

An Empirical Study of Affective Instruction in Comprehensive English Class for English Majors in China

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Abstract—The research aims at exploring that application of affective instruction in English as a foreign language class in China is conducive to students' cognitive development and target language acquisition. The study involves both quantitative approach depending on the statistical data and qualitative approach to analyze the investigation results. The subjects are 64 sophomores of English majors from School of Foreign Languages at a university in southwestern China. The instruments of the investigation are questionnaires and tests for English majors. The results of the experiments (Research subjects were required to finish questionnaires and testing papers in Sep. 2006 and Jan. 2007 respectively.) indicated that in the pretest the students from two classes are approximately well-matched concerning affective factors and English proficiency, while in the posttest there are changes of students' affective state between the students from the experimental class and the control class ($t=3.405$, $P<0.001$) and some differences of the two classes in English proficiency ($t=3.239$, $P<0.01$). Based on these research results, the conclusion is drawn that affective instruction contributes to cultivating students' positive affect, and positive affect in turn helps students enhance their target language acquisition.

Index Terms—affective instruction, affective factors, English proficiency, English major

I. INTRODUCTION

Based on *English Syllabus for English Majors in China* (Ministry of Education, 2000), students are required to have a good command of English and extensive cultural knowledge, and to be able to use English appropriately in the areas of foreign affairs, education, business, culture, science, military etc. *Comprehensive English*, one compulsory course for sophomores, focuses on developing students' integrated skills of using the target language. That is to say, having received two-year language training, the students are expected to (1) get the information in the line, between the line and beyond the line; (2) be familiar with different expressions and the feature of different genres, (3) enrich their vocabularies and structures, (4) possess essential communicative competence in speaking and writing. In order to reach the goal, the teachers have been contributing to helping students know about English and know how to use English. They lay emphasis on language input, from words, phrases, sentences presentation to paragraphs analysis. Consequently the students are immersed in a vast sea of words, phrases, structures and well-organized passages. Moreover, the teachers set them as assignment for the students to memorize, for it is commonly agreed that the more they are exposed to the target language, the more they acquire the language. The more they remember, the better they produce target language. Undoubtedly this emphasis meets the need of the Input Hypothesis (Krashen, 1985), but it simultaneously puts some students, especially less gifted students in anxiety---they are afraid of unfulfilling the task, in fact they are incapable of finishing it. Because of the pressure and failure, some are becoming indifferent to and tired of English learning.

According to the Affective Filter Hypothesis (Krashen, 1985), providing students a lot of language input doesn't mean that they can learn target language well, for the process of second language acquisition is also influenced by affective factors. Language input can change into language output only through affective filtration. When the students are relaxed and their affective filtration is low, they can acquire language and learn faster. So it is self-evident that affective factors play a positive or a negative role in the process of language input. Here lies a challenge, how to activate learners' positive affect to increase learning effect.

II. AFFECT IN ENGLISH AS A FOREIGN LANGUAGE TEACHING

1. Definitions of "Affect"

So an ever-increasing concern with affective factors involves both researchers and teachers abroad and at home. The word "affect" is outlined in *Taxonomy of Educational Objectives: The Affective Domain* written by Krathwohl, Bloom, and Masia (1964), as a generic term to describe such phenomena as emotions, attitudes, beliefs, moods, and conation. Since learning a language and using it are basically interactive activities that depend on various types of relationships with others and with the culture as a whole, the SLA process is strongly influenced by individual personality traits residing with the learner. The way teachers feel about themselves and their capabilities can either facilitate or impede students' learning; accordingly the learner's affective factors will exert a basically positive or negative influence on what they learn. Also Zhang Zhiguang (1984, p. 279) defined that "Affect is human's attitