimed that affective factors are those that are related to emotional reaction and motivation which directly influence on the learning. Dornyei (2001) and Hurd (2008) considered the affect as the emotions, feelings, and attitudes that everybody brings to the learning situation and the role these play in motivation. Marzban and Sadighi (2013) stated that "Affective variables are the only important factors involved in foreign/second language learning" (p.155). Research into motivation in second language acquisition in recent years has focused on the factors which affect second language learners' motivation (Csizer & Dornyei, 2005; & Dornyei & Otto, 1998). Du (2009) claimed some students have very weak performance on the second language acquisition because they have little or no motivation. Du (2009) believed that "The ignorance of the relationship between the students' affective factors and their learning will have negative influence on the teaching and

learning process" (p.164).

Teachers' affective factors and students' motivation are considered as important factors in EFL learning process and can affect each other directly or indirectly. The present study tries to answer the following question:

What is the relationship between teachers' affective factors and EFL learners' motivation?

2. Significance of the Study

This study is significant because of highlighting the teacher's role in the classroom to increase the students' motivation. Dornyei believed that teachers' behavior is a powerful "motivational tool" (as cited in Pahlavannejad & NejatiyanBostani, 2013, p.6). This study considers the role of language teachers as the facilitator of the learning, and considers EFL teachers as a facilitator that helps to increase the students' trust, interest, motivation, and learning achievement. In this study, teachers' affective factors are considered as one of the most significant factors in second language acquisition and English teaching which can directly or indirectly affect the learning process and change the students' motivation. When students are motivated to learn, they try harder to understand the material and thereby learn more deeply, resulting in a better ability to transfer what they have learned to new situations.

3. Theoretical Framework of the Study

The basic theoretical assumption behind the impact of affective factors on second language learning comes from the idea of Krashens' affective filter hypothesis and Carl Rogers' humanistic approach. Du (2009) believed Krashens' affective filter hypothesis has a significant effect on second language acquisition. This study follows the Krashens' affective filter hypothesis, as well as Rogers' humanistic approach.

3.1 Krashens' Affective Filter Hypothesis

Mclaughlin (1987) stated that "According to the affective filter hypothesis, comprehensible input may not be utilized by second language acquirers if there is a mental block that prevents them from fully profiting from it" (p.51). Krashen (1982) stated the affective filter is like a barrier to acquisition. When the filter is down the input obtains the language acquisition device and becomes acquired competence. On the other hand, when the filter is up, the input is blocked and does not reach the language acquisition device. When the affective filter is up, the learner can comprehend what is seen and read, but the input will not go toward the language acquisition device. This happens when the learner is not motivated, doesn't have enough self-confidence, and is faced with failure. The filter is down when the learner is not anxious and is interested in becoming a part of a group that speak the target language.

3.2 Rogers' Humanistic Approach

Richards and Rodgers (2014) believed that "Humanistic techniques engage the whole person, including the emotions and feelings (the affective realm) as well as linguistic knowledge and behavioral skills" (p.304). Rogers (1977) stated fully functioning persons live with all of their feelings and reactions and they can reach their full potential. Human beings are considered as

whole person in humanistic approach: body (physical aspect), mind and brain (mental aspect), and emotions and feelings (affective aspect).

This study is trying to investigate the relationship between teacher's affective factors and student's motivation in speaking classes, so it is following the Krashen's affective filter hypothesis and Roger's humanistic approach.

4. Review of Literature

Brown (2014) believed that "Affect refers to emotion or feeling. The affective domain is the emotional side of human behavior, and it may with some caution, be contrasted to the cognitive side" (p.142). Gass and Selinker (2008) stated that "In other words, it refers to feelings or motions that individuals have about something" (p.398). Krashen (1988) mentioned that affective factors function as a filter that reduces the amount of language input that the learner is able to understand. Ni (2012) believed that affective factors specify the proportion of language learners' input and intake.

4.1 Motivation

Henter (2014) believed that motivation is one of the affective variables that can affect language learning. Dornyei (1994a) defined it as the main determinant in learning a foreign language. Dörnye and Otto (1998) defined motivation as "the dynamically changing cumulative arousal in a person that initiates, directs, coordinates, amplifies, terminates, and evaluates the cognitive and motor processes whereby initial wishes and desires are selected, prioritized, and (successfully or unsuccessfully) acted out" (p.65).Gardner (1985) defined motivation to learn a second language as the entity that human beings work or make a great effort to learn the language because of a strong wish to do so and the satisfaction experienced in this activity.

4.1.1 Integrative and Instrumental Motivation

According to Gardner and Lambert (1972), there are two types of motivation: integrative and instrumental. The integrative motivation means learning the language with the idea of taking part in the culture of its people. And instrumental motivation means a learner learns the language in support of an aim relating to job or further effective motive. Lai (2011) claimed these two types of motivation can influence and manage the procedure and outcome of learning. Cook (2000) claimed the integrative and instrumental motivation that are introduced by Gardner and Lambert (1972) are useful and effective factors for second language learning.

Gardner (1985) and Ellis (1994) also introduced the mentioned types of motivation; the integrative motivation happens when the student likes to be a member of a special group and the culture. The instrumental motivation occurs when the learner expects many advantages that he/she suggests to have while learning some special languages.Gardner and Krashen mentioned that there are two motivations, integrative and instrumental ones. By the integrative motivation, the second language learners are interested in the target language to participate in the social life. But by the instrumental motivation second language learners want to pass some examination, go to foreign countries to study or travel (as cited in Du, 2009).

4.1.2 Intrinsic and Extrinsic Motivation

Ryan and Deci (2000) claimed that the most important distinction is between intrinsic and extrinsic motivation. Intrinsic motivation is the eagerness and strong feeling to do and participate in some special activities because they are attractive and enjoyable. As Deci, Koestner, and Ryan (1999) observed, "intrinsic motivation energizes and sustains activities through the spontaneous satisfactions inherent in effective volitional action. It is manifested in behaviors such as play, exploration, and challenge seeking that people often do for external rewards" (p.658).

Pintric and Schunk (1996) stated that intrinsic motivation is a kind of motivation that people do a special activity because of the activity itself. Because they think it is interesting and pleasant. People who are extrinsically motivated participate in an activity as they think about the accomplishment of that activity because enviable outcomes like a reward, teacher admiration or prevention of punishment. Deci (1975) defined intrinsic motivation as expending effort "for which there is no apparent reward except the activity itself and not because it leads to an extrinsic reward" (p.23). Brown (2014) stated that "Intrinsically motivated behaviors are driven by internally rewarding consequences, namely, feelings of competence and self-determination" (p.160). Brown (2014) defined extrinsic motivation as the anticipation of reward from outside and beyond the self. Types of extrinsic rewards are money, prizes, grades and some types of positive feedback.

Dornyei (2001) believed that extrinsic motivation is related to doing an action in order to receive an extrinsic reward or to avoid punishment, whereas intrinsic motivation is about an action that is done for its own sake to experience satisfaction. Maslow (1970) claimed that intrinsic motivation is better than extrinsic one.

4.2 Studies Done on Students' Motivation in Foreign Language Classrooms

Afrough, Rahimi and Zarafshan (2014) investigated Iranian high school teachers' and students' ideas about demotivating factors with regard to practicing the speaking skill. The factors which emerged were negative attitude toward learning L2, teacher's inadequate competence and performance, lack of technological facilities in the classroom, lack of adequate teaching materials, unfavorable classroom environment, and insufficient opportunities for speaking practice.

Lai (2013) investigated Taiwanese university students' English learning motivation from the perspective of various important L2 motivation concepts. The results showed that the majority of the participants studied English for travel, instrumental and integrative motivation, as well as intrinsic motivation, but not for external pressure. Jafari (2013) showed how motivated students are more successful than unmotivated ones. Results showed that language learning is facilitated when learners are highly motivated. Therefore, language teachers are highly recommended to motivate their learners in order to increase their chance of learning a language.

In another study, Tuan (2012) studied EFL learners' motivation and focused on motivation of EFL learners in order to investigate whether motivation has any impact on students' English

learning or not. The researcher used a questionnaire survey in order to collect the data. Both students and teachers were involved in this survey. The result showed that the students had positive motivation toward learning of foreign language and also teachers should find necessity of motivation in developing students' English performance.

4.3 Studies Done on the Impact of Teacher on learners' Motivation in Foreign Language Classrooms

Research on motivation in second language acquisition (SLA) in recent years has focused on the factors which affect second language (L2) learners' motivation (Csizer & Dörnyei, 2005; Dörnyei & Clement, 2001; Dörnyei & Otto, 1998; & Oxford & Shearin, 1994). Dörnyei (1994) and Tanaka (2005) stated that the researchers concluded that teachers are one of the most determinant factors of L2 learners' motivation. Kikuchi (2009), Sakai and Kikuchi (2009), and Tanaka (2005) investigated how teachers positively affect learners' motivation. These studies proposed that L2 teachers play one of the most influential roles to help students engage and persist in the long process of second language acquisition. The role that teachers play in L2 classes are initiator, facilitator, motivator, ideal model of the target language speaker, mentor, consultant, and mental supporter. These roles are assumed to influence each learner's motivation.

Ramage (1990) suggested that teachers should attempt to enhance learners' motivation so that learners positively and actively engage in their learning until they reach their common target in L2 learning. However, the impact of teaching strategies on motivating students should rely on students perceptions of the strategies.

Pahlavanpoorfard and Soori (2014) investigated the attitudes of Iranian EFL students towards teachers' motivation and classroom strategy in English classroom. The subjects of the study included a sample of 235 students in their classes. The findings of this study revealed that teachers' motivation and classroom strategy used by teachers have effects on the students' motivation.

5. Methodology

5.1 Participants

The population of this study was 300 pre-intermediate (based on the institutes' placement test) female EFL students (10 to 25 years old) in four English language institutes located in Rafsanjan. In accordance with Morgan and Krejcie table (1970), 160 pre-intermediate female EFL students were selected randomly as the sample size from four English language institutes in Rafsanjan. Among all 160 students who took part in this study, 79(49.4%) of the students' age range was 10-15 years old, 70(43.8%) students were 15-20 years old. In addition, 11(6.8%) of the students were 20-25 years old.

5.2 Instruments

Two questionnaires were administered to the students, and they were used for collecting data on the relationship between teachers' affective factors and students' motivation in EFL classes. The questionnaires included Likert-scale type closed-format questions. The teachers'

affective factors questionnaire was designed with some modifications based on the questionnaires of Horwitz et al. (1986); Chen (2010); Lui et al. (2005); and Sage (2011). The students' motivation questionnaire was designed with some modifications based on the questionnaire of Gardner (2004).

Teachers' affective factors and students' motivation questionnaires had three types of questions that Dornyei (2007) mentioned: factual, behavioral, and attitudinal questions. Factual questions concern the respondents' background information, for example, gender, age, socioeconomic status, and level of education. Behavioral questions focus on lifestyles, habits, and personal history. Finally, attitudinal questions are used to find out what people think and the covert beliefs, attitudes, values, and interests.

Teachers' affective factors questionnaire consisted of twenty four closed-ended questions and students' motivation questionnaire consisted of twelve closed-ended questions. The five-point Likert-scale was used for all responses with related labels (a. strongly agree, b. agree, c. neutral, d. disagree, and e. strongly disagree) to gather the data. The reason for using this method was that the study in a simple way could retrieve the opinions of several students on the questions of the study (Johansson & Svedner, 2006). Additionally, to make it easier for the students, the researcher translated both questionnaires to Farsi that there might be no misunderstandings due to the lack of English knowledge.

In Teachers' affective factors questionnaire, the questions were divided into eight parts(the attitude of teachers towards English culture, the attitude of teachers towards English language, the attitude of teachers towards English people, self-confidence, teachers' lack of anxiety(class management), teachers' lack of anxiety (topic management), teachers' integrative motivation, and teachers' instrumental motivations were investigated. In students' motivation questionnaire, the integrative and instrumental motivations were investigated.

