Impacts of Affective Factors in SLA among Tertiary Level Students

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Impacts of affective factors in SLA among tertiary level students

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Dedication

I would like to dedicate my thesis to my beloved brother and mother —

Md. Mahfuzur Rahman *and* ***Hosne Ara Begum****,*

whose love, affection, encouragement and blessings of days and nights

have always been a source of inspiration for me.

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Finally, the researcher is also thankful to the participants who helped the researcher in her thesis. Besides, the researcher appreciates her classmates and well-wishers for their co-operation and support.

Declaration

I hereby, declare that this dissertation is the preparation of my original research work. The contributions of other sources and information have been acknowledged wherever they have been used. I, hereby, declare that I have not submitted this material, either in a whole or part, previously or concurrently in this or any other institution.

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Abstract

Nowadays teachers are concerned about second language learning. Affective factors are very important in a SLA classroom. While taking SLA classes is very important to keep in mind about students' psychological and emotional issues for getting an effective output from the students. Lou (2016) mentioned that success of second language acquisition depends on the learner's emotional factors (p.139). Affective factors consist of emotion, feeling, mood, manner, and attitude and so on.

This study attempts to find out the impacts of affective factors in SLA among tertiary Level students in Bangladesh. It also focuses what are the affective factor, how to overcome with it. From a reputed University of Dhaka, Bangladesh, 47 students participated in the process of collecting data. The researcher followed a mixed of quantitative questionnaire to do the survey. Moreover, the researcher used Stephen Krashen's (1982) *affective filter hypothesis* for analyzing the findings from the data.

Impacts of Affective Factors in SLA among Tertiary Level Students

Krashen (1982) states the relationship between affective factors and second language acquisition process. For effective teaching and learning, EFL teachers are concerned about their students. For getting the best result in teaching it is very important for the teachers to understand the students' emotion, personality, difficulties, barriers, background, culture etc. as these have impact on their learning. According to Krashen (1982), these are known as affective factors in SLA because they affect the learners' second language acquisition process. Ni (2012) stated that SLA and English Teaching have the most important factors which are known as Affective factors. These factors consist of 'emotion, feeling, mood, manner, and attitude' and so on. The input and output of SLA mainly depend on 'motivation, self-confidence and anxiety' (p. 1508). These factors are recognized by scholars, researchers, and teachers as one of the major variables that determine the level and success of foreign/second language learning. Affective factors differ from learner to learner. Affective factors depend not only on the students but also on the learning environment, surrounding, culture, society, economy, motivation, etc. Krashen (1982) stated that affective factors refer to personal- emotional- social behaviors of teachers and learners and the learning environment generated by their communications (as cited in Ripple, 1964, p. 477). Affective factors can act as preventer in learners' SLA. Having high affective factors hampers the progress of SLA. Second language learning situations seem to be frightening for the learners who go through a high level of anxiety. As a result, their performances become poor in the class. The environment of the classroom should be organized in such a way by the teachers which can help to lower the affective factors of learners in their classroom. Lou (2016) mentioned that success of second language acquisition depends on the learner's emotional factors (p.139).

So, these factors cannot be overlooked while teaching second language. It is very important for both the teachers and the learners to be conscious about these affective factors in SLA.

1.1 Problem Statement:

In the universities of Bangladesh, students come with different background. Some are from English medium background, some are from Bangla medium, some are also come from Madrasa. As a result their learning processes are different which affects in their learning at their university level because it is not possible by the teachers to follow all the processes in the large classes. Most of the time in Bangladesh, teachers follow the traditional teaching like Grammar Translation Method (GTM) which does to help to communicate. For learning a language it is very important to communicate. Classroom environment is affecting the learners' SLA. This research tried to see the prominent affective factors in SLA among tertiary level students. It also provides the possible solutions to overcome these problems are given.

1.2 Purpose of the Study:

The purpose of the researcher was to find out what are the affective factors, how it works, and its impact on SLA in Bangladesh. This research paper also attempted to find out the possible solutions for using affective factors as facilitator in SLA. Thus, this study would show what the affective factors were and how they had impact on SLA among Bangladeshi tertiary level students.

1.3 Central Research Questions:

This study attempts to find out answers to these questions:

1)   What are the prominent factors that create difficulties in Second Language Acquisition among tertiary level students?

2)   What are the approaches taken by the instructor to motivate the students?

3)   What can be the possible solutions to overcome the affective factors?

1.4 Significance of the Study:

This research study will identify the reasons and processes of the impacts of affective factor among Bangladeshi tertiary level learners' SLA. Firstly, it will find out what are the affective factors. Then it will find out how they are impacting on SLA in Bangladesh. This study also attempts to enlighten the reasons of why the affective factors impacting the SLA in Bangladesh. The study will look forward for finding out the solutions to overcome the affective factors and also how to motivate the learners to concentrate and progress in their SLA. These will contribute to the further studies.

1.5 Delimitations:

Only one university was chosen for collecting data. However, the researcher surveyed on different classes and collected the depth information from there.

1.6 Limitations:

The limitations of this study are:

a) The number of universities could not be increased; however, multiple universities could have given more radical and strong findings.

b) The researcher has done the research on some students. If the researcher could do the study on more students, it would be easy to figure out the impacts more clearly. However, the researcher tried her best to get the best outcome from that data.

c) This study focused solely on a university located in Dhaka city. Thus it would have been better if it could have covered several universities all over Bangladesh.

d) All the participants were from Bangla medium background as there was no one having background of English medium or Madrasa. As a result, the findings were only based on the perspective of Bangla medium students.

1.7 Operational Definitions:

Definitions of some core concepts used in this research are:

❖ *SLA:* According to Guasti (2002), Second Language Acquisition (also known as second language learning or sequential language acquisition) refers to the process by which a person learns a "foreign" language--that is, a language other than his or her mother tongue (p. 180)

❖ *Affective Filter:* Krashen's hypothesis explains the impact of affective factors on second language acquisition in his Affective Filter Hypothesis (as cited in Ni, 2012, p. 1509).

❖ *Affective Factors:* Krashen has mentioned that there are mainly four factors that can influence the SLA which are responsible for the individual variation (as cited in Du, 2009, p. 162).

❖ *Motivation:* Brown H. (2001) defined it as a level to which people can make choices of their goals to follow and also their devotion to that expedition (p.34).

Chapter 2: Literature Review

Literature review clarifies the "context" for a study along with the "results", "strengths" and "weaknesses of previous studies" of a research (Mackey and Gass, 2010, p.310). Literature review gives the knowledge and information about the specific terms which are required for the research. It helps to give the idea about previous researches regarding those terms. In this chapter, the researcher will give an overview of the concept of SLA, second language acquisition theory and its five components, affective factors in SLA and the impacts of affective factors, etc.

2.1 What is SLA? :

SLA is the short form of Second Language Acquisition. Second language is defined as learning a language, which is different from one's native language. Second Language acquisition is a long process, which includes several stages (Singhal, 2012)

Singhal (2012) explains that language is the method of expressing ideas and emotions in the form of signs and symbols. These signs and symbols are used to encode and decode the information. There are many languages spoken in the world. The first language learned by a baby is his or her mother tongue. It is the language, which he or she listens to from his or her birth. Any other language learned or acquired is known as the second language.

According to Krashen(1982), language acquisition is contrasted with language learning and he emphasizes that acquisition represents unconscious learning which takes place when attention is focused on meaning rather than language form (as cited in Lightbown and Spada p. 177).

Krashen (1982) stated that language acquisition is very similar to the process children use in acquiring first and second languages. It requires meaningful interaction in the target language,

natural communication, in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding.

Though most scholars use the terms "language learning" and "language acquisition" interchangeably, actually these terms differ. Language learning refers to the formal learning of a language in the classroom. On the other hand, language acquisition means acquiring the language with little or no formal training or learning. If one's go to a foreign land where people speak in a different language from one's native language, one needs to acquire that foreign language. It can be done with little formal learning of the language through your everyday interaction with the native peoples in the market place, work place, parks or anywhere else. This is true for learning spoken language.

However, Brown (1941) suggested that "adults should acquire a Second Language just as children do; they should be given the opportunity to pick up a language and should not be forced to study grammar in the classroom" (p 79).

Guasti (2002) mentioned that SLA refers to the process by which a person learns a "foreign" language--that is, a language other than his or her mother tongue.

Ellis (1997) defined second language (L2) acquisition as "the way in which people learn a language other than their mother tongue, inside or outside of a classroom" (p. 3).

Wold (2006) also mentioned that learning English as a second language poses specific challenges for students whose first language bears little similarity to English in sound, appearance, and phonological/orthographic structure, and these learners might be at a disadvantage in their study of ESL (p.16).Since second language learning skills are closely related to the skills used in learning the first language, learners whose first language learning

skills do not match those which would be useful in ESL learning can be expected to experience relative difficulty in learning English.

2.2 Five Components of Second Language Acquisition Theory:

Krashen (1982) mentioned about five hypothesizes in his theory (p.9). Each of the components relates to a different aspect of the language learning process. The five components are as follows.

2.3 The Acquisition Learning Hypothesis:

Schutz (2005) in his article *Stephen Krashen's Theory of Second Language Acquisition* mentions that according to Krashen the "acquired system" or "acquisition" is the product of a subconscious process very similar to the process children undergo when they acquire their first language. It requires meaningful interaction in the target language - natural communication - in which speakers are concentrated not in the form of their utterances, but in the communicative act (p.01).

2.4 The Monitor Hypothesis:

Krashen (1982) stated that the Monitor hypothesis explains the relationship between acquisition and learning and defines the influence of the latter on the former. The monitoring function is the practical result of the learned grammar. (Schutz, 2005, p.01)

2.5 The Natural Order Hypothesis:

Moreover, Schutz (2005) again described that shortly after Brown's results were published, Dulay and Burt (1974, 1975) reported that children acquiring English as a second language also show a "natural order" for grammatical morphemes, regardless of their first language. The child second language order of acquisition was different from the first language order, but different groups of second language acquirers showed striking similarities (p.01).

2.6 The Input Hypothesis:

According to the input hypothesis, second language learners require comprehensible input, represented by $i+1$, to move from the current level of acquisition, represented by i, to the next level of acquisition. (Johnson, 2018, n.p.)

2.7 The Affective Filter Hypothesis:

Krashens' (1982) fifth hypothesis, the affective filter hypothesis, accounts for the influence of affective factors on second language acquisition. Krashen's theory among which the affective filter hypothesis is the fifth hypothesis, explain the impact of affective factors on second language acquisition (as cited in Ni, 2012, p. 1508).

2.8 What is "The Affective Filter Hypothesis"?

Affective filter hypothesis is first proposed by Dulay and Burt (1977), and is incorporated by Krashen as one of his fifth input Hypotheses in 1985. (Du, 2009, p.162).Affective variables such as fear, nervousness, boredom, and resistance to change can affect the acquisition of a second language by preventing information about the second language from reaching the language areas of the mind (Johnson, 2018, n.p.). Krashen (1982) added that motivation, attitude, anxiety, and self-confidence etc. are affecting factors (p. 01).

One obstacle that manifests itself during language acquisition is the affective filter; that is a 'screen' that is influenced by emotional variables that can prevent learning.

According to Krashen (1982), the affective filter can be prompted by many different variables including anxiety, self-confidence, motivation and stress. If the "affective filter" is lowered by creating a learning environment in which students are more motivated and suffer from less anxiety and high self-esteem, the possibility of success in achieving SLA is greatly improved. Krashen's affective filter hypothesis (1985) suggests that language learners might be distracted by emotional factors in language learning process. Sometimes it can happen that the students are unable to learn because of teacher's unfriendly manner and classmates' negative attitude.

Furthermore, Krashen (1982) also points out that in Second Language Acquisition (SLA), much key factors of learners' success in language learning should be associated to the student's emotional condition. A language learners' passion of participating the class and confidence from teachers' encouragements can decide the accomplishment of their SLA.

2.9 Affective factors in SLA and the impacts of affective factors:

Krashen has mentioned that there are mainly four factors that can influence the SLA which are responsible for the individual variation (as cited in Du, 2009, p. 162). The factors and how they are affecting are given below:

2.9.1 Motivation: "Motivation represents one of the most appealing, yet complex variables used to explain individual differences in language learning" (MacIntyre et al. 2001, p.

462). As emphasized by Dornyei (2001), "teacher skills in motivating learners should be seen as central to teaching effectiveness" (p. 116). Motivated learners are enthusiastic, eager to work hard, concentrate on the tasks given, do not require constant encouragement, willingly confront challenges, and could even motivate others, facilitating collaborative learning. The early attempt to understand the impact of motivation on English language learning stems from the field of social psychology (Gu, 2009).

Brown (1980) stated that, motivation is an inner drive impulse, emotion or desire that moves one to a particular action; motivation is a task-oriented. Learning a foreign language clearly requires motivations. Brown H. (2001) defined it as a level to which people can make choices of their goals to follow and also their devotion to that expedition (p.34).

According to Daihani (2016), instrumental motivation refers to motivation that requires learning a language as a means for attaining instrumental goals, furthering a career, reading technical materials, translation and so forth. Integrative motivation is found in students who admire and want to identify with the people whose language they are studying. It is employed when a learner wishes to integrate himself within the culture of the second Language group, to identify him with and become a part of that society.

2.9.2 Attitude: Collins Cobuild Student's Dictionary explains that: "Your attitude to something is the way you think and feel about it" (Du, 2009, p. 162). As cited in "The Affective Filter in Second Language Teaching" psychological theories on attitudes refer to an evaluative, emotional reaction comprising three components: affect, cognition, and behavior. How attitude influences the SLA are shown as follows:

❖ The acquirers with positive attitude tend to learn L2 easily and with rapid progress; while those with negative attitude make slowly progress.

❖ Attitude decides the commitment. Those who give up halfway are probably passive with lower commitment whose achievements are lower than those positive and persistent learners.

❖ Attitude influences the class participation. The students with positive learning attitude perform actively and can have high grade.

2.9.3 Anxiety: Anxiety on the part of the learner can create a notable barrier to L2 acquisition. Krashen, (1985, as cited in von Worde, 1998), one of the most recognized experts on SLA, held that "anxiety inhibits the learner's ability to process incoming language and short circuits the process of acquisition" (p. 31). According to MacIntyre and Gardner (1991, as cited in von Worde), language anxiety can interfere with the acquisition, retention, and production of the new language while Crookall and Oxford (1991, as cited in von Worde) suggested that language anxiety may cause problems with self-esteem, self-confidence and risk-taking ability and "ultimately hampers proficiency in the second language" (p. 33). At least some of this language anxiety may be generated by instructors and teaching methods (Young, 1991, as cited in von Worde), which suggests that the teaching-style/learning-expectation mismatch mentioned above can create more than just a contradiction of preferences in classroom methods (Wold, 2006, p.12)

2.9.4 Self-confidence: According to Du (2009), L2 acquirers' personality factors relate a lot to the learning effect. Among the personality factors, self-confidence is the most important one. Those who have enough self-confidence and positive personal image succeed more (p. 163). Self-confident people dare to adventure, to communicate in foreign language and can gain more. While those who lack self-confidence will lose the chances to practice their target language, for they are afraid of losing face and making mistakes.

According to WOLD (2006) apart from these four factors there are some another factors which affects the second language acquisition. They are given below:

2.9.5 Interaction: Interaction is critical to the process of learning a second language. According to Ellis (1999, as cited in Moss & Ross-Feldman, 2003), interaction contributes to second language acquisition when individuals communicate, especially when they negotiate meaning in order to prevent communication breakdown (p.1). Moss and Ross-Feldman (2003) pointed out that research on interaction is conducted within the framework of the Interactive Hypothesis, in which it is stated that conversational interaction "facilitates acquisition because it connects input; internal learner capacities, particularly selective attention; and output in productive ways" (Long, 1996, as quoted in Moss & Ross-Feldman, p. 2).

2.9.6 Aptitude: The concept of language aptitude, a natural ability for learning an L2, includes, as credited to John Carroll by Ellis (1997):

1. Phonemic coding ability, i.e. the ability to identify the sounds of a foreign language so that they can be remembered later. This ability is also seen as related to the ability to handle sound-symbol relationships (for example, to identify the sound which "th" stands for).

2. Grammatical sensitivity, i.e. the ability to recognize the grammatical function of words in sentences (for example, the subject and object of a sentence).

3. Inductive language learning ability, i.e. the ability to identify patterns of correspondence and relations between form and meaning (for example, to recognize that in English "to" can denote direction and "at" location).

4. Rote learning ability, i.e. the ability to form and remember associations between stimuli. This is believed to be important in vocabulary learning. (p. 74)

If these abilities combine to represent an aptitude for successful learning, then the absence of these abilities might represent a basis for a language learning deficit. (Wold, 2006, p.11)

2.9.7 Hindrances and Barrier: According to Schwarz and Terrill (2000), other reasons for the lack of expected progress include,

1. Limited academic skills in the native language due to limited previous education;

2. The lack of effective study habits;

3. Interference of a learner's native language, particularly if the learner is used to a non-Roman alphabet;

4. Mismatch between the instructors teaching style and the learner's expectations of how the class will be conducted;

5. Stress or trauma this refugees or other immigrants have experienced, causing symptoms such as difficulty in concentration and memory dysfunction;

6. Socio cultural factors such as age, physical health, social identity;

7. External problems with work, health and family;

8. Sporadic classroom attendance, and

9. Lack of practice outside the classroom. (p. 3-4)

If any of these can cause a lack of progress, it becomes apparent that many of these problems can overlap and that a combination of them might spell certain failure.

2.9.8 Adult Disadvantage: Since it is known that adults tend to bring a fear of failure and embarrassment to the classroom and learning, it should come as no surprise that many adult ESL learners struggle with the fear of the social shame of speaking poorly or incorrectly (Peirce, 1995, as cited in Ellis, 1997) and might often, even in the classroom, avoid speaking and opportunities

for practice unless they are critically motivated to participate in the communicative activity

(Wold, 2006, p. 13)

2.9.9 Role of the First Language: According to Wold (2006), there are a wide variety of

challenges that face the second language learner, even in the best of learning situations. The most

basic of these is first language interference or negative transfer, the psycholinguistic tendency to

rely on familiar forms of expression when the intent is to develop a new form, that of the second

language (p.15). This was defined by Ellis (1997) as "the influence that the learner's L1 (first

language) exerts over the acquisition of an L2 (second language)" (p. 51).

2.9.10 Age: In naturalistic settings, learners who start as children achieve more native-

like accent than those who start as teenagers or adults. In formal contexts this does not

happen, perhaps because the amount of exposure needed for the age advantage of young

learners to emerge is not enough. (Factors affecting SLA success, Topic 4)

2.9. 11 Personality Factors: Under personality factor many other factors come like,

- ❖ Extroversion: Extroverts are sociable, risk-taking, lively and active;

- ❖ Introversion: Introverts are quiet and prefer non-social activities;

- ❖ Risk-taking: Willingness to take risks

- ❖ Empathy: Ability to put oneself in another's place

- ❖ Inhibition: Extent to which individuals build defenses to protect their egos

- ❖ Tolerance of ambiguity: Significant correlations: a language learner is confronted with

  many stimuli, many of which are ambiguous: persons with a low tolerance of ambiguity

  experience frustration and diminished performance. They make frequent appeals to

  authority. (Factors affecting SLA success, Topic 4)

Conclusion:

Different researchers gave different definitions of SLA, Krashen's hypothesis, affective hypothesis, affective factors. According to their researches the researcher found that the impact of affective factors are not same on everyone, it varies from learner to learner. Teachers should take learners' affective factors into full consideration. The results obtained from the study do provide convincing evidence that affective components have a considerable impact on the learners. The way in which learners interpret affective factor information is the key to develop positive and valuable concepts of self-efficacy about learning, which in turns leads to further effective learning

Chapter 3: Methodology

This chapter presents an overview of research methodology to find out the impacts of affective factors in second language acquisition in a Bangladeshi language learning classroom. It also includes research design, theoretical framework, sampling, setting, instrumentation, obstacles encountered by the researcher while doing the research.

3.1 Research design:

The research was done on 47 ESL students of university from 2 different classes mainly focusing on their listening and speaking skills. For evaluating the students the researcher made 10 questions with 5 options which shows that the data collection is under quantitative method. For this research, questionnaire has been used which is one of the famous, mostly world widely used method. According to Seliger and Shohamy (1989), questionnaires are in printed forms for data collection, which include questions or statements to which the subject is expected to respond, often anonymously (p. 173). They also pointed the main benefit of using close ended quantitative questionnaire is that the participants can give the answers of the questions in a short time and the benefit of the researcher is that the researcher can analyze the answers and understands the point of view of the students.

3.2 Theoretical framework:

Among 5 hypotheses of famous linguist Stephen Krashen the affective filter hypothesis is used in this research. Du (2009) states, affective filter hypothesis were first proposed by Dulay and Burt (1977), and are incorporated by Krashen as one of his five input Hypotheses in 1985 (p.162). According to Krashen (1982), the 'Affective Filter Hypothesis' states how the affective

factors for example (anxiety, inhibition, self-esteem, willingness to communicate etc.) are related
to the second language acquisition process. In Du's (2009) words, "Affective factors act like a
filter which filtrates the amount of input in learners' brains" (p.162). He mentions that people
having high affective filter will lower their acquisition whereas people with low affective filter
permit more input into their language acquisition device (LAD).

3.3 Sampling:

The researcher have done the survey on 47 university going students in Dhaka,
Bangladesh. All of their proficiency level is lower intermediate to higher intermediate. The
researcher has done the survey on two English language learning classes under the same
teacher. There were 47 students, among these 47 students there were 26 boys and 21 girls and
all of them were from Bangla medium background. All of them were 21-23 years old.

3.4 Setting:

The researcher conducted the survey in a formal setting. At the beginning, each of the
students was requested by the researcher to fill up all the 10 questionnaires. The researcher
instructed the students how to fill up the questions before giving the questionnaire. The
researcher did not try to influence the participants and thus the survey is considered to be
authentic.

3.5 Instrumentation:

For the survey one set of questionnaire was set having 10 questions as instruments to
collect data from the students. Close ended questionnaire is the easiest way of collecting
quantitative data and allows the researcher to get a large number of data from a large number of
participants. Therefore, according to Kothari (1985), "A questionnaire consists of a number of

questions printed or typed in a definite order in a form or in a set" (p. 120). Kothari (1985, p.127)

also stated that all questions should meet the following criteria. They are (a) should be easily

understood (b) should be simple (c) should be concrete and should conform as much as possible

to the respondent's way of thinking.

There are many ways to make questionnaire and rating score and of the most common

way amongst all the method is 'Likert scale'. *Likert scale* (Likert, 1932) is extensively used in

case of empirical studies. There are five different options in a Likert scale which are provided for

each item on a survey questionnaire to the participants. They need to answer a series of

statements whether they are I) Strongly Agree (SA), 2) Agree, 3) Neutral, 4) Disagree and 5)

Strongly disagree (SD).

The ten questions were made by focusing on the three central research questions. Among

these ten questions question number 1, 2, 3 show which skills are problematic in second

language acquisition which is research question number 1; question number 4, 5, 6 give answer

the willingness to express which is related with research question number 2 and question number

7, 8, 9, 10 indicate whether the student is interpersonal or intrapersonal which is under question

number 3. (Please see Appendix A)

3.6 Obstacles encountered:

The researcher had done the survey in a two English language classes of a reputed

university where the teacher was familiar with the researcher. As a result, the researcher faced

little problem to do the survey. The main problem the researcher faced was to match the

schedule with the teacher and the participant but finally the researcher could manage to match

with their timing.

Chapter 4: Findings and Analysis

In this chapter the researcher presents and analyzes the results obtained from the two groups of students' survey. The participants were the fresher of university level. Participants were asked to complete 10 quantitative questions. Those 10 questions were related with the three research questions of this research paper. Charts are used for showing the data findings of the participants. There are two parts in this chapter, one includes the findings taken from the students' data and another part consists of the in depth analysis of that data with the support of other researchers' opinions.

4.1 Data Collection:

The researcher collects the data by questioning 47 participants who are the fresher of a reputed University of Dhaka, Bangladesh. All the students have Bangla medium background and their proficiency level is low intermediate to high intermediate. Researcher went two English language class and all together there were 26 boys and 21 girls. By using different resources the researcher made 3 research questions for the purpose of this research paper. Then the researcher made 10 quantitative questionnaire for the participants where the participants had to give 1 right mark from 5 options for each questions. The results of these questionnaire will give answer of those three research questions. For the reference the researcher used many scholars' articles, journals, books, etc. in such ways the researcher collected the data.

4.2 Research Questions:

A research question is the fundamental core of a research paper, study, project, or review of literature. The topic of this research paper is "Impacts of Affective Factors in SLA among Tertiary Level Students". The researcher wants to find out that among tertiary level students in Bangladesh

what are the affective factors that have impacts in second language acquisition? The

researcher made three research question and they are given below:

1) What are the prominent factors that create difficulties in Second Language

   Acquisition among tertiary level students?

2) What are the approaches taken by the instructor to motivate the students?

3) What can be the possible solutions to overcome the affective factors?

Based and focused on these research questions the researcher will continue his research. After

that the researcher made a questionnaire for the participants based on these three research

questions. These questionnaires will help to get the answers of these three research questions.

4.3 General Findings:

At the time of research on the learners the researcher finds out that most of the learners

in Bangladesh face problem mainly in their speaking skill. In the classes the researcher noticed

that most of the learners hesitated to speak in front of others and tried to avoid communication.

Though they were very friendly with themselves, they felt shy to communicate in English with

their classmates. They depended on their teachers and most of them did not like if the teacher

tried to follow any other method rather than GTM (Grammar Translation Method) as they have

to do creative tasks and communicate. According to the students' response, they think without

friendly environment, it is very difficult for them to participate in the discussion of the classroom

in English. The researcher found that the behavior of the teacher can make the students feel

hesitate to communicate in the classroom. Personality, introvert, willingness, hesitation, fear,

ego, shyness, motivation etc. affect a lot in their second language acquisition. The researcher also

found that affective filter has a great impact on learning process. Sometimes it helps to develop

the learning of the students. On the other hand, sometimes it has a negative effect on learning

process.

4.4 Analyzing Question Number 1:

The first question of the questionnaire was, "Speaking skill is the most difficult aspect of
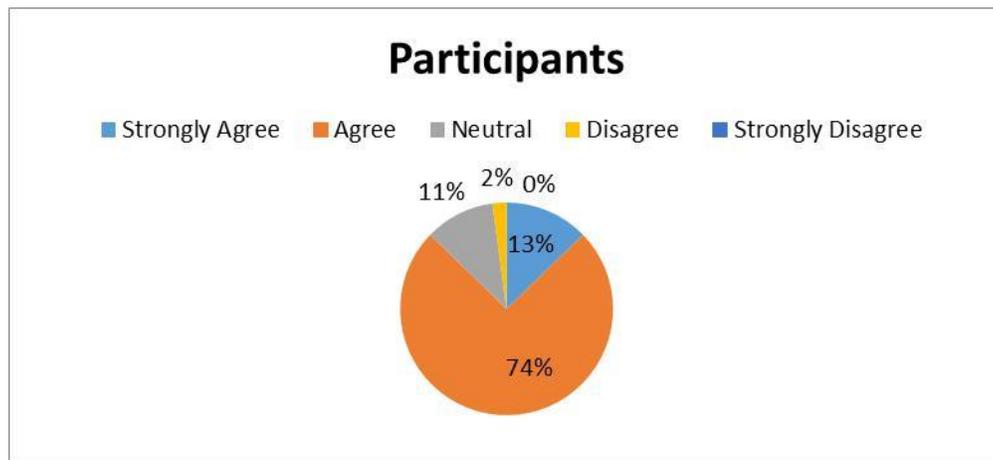
language learning."

Figure 1: Findings from question 1

It seems that most of the participants consider speaking skill is the most difficult than any other

skills. There was only 2% who disagreed with this fact which indicated that may be they

struggle in the skills most and no one strongly disagreed with it. Overall from the given chart it

shows that most of the students of Bangladesh find speaking skill as the most difficult aspect of

language learning than any other skills.

4.5 Analyzing Question Number 2:

The second question of the questionnaire was, "It will be problematic for me if the whole
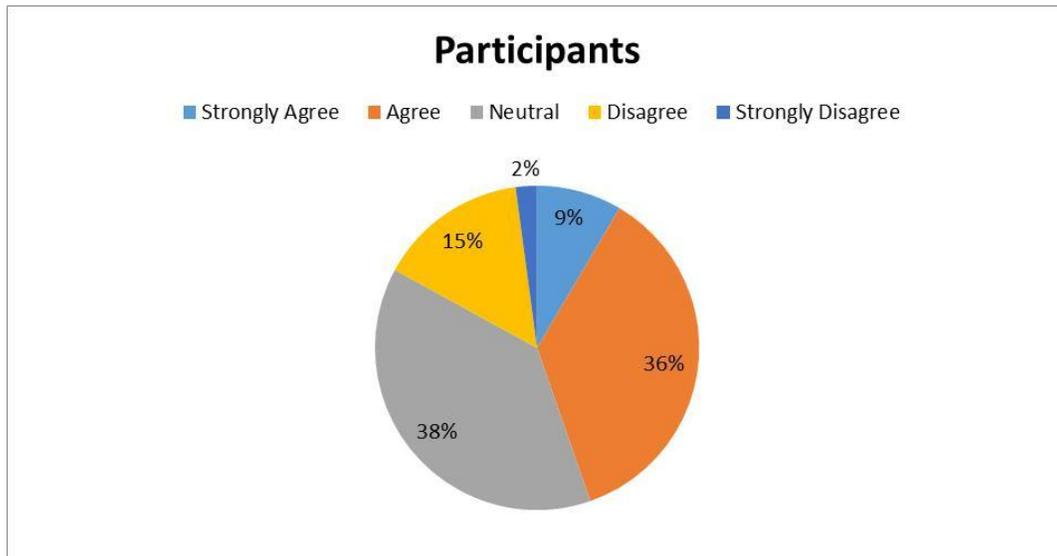
lecture is given in English".

Figure 3: Findings from question 3

9% out of 47 participants strongly agreed with the fact that it will be problematic for

them if the whole lecture is given in English, which means that they have problems in their

listening skills and they do not understand anything if the class is taken in English. 36% agreed

with it which indicates that by listening they can understand a little bit. As they do not

understand the instructions clearly they get confused about what to do which effects their

learning. They hesitate to interact in the class. 38% participants were neutral that shows those

participants face problem, hence they can manage somehow. 15% participants disagreed with

this statement. They do not have any problem in their listening skill and can continue their

learning without any difficulty. Only 1 out of 47 students strongly disagreed with it he/she has

good practice in it which facilitates his/her learning. From the given chart it is clearly shown that

most of the learners in Bangladesh faces some problems if the classes are taken in English which has impacts in their learning as they hesitate in the class, loss their motivation and feels anxiety about leaning.

4.6 Analyzing Question Number 3:

The third question of the questionnaire was, "I am uncomfortable to use English with my classmates".
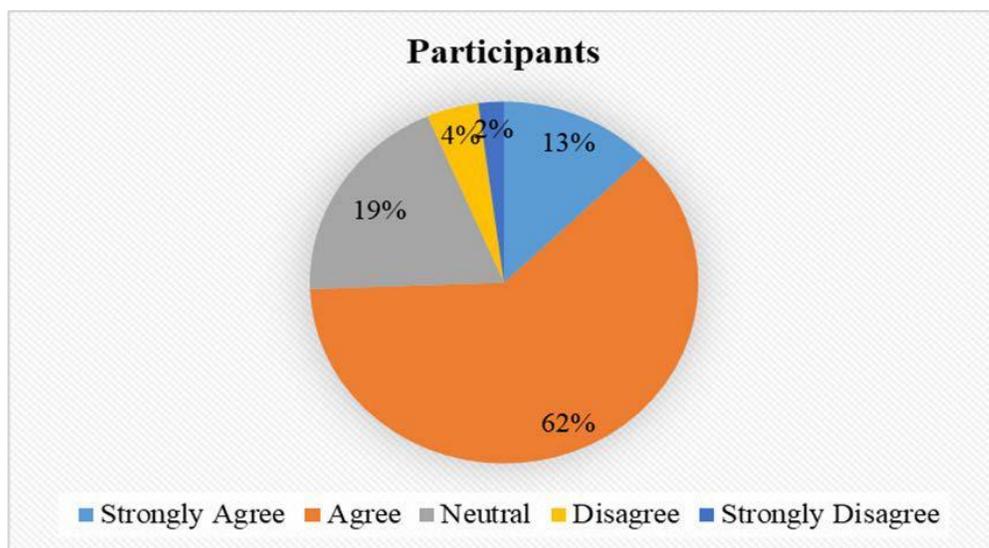

Figure 3: Findings from question 3

In this question 6 (12.76%) out of 47 participants strongly agreed with the fact that they are uncomfortable to use English with their classmates. It indicates that they are weak in their speaking skill. 29 (61.7%) students also agreed with this fact. The reason of this can be that they think if they do not speak proper English they will fell shy and insulted. Another reason can be that they cannot express their thoughts clearly to their classmates if they speak in English. These factors create problems in their second language acquisition. 9 (19.15%) participants were neutral which means that they have some lacking in their speaking but still they manage to have

conversations with their classmates which is very important in their learning. As they are

positive they are not uncomfortable. 2 (4.3%) participants disagreed and 1 (2.13%) participant

strongly disagreed with this fact which indicates that they are very confident in their speaking.