In order to increase the reliability and validity of the questionnaires, a pilot study was conducted on a sample group of 50 students with the same characteristics of the study sample. Next, fifteen university professors as experts of teaching English filed were asked to check the questionnaires in order to avoid any ambiguous questions. So this pilot study helped the researcher in making the necessary changes.

At first, the reliability of the first questionnaire(teachers' affective factors questionnaire) and the second questionnaire (students' motivation questionnaire) were (0.79) and (0.81) respectively, but after piloting the questionnaire, the reliability of the first questionnaire increased to (0.84), and the reliability of the second questionnaires increased to (0.87). They were obtained through Cronbach's Alpha. They showed the internal consistency of the questionnaires.

To ensure the validity of both questionnaires (teachers' affective factors questionnaire and students' motivation questionnaire), a sample of fifteen university professors as experts of teaching English filed were asked to leave their comments on the redundant items to mark unclear parts in both questionnaires. Then, the answers were analyzed based on the Content Validity Ratio Formula (CVR).In accordance with Lawsche (1975), questions whose CVR

was more than 0.49were chosen as the main items.

At first, the validity of teachers' affective factors questionnaire and students' motivation questionnaire were (0.81) and (0.83) respectively, but after validating the questionnaires, the validity of teachers' affective factors questionnaire increased to (0.90), and the validity of students' motivation questionnaire increased to (0.91). They were obtained according to the professors' feedback and numerical value of sigma.

5.3 Data Collection and Data Analysis Procedure

This study was conducted in four English language institutes located in Rafsanjan. The questionnaires were given to the students with the permission of the institute administer. The data for this study was collected by asking the participants (students) to fill in the questionnaires. The data was analyzed using Descriptive Statistics, Inferential Statistics, the Statistical Package for the Social Science (SPSS 16), and Excel 2010. In descriptive statistics, Frequency tables, Bars, and Histogram charts were used to describe the variables. In inferential statistics, Pearson Correlation, Linear Regression, and One-Way Anova were used to analyze the questions of the study.

6. Results and Discussion

To investigate the EFL learners' attitude toward the most important factor in predicating the students' integrative motivation, the Linear Regression was used. The quantitative data yielded invaluable findings regarding the EFL learners' attitude towards the most affective factor to increase the students' integrative motivation. Regarding the P-Value that is lower than 0.01 (P-Value=0.0005), it can be said that teachers' instrumental motivation is the most affective factor to increase the students' integrative motivation.

Table 1. Anova in Predicating the Students' Integrative Motivation from Teachers' Affective Factors

Model	Sum of Squares	Df	Mean Square	F	P-Value
Regression	9.98	8	1.25		
Residual	36.65	151	0.24	5.14	0.0005
Total	46.63	159			

Table 2. Coefficients of Regression in Predicating the Students' Integrative Motivation from Teachers' Affective Factors

Predictor Variables	Unstandardized Coefficients		Standardized Coefficients	T	P-Value	Adjusted R Square
	B	Std. Error	Beta			
Constant	2.92	0.33	-	8.76	0.0005	0.17
Self-Confidence of Teacher	0.08	0.09	0.08	0.88	0.4	
Attitude of Teacher toward English Culture	0.09	0.07	0.12	1.20	0.2	
Attitude of Teacher toward English language	-0.11	0.07	-0.14	-1.54	0.1	
Attitude of Teacher toward English People	0.02	0.07	0.03	0.29	0.8	
Lack of Anxiety of Teacher (Class Management)	-0.07	0.06	-0.10	-1.18	0.2	
Lack of Anxiety of Teacher (Topic Management)	0.05	0.06	0.07	0.91	0.4	
Integrative Motivation of Teacher	0.06	0.07	0.08	0.83	0.4	
Instrumental Motivation of Teacher	0.28	0.07	0.36	4.20	0.0005	

To investigate the EFL learners' attitude toward the most important factor in predicating the students' instrumental motivation, the Multiple Linear Regression was used. The quantitative data yielded invaluable findings regarding the EFL learners' attitude towards the most affective factor to increase the students' instrumental motivation. Regarding the P-Value of teachers' integrative motivation and teachers' instrumental motivation that are lower than 0.01, it can be said that teachers' integrative motivation (p-value<0.01) and teachers' instrumental motivation (p-value<0.01) are the most affective factors to increase the students' instrumental motivation. Comparing the teachers' instrumental motivation and teachers' integrative motivation, instrumental motivation was the most affective factor to increase the students' instrumental motivation.