They do not hesitate to communicate with their classmates in English. They are comfortable to

speak in English with their classmates which facilitates their learning. From the given chart it

is shown that more than 75% learners in Bangladesh are uncomfortable to speak in English

with their classmates because of shyness, hesitation, lack of confidents, etc.

4.7 Analyzing Question Number 4:

The fourth question of the questionnaire was, "If I get chance, I avoid talking with the
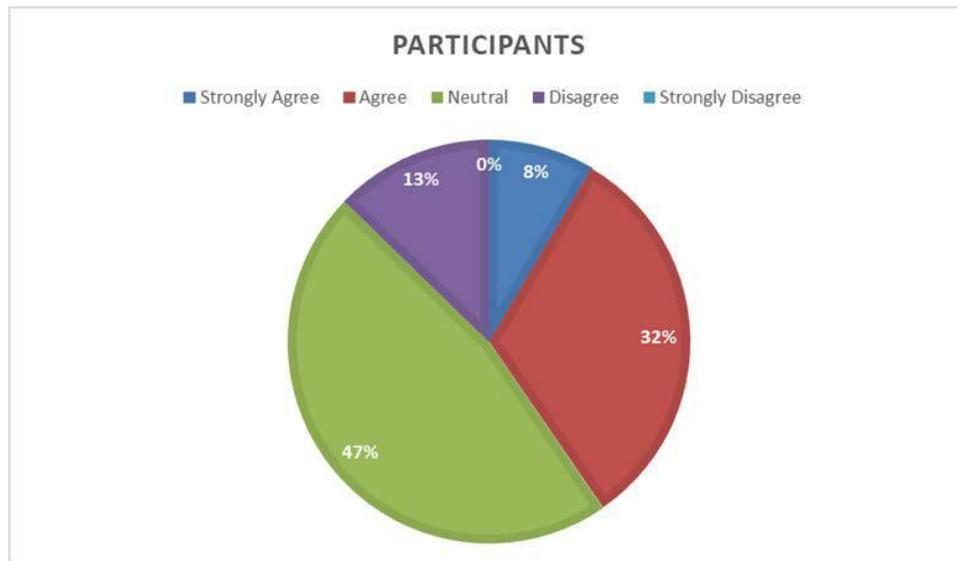
foreigners".

Figure 4: Findings from question 4

In this question 4 (8.5%) participants out of 47 participants strongly agreed. They are not willing to

have any conversation in other languages with the foreigners. Among 47 participant 15

(31.9%) participants also agreed with this fact. It indicates that in nature they are very introvert

type. Lack of willingness, introvert, hesitation these things prevent the learners to communicate with others in English which has a great impact in their second language acquisition. It hampers in their learning. 22 (46.8%) participants were neutral. They will not escape or hesitate to communicate with foreigners. Among all the participants 6 (12.75%) were disagreed with the fact that if they get chance, they will avoid to talk with foreigners which means that they are very extrovert in nature. Though they had chance to avoid, they choose to communicate with the foreigners which indicates their willingness to communicate. This helps to progress in their second language acquisition. There was no one who strongly disagreed with this fact. From the given chart it is clearly shown that some try to avoid to talk with foreigners, some are willing to communicate hence, most of the participants are in neutral position which indicates that they are not interested enough to communicate with foreigners. The reason of this behavior is their unwillingness nature.

4.8 Analyzing Question Number 5:

The fifth question of the questionnaire was, "I hesitate to ask question in English in front of others".
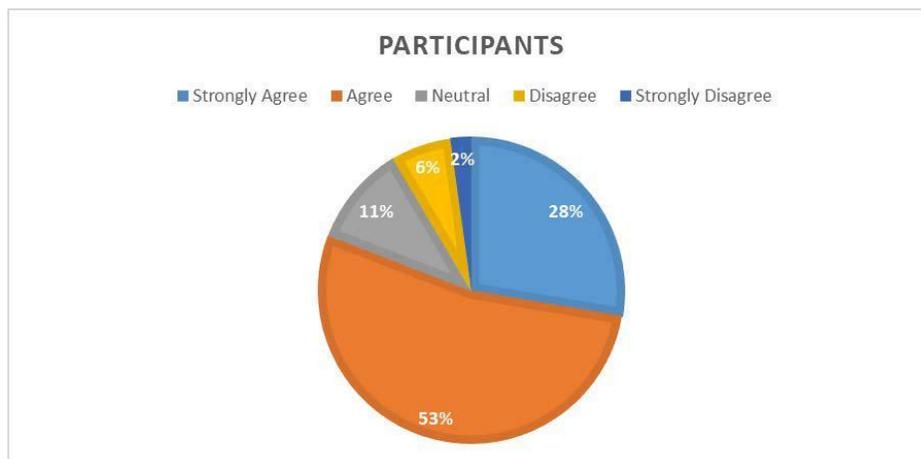

Figure 5: Findings from question 5

Among 47 participants 13 (27.66%) strongly agreed that they hesitate to ask question in English in front of others. 25 (53.19%) participants also agreed with this fact. It clearly indicates that they are not willing to speak because of their shyness, hesitation, lack of self-confidence. They think that if they do not speak correctly and ask question which can turn as a silly question then other people in the class will consider them as dumb. They do not want to get insulted in front of others. Even, it can also be a reason that they are not willing to speak. As a result they hesitate to ask questions in English in front of others. These factors hamper their learning process. 5 (10.64) participants were neutral. They sometimes ask questions when it is important. 3 (6.38%) participants out of 47 participants disagreed and 1 (2.13%) strongly disagreed with it. They are very confident and willing to communicate and ask questions in English in front of others. They try to speak and overcome their shyness as they know that without that they will not be able to get success in their learning. From the given chart it is clearly shown that more than 75% learners in Bangladesh are not willing enough and hesitate to ask question in English in front of others.

4.9 Analyzing Question Number 6:

The sixth question of the questionnaire was, "I am comfortable in a positive classroom where no one laughs at my mistakes".
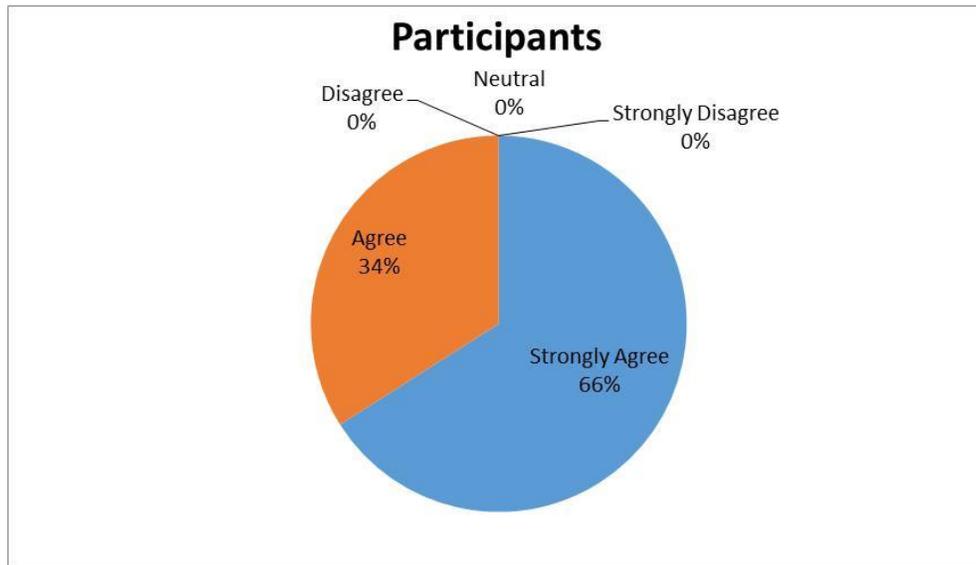

Figure 6: Findings from question 6

For this question 32 (66%) students among 47 students strongly agreed that they are comfortable in a positive classroom where no one laughs at their mistakes. Even, the rest of the 16 (34%) participants also agreed with this fact. There was no one who was neutral, disagreed or strongly disagreed. It means that all of them are not willing to participate in a class where other people make fun of them. They feel insulted if they do any mistake and other make fun of them. This prevents their second language acquisition as it is not always possible to have a positive classroom. According to them they are comfortable to learn in such a positive classroom where they can share, speak freely without any hesitation as they know that no one will laugh at their mistakes. From the given chart it is clearly seen that every learner in Bangladesh is comfortable

in a positive classroom where no one laughs at his/her mistakes. Having a positive environment

is very important as it has a direct impact in the learners' second language acquisition.