Table 3. Anova in Predicating the Students' Instrumental Motivation from Teachers' Affective Factors

Model	Sum of Squares	Df	Mean Square	F	P-Value
Regression	10.54	8	1.32		
Residual	34.54	151	0.23	5.76	0.0005
Total	45.08	159			

Table 4. Coefficients of Regression in Predicating the Students' Instrumental Motivation from Different Teachers' Affective Factor

Predictor Variables	Unstandardized Coefficients		Standardized Coefficients	T	P-Value	Adjusted R Square
	B	Std. Error	Beta			
Constant	3.02	0.32	-	9.34	0.0005	
Self-Confidence of Teacher	-0.03	0.08	-0.03	-0.31	0.8	
Attitude of Teacher toward English Culture	0.09	0.07	0.13	1.30	0.2	
Attitude of Teacher toward English language	-0.11	0.07	-0.15	-1.65	0.1	
Attitude of Teacher toward English People	-0.01	0.07	-0.02	0.21	0.8	0.19
Lack of Anxiety of Teacher to the Class Management	-0.07	0.06	-0.11	-1.34	0.2	
Lack of Anxiety of Teacher to the topic Management	0.10	0.06	0.14	1.74	0.08	
Integrative Motivation of Teacher	0.19	0.07	0.27	2.84	0.005	
Instrumental Motivation of Teacher	0.22	0.07	0.29	3.38	0.001	

To investigate Students' Different Age Categories and Students' Motivation for Learning English in SEFL Classrooms, the Test of Homogeneity of Variances was used. It was 0.87. Regarding the P-Value that is more than 0.05(P-Value=0.4), it can be said with more than 95% confidence, that there is no relationship between students' age range and their motivation for learning English.

Table 5. Anova in Predicating the Relationship between Students' Age Range and Their Motivation for Learning English

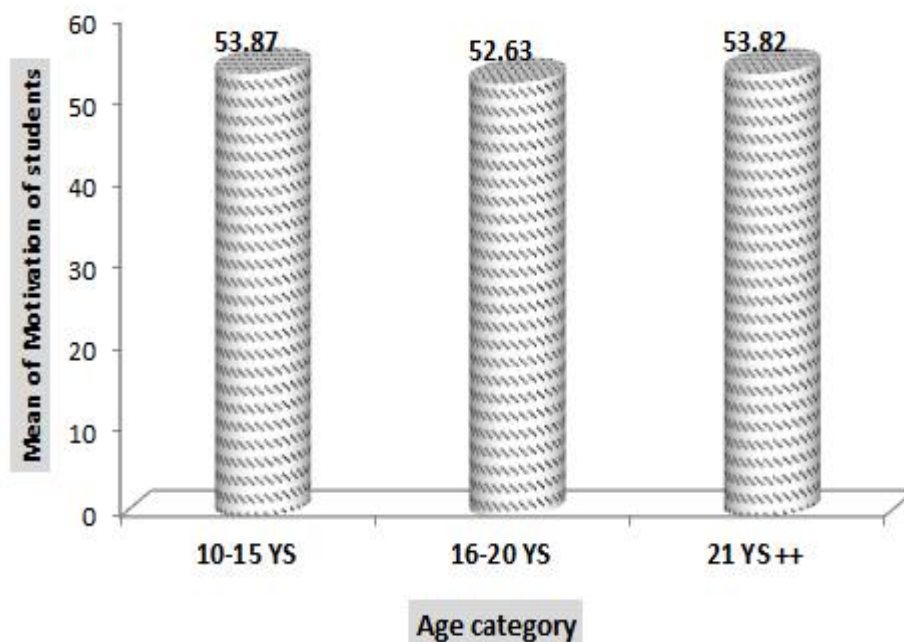| Model	Sum of Squares	df	Mean Square	F	P-Value
Between Groups	60.39	2	30.19		
Within Groups	5454.71	157	34.74	0.87	0.4
Total	5515.10	159			