4.10 Analyzing Question Number 7:

The seventh question of the questionnaire was, "I learn more when the teacher gives lecture".
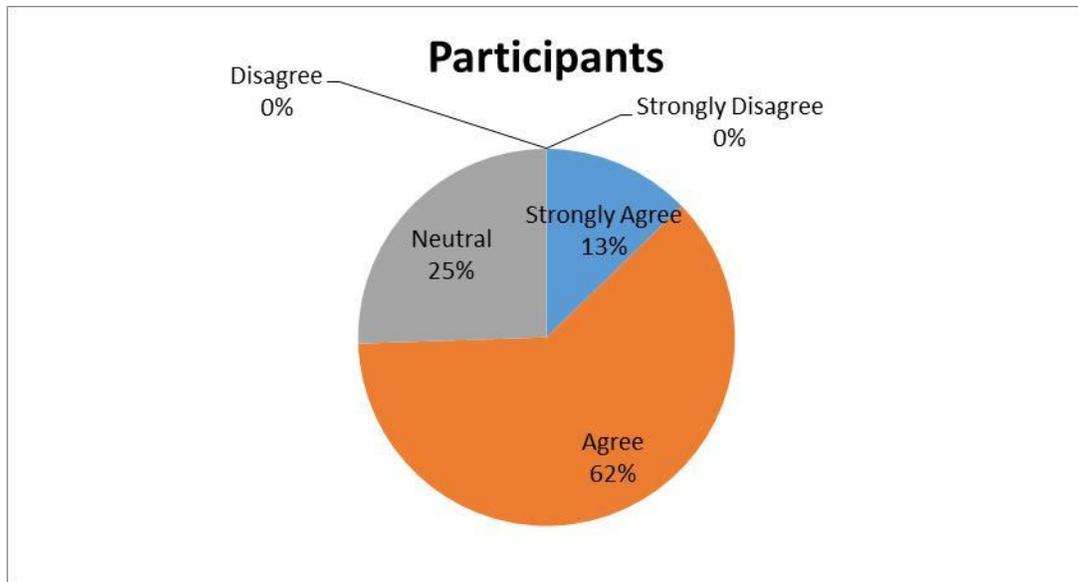

Figure 7: Findings from question 7

On the answer of this question 6 (12.76%) participants out of 47 participants strongly agree that

they learn more when the teacher gives lecture. 29 (61.7%) participants also agreed with this

fact. It indicates that they are very depended in their teachers. They do not want to do anything

by themselves. They believe in TTT (Teacher Talking Time) rather than STT (Student Talking

Time). They are very intrapersonal as they do not want to communicate with others. They want

that teachers will only give the lecture and they will only listen. Among 47 (100%) participants

12 (25.53%) participants were neutral. They do not have any problem if the teacher do not give

lectures hence it is facilitating for them if the teacher gives the lecture as they learn and

understand more. In this statement there was no one who disagreed or strongly disagreed which

means that if the teacher try to teach in other ways rather than giving lectures it affects their

learning. From the chart it is clear that in Bangladesh learners prefer that teacher will give the

lectures as they are more comfortable with it.

4.11 Analyzing Question Number 8:

The eight question of the questionnaire was, "Teacher's feedback on my performance helps

me to improve my skills".
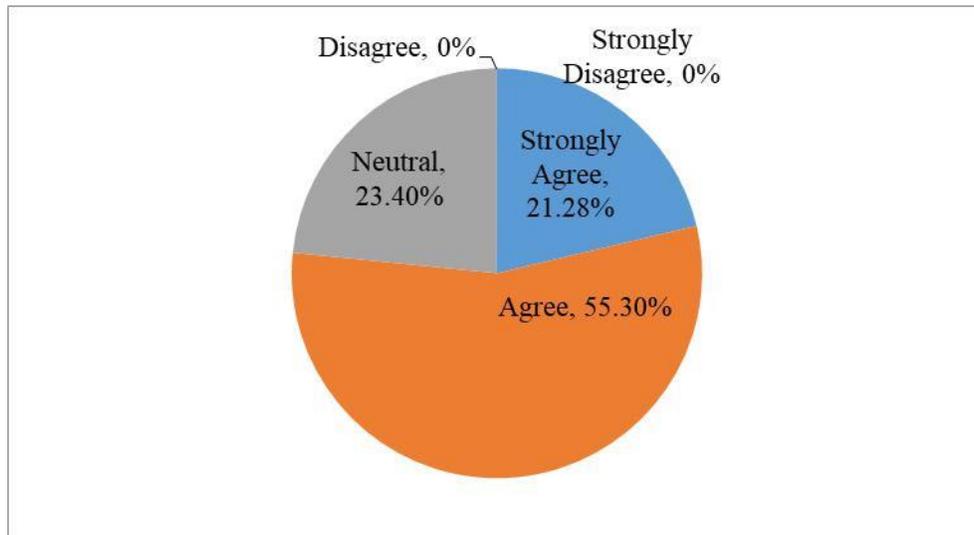
Figure 8: Findings from question 8

Among 47 participants 10 (21.28%) participants are strongly agreed that when they gives

feedback on their performance it helps them to improve their skills. Another 26 (55.3%) agreed

with this fact. They consider that teacher knows better and the teacher will give the feedback

they will be able to find out their lacking which will help them to improve their skills. They

cannot progress without the help of their teacher. The rest 11 (23.4%) participants were neutral.

Though teachers' feedback facilitates a lot, they are not fully depended on their teachers'

feedback. For this statement there was no one who was strongly disagreed or disagreed which

indicates that everyone consider that teachers' feedback helps them in their learning. From the

chart it is shown that almost all the learners in Bangladesh consider that teacher's feedback on

their performance helps them to improve their skills. Without teachers' they cannot find out their

lacking and improve it in most of the cases.

4.12 Analyzing Question Number 9:

The ninth question of the questionnaire was, "I am uncomfortable while in group work".
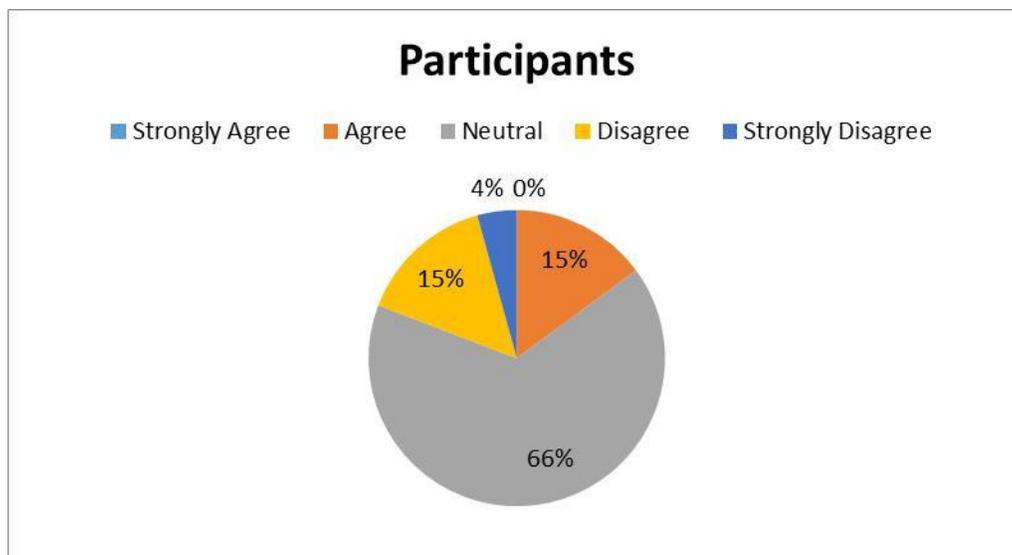
Figure 9: Findings from question 9

Out of 47 participants there was no one who strongly agreed with it that he/she is uncomfortable

while in group work which means that there was no one who was totally an intrapersonal or

introvert person in nature. 7 (14.9 %) participants were agreed that they were uncomfortable

while in a group work which indicated that some of the participants are intrapersonal. They do

not like to communicate with others as they are introvert in nature. 31 (65.96%) participants

were neutral as they do not find any difficulties while in a group work. They are neither introvert

nor extrovert. Among 47 participants 7 (14.9%) participants were disagreed with the fact that

they were uncomfortable while in a group work. As they are interpersonal they can

communicate with others and as in group work they can share their thoughts without any

hesitation they were comfortable while in group work. 2 (4.3%) were strongly disagreed with it

which means that they are very extrovert and as a result they can easily communicate with

others. It can be seen from the below chart that only around 15% learners are uncomfortable

while in a group work because of their intrapersonal and introvert nature.

4.13 Analyzing Question Number 10:

The tenth question of the questionnaire was, "I understand more by discussing with friends".
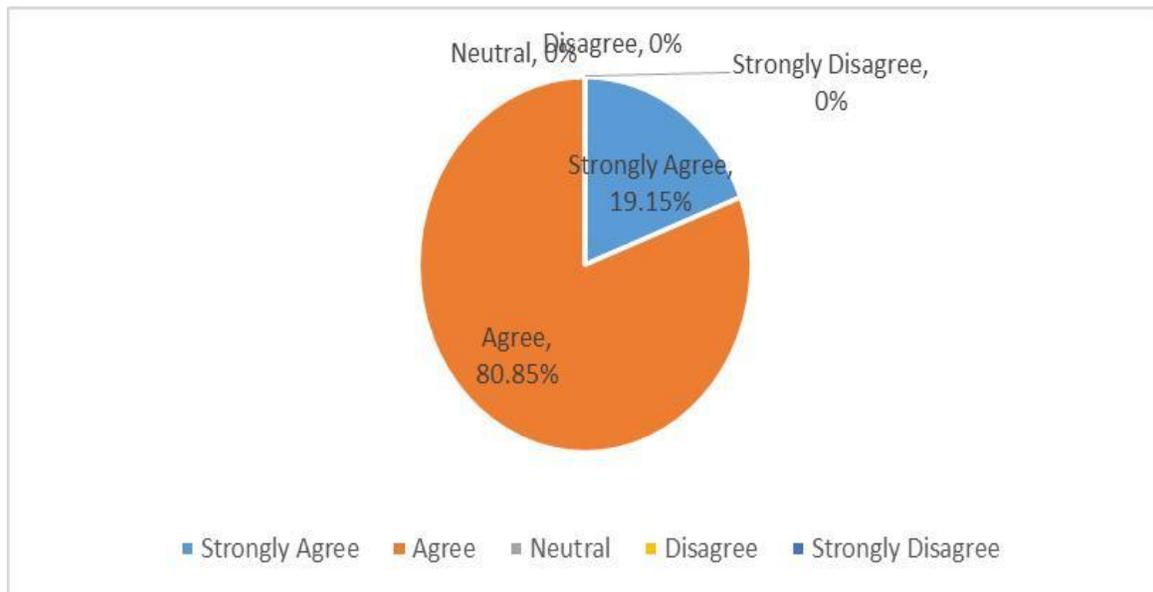

Figure 10: Findings from question 10

For the question number 10 among 47 (100%) participants 9 (19.15%) were strongly agreed that

they understand more by discussing with their friends. It means that they were comfortable with

their friends. They do not feel any hesitation and shy while discussing with friends. At the time

of discussing with their friends they can talk freely without any hesitation. The rest 38 (80.85%) participants also agreed that they understand more by discussing with friends. It shows that they are very extrovert in nature. They are comfortable while communicating with their friends. As a result they understand more by discussing with friends which helps their second language acquisition. There was no participants who was neutral, disagreed or strongly disagreed. It indicates that there was no one who do not understand by discussing with friends even they understand more better by discussing with their friends. From the below chart it is clearly seen that around more that 95% learners in Bangladesh understand more by discussing with their friends.

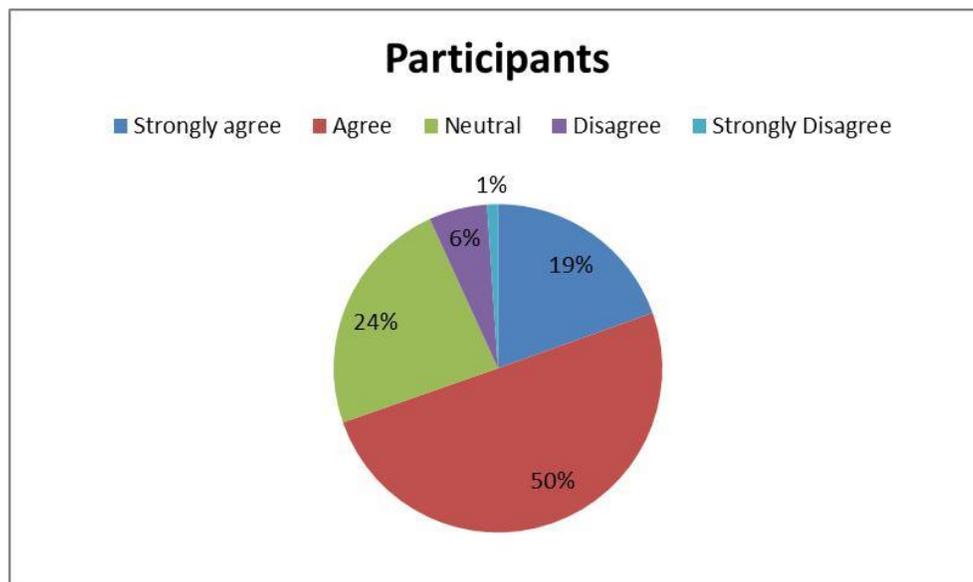**4.14 General Analysis of the Questionnaires:**

Figure A: General analysis of findings

From the results of those ten questions on 47 participants from two different language classes one thing is clear that in Bangladesh maximum time affective factors are responsible for the various degrees of success or failure for a foreign language learner. By comparing from the chart

it is seen that 19% participants were strongly agreed, 50% were agreed, 24% were neutral, 6%

were disagreed and only 1% were strongly disagreed with the facts of the questionnaire. The

questionnaire had a sequence of the answers so that the researcher can easily sum up the results.

The participants agreed that lack of self-confidence and shyness make them hesitate to

communicate in the classroom. As the teaching process varies from teacher to teacher, students

feel shy to talk in front of them. It is very difficult to deal with the student who does not have

self-confidence. Brown (2001) phrased this factor as "I can do it" or "self-esteem principle, a

learner believes in his or her own ability to accomplish the task" (p.23). So, confidence is a

significant issue for second language acquisition. According to the students' response, they think

without friendly environment, it is very difficult for them to participate in the discussion of the

classroom in English. It can be said that, due to anxiety, speaking in English has become a matter

of fear for the students. Due to severe level of anxiety, the students do not response voluntarily in

class. It is a common scenario of speaking class. Most of the students do not answer in class

willingly. They want other students to respond. On the other hand the participants consider that

with discussing with friends they understand better as they are comfortable with their friends. It

shows that sometimes they are introvert and sometimes they are extrovert. Dewaele (2012),

mentions that personality might vary in different task in different situation. For instance, a

learner may behave as an extrovert in one task but can become an introvert in another task

(p.43). The researcher analyzed that, motivation is a key to low the affective filters in the

classroom. If a student is motivated enough by the teacher, then he/she can do their work

properly and also can communicate spontaneously in the classroom. Teachers support can help to

overcome their hesitation and help in the progress of their learning. Most of the time learners

think that if he/she do any mistake that what will others think and as a result anxiety works. A

strong source of language anxiety is the fear of negative evaluation (Du, 2009, p.163). In this case, people are more concerned about others' opinion. Learners hesitate to interact in new language. In positive environment where teacher and classmates are friendly and no one laughs at others mistakes learners feel comfortable and learn more effectively. As mentioned in McCain (2000), the environment also affects SLA.

4.16 Answering to the central question number 1:

Research question 1 is "What are the prominent factors that create difficulties in Second Language Acquisition for Bangladeshis?" In the answer of this question the prominent factors that create difficulties in Second Language Acquisition for Bangladeshis found by the researcher are motivation, attitude, anxiety, self- confidence, interaction, role of first language, personality factor, extroversion, introversion, environment, etc. Motivation is considered to be one of the most important factors, which influence the learner's language input and intake. A person's motivation behind learning a second language and the views she or he holds regarding the L2-speaking community both come into play in speed of SLA and degree of proficiency achieved. The researcher found that he students who have lack of confidence are usually found to be extremely fearful and nervous. They are unwilling to express their opinions and even unable to utter a complete meaningful sentence in class. Students with anxiety attending the class will feel nervous and afraid to cooperate with teachers and then they cannot concentrate on the learning points and waste their energy or they just want to escape from the learning task. Fear of communication with other person is the communicative anxiety. The person who is learning second language always has the feeling of doing mistakes and thinks that other person knows

better than him or her. As a result, they choose the option to be quite. A teacher can help the

student to decrease the anxiety by ensuring the positive environment of learning.