Figure 1. The Mean Score of Students' Different Age Categories and Students' Motivation for Learning English in Speaking Classrooms

To investigate the EFL learners' motivation, the mean was used. The mean score of students' integrative motivation and instrumental motivation were 4.44 and 4.45, respectively, and the

standard deviations of these variables were 0.54 and 0.53respectively. Thus, the students mostly agreed (M=4.45) with instrumental motivation and moderately agreed (M=44) with integrative motivation.

Table 6. Descriptive Statistics of the Students' Integrative Motivation and Instrumental Motivation for Learning English in EFL Speaking Classrooms

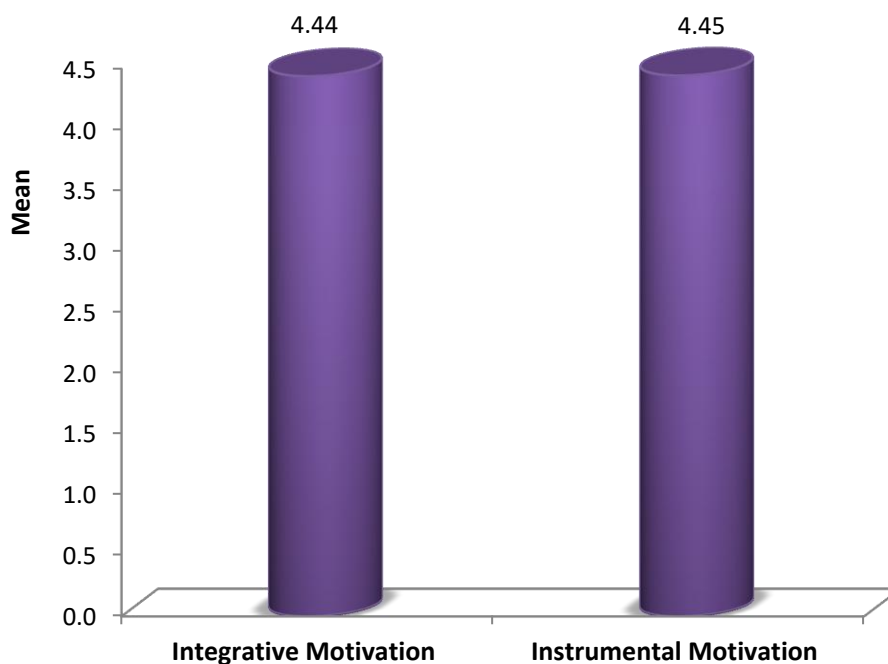| Variable	N	Minimum	Maximum	Mean	Std. Deviation	Skewness	Kurtosis
Integrative Motivationof student	160	2.83	5.00	4.44	0.54	-0.88	-0.09
Instrumental Motivationof student	160	2.83	5.00	4.45	0.53	-1.06	0.51
Motivationof student	160	3.00	5.00	4.44	0.49	-0.95	0.26

Figure 2. The mean Scores of Students' Integrative Motivation and Instrumental Motivation for Learning English in EFL Speaking Classrooms

7. Conclusion

The evidence from this study demonstrated that teachers' instrumental motivation is the most important factor in predicating the students' integrative motivation and teachers' instrumental motivation is the most important factor in predicating the students' instrumental motivation. The students did not have the same attitude towards the teachers' affective factors in English

classrooms. Hence, the EFL learners mostly agreed with the view that teachers' integrative motivation affects the students' motivation and they did not agree with the view that teachers' lack of anxiety (topic management) would affect the students' motivation in EFL classes. The results also revealed that there is no relationship between students' age range and their motivation for learning English.

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