4.17 Answering to the central question number 2:

Research question 2 is "What are the approaches taken by the instructor to motivate the

students?" In the answer of this question, the instructor follows some motivational strategies to

motivate the students which are given below:

Teachers find it difficult to continue successful English language class without holding

the motivation of learners. Encouraging learners (Weaver and Cotrell, 1987) even if they make

mistakes is a strategy to motivate L2 learners. Teacher explains the need for learning any aspect

of language and learners are found motivated to participate and perform. Teachers explained the

importance of English language for good job, higher education and obtaining respect from other

people. Teacher consults with the weaker students after the class to motivate them. The teacher

also gives real life examples so that the learners feel positive and motivate for learning. Giving

real life examples (Weaver and Cotrell, 1987) are also used by teachers as a motivational

strategy. The instructor knows the importance of ignoring mistakes and how it motivates learners

to perform more than during interruption as a result the instructor try to ignore some mistakes of

the learner. Learners can try to bring out solution of the issues underlying in the teaching content

through discussion, writing and brainstorming (Brown, 1988). The instructor chooses appropriate

materials where topics arouse debate or curiosity among the students and it helps to motivate the

learners to engage in the tasks. Moreover, the instructor gives content wise explanatory feedback

to the learners so that they can understand and motivate not to do the same mistakes.

Thus, several approaches were taken by the instructor to motivate the students.

4.18 Answering to the central question number 3:

Research question 3 is "What can be the possible solutions to overcome the affective factors?" As an answer of this question the possible solutions to overcome the affective factors based on the finding of the questionnaire are given below:

Firstly, the teacher should motivate the students in a manner that they will feel comfortable to speak up in front of their companion in the class. However, it is important to make them understand that they have to participate in the classroom activities willingly. Moreover, environment of the classroom is very important for the learners. It is one the major issues to get better output from teaching. If the environment of the classroom is aloof and daunting, it is difficult for the students to focus and learn effortlessly. On the other hand, overwhelming and very relaxed setting is also not good for learning. So teachers should be careful about the setting of the classroom. While entering the class teachers should greet the student to make them feel comfortable. They can also keep some warm up sessions to start the class rather than directly begin the lesson. It helps them to reduce nervousness. Besides, motivation plays a vital role to lower affective filters in the class. Each and every student is different from each other. Motivation is the only thing which can help every student to feel associated with the class. Furthermore, in the classroom there are various types of students with different proficiency level but teachers need to think about all the students in the class. So they

(T) need to design their activities in a way that everyone can understand and participate in the activities. Additionally, teachers have to employ teaching techniques like pair work, group work, project work and presentations to motivate learners to learn L2 spontaneously. Teachers also

need to give explanatory and positive feedback so that learners do not get demotivation to learn

L2. Moreover, teacher needs to make the classes interactive as learners learn more in the

interactive learning environment. Besides, teacher has to create an anxiety free classroom

environment so that learners feel free to ask and answer any thing whether orally or in written

form. Finally, teachers need to avoid negative feedback, mundane teaching contents,

humiliating learners in public.

       The given solutions can be the possible solutions to overcome the affective factors.

Chapter 5: Conclusion

In a country like Bangladesh it is very difficult to learn English as a second language because it is always not available to practice outside the classroom and many other factors like environment, anxiety, age, personality, ego, etc. have impacts on the learners' learning. Motivation is very important for the learners as it is needed to deal with the stress, anxiety regarding their second language acquisition.

5.1 Summary of the Findings:

The findings of this research were based on questionnaire, showed that most of the second language learners mainly face problems in acquiring speaking skill of English language. The learners feel much hesitated while speaking in that language. The learners in Bangladesh are shy to communicate in their second language as they think that if they pronounce wrong others will laugh at their mistakes. This shyness, ego prevent their learning. This is also the part of the environment of the class. They want that the teacher will only give the lectures. Their anxiety works highly most of the time if they are asked to do any task in their second language. Some learners want that the teacher will teach the second language by giving the instruction in their mother langue; hence it prevents the progress of their SLA. They feel comfortable to discuss with their friend to understand better as they do not fear to explain their thinking with their friends. Moreover, when the teacher gives the feedbacks in a positive way they feel motivated and try to improve in their SLA. Thus, in various ways the affective factors like anxiety, shy, personality, hesitation, fear, ego, motivation, environment, etc. are impacting a lot in their SLA.

5.2 Contribution to Research:

This research shows the learners' perspective on the factors that affects their second language acquisition. Through this research paper, it will help to know about the most affective factors that have more impact on the second language acquisition learners in Bangladesh. Besides, it shows what skills are most problematic for them to use in real life. Moreover, this study mainly explains in which ways the affective factors have impact on Bangladeshi learners' SLA. In this research learners directly participated in the questionnaire which shows learners' own belief and point of view regarding SLA.

Moreover, this research paper also includes a lot of literature reviews, resources of different writers, journals, articles and has a comparison with the findings. Therefore, this thesis can help many other researchers who are interested to do their research on the affective factors or on this area.

5.3 Practical Implication:

The readers will get to know about the affective factors that work directly or indirectly on the Bangladeshi ESL learners. The teachers get the idea about to manage the affective factors of the learners' to progress in their SLA. The students will also understand why it is important to control their affective factors for improving their SLA. Furthermore, this study shows the impacts of affective factor in learners' SLA. As a result overall findings will help others to understand the importance of affective factors and its impact on SLA.

5.4 Recommendations:

After doing research the researcher found some points which should be changed or improved and the researcher wants to present those as recommendations:

➢ Teacher should motivate the students in a manner that they feel comfortable to speak up in front of their companion in the class.

➢ It is important to make them understand that they have to participate in the classroom activities willingly.

➢ In the classroom student talk time should be more than teacher talk time.

➢ Teachers should not follow GTM as it is not appropriate for SLA classrooms for student-teacher interaction.

➢ Environment of the classrooms should be positive and friendly. Environment is a very important factor as it motives or demotivates the learners in their SLA.

➢ There are many kinds of students in a class. Therefore, the teacher should design the lesson plan in such a way which will be beneficial for all kinds of students.

➢ Teacher should consult the students outside the classroom as well.

➢ Motivation is the key factor. Teacher should motivate the students so that they can feel comfortable in their SLA.

5.5 Further Studies:

This research was done on a particular university in Dhaka city. For further study, the research can be done outside Dhaka city which will help to get more information. The other skills like reading, writing can be covered in further studies. In this paper, only the fifth hypothesis of Krashens' Hypothesis was focused which was the affective filter hypothesis. For further studies the other hypothesizes like monitor hypothesis, natural order hypothesis, etc. can also be focused.

5.6 Conclusion:

Affective factors are very important to be focused for both teachers and students. The study result has presented that there are many issues which are dependent on affective factors of the student in the class while learning a second language. In order to lower the affective factors of learners in a classroom, a teacher of second language learners should purposefully arrange the class environment and instructions. According to Du (2009), some other variables such as environment and personality of the students can be found in the classroom which influences the affective factors (p.167). Moreover, this paper also shows how affective factor have impacts on the ESL students in Bangladesh. The motivation of learners greatly affects their willingness to take part in the process of learning. "Motivation represents one of the most appealing, yet complex variables used to explain individual differences in language learning" (MacIntyre, 2001, p. 462).

Therefore, for getting the best outcome, the teachers have to reduce the affective factors and motivate the students so that they become comfortable in their learning. It is very clear that, affective filters cannot be ignored in SLA class, if a teacher wants to get a better and proper output from the students the teacher definitely has to consider the factors of affective filters.

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Appendix A

Questionnaire for the tertiary level students:

Question	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1) Speaking skill is the most difficult aspect of language learning					
2)It will be problematic for me if the whole lecture is given in English					
3)I am uncomfortable to use English with my classmates					
4)If I get chance, I avoid talking with the foreigners					
5)I hesitate to ask question in English in front of others					
6)I am comfortable in a positive classroom where no one laughs at my mistakes					
7)I learn more when the teacher gives lecture					
8) Teacher's feedback on my performance helps me to imporve my skills					
9) I am uncomfortable while in group work					
10)I understand more by discussing with friends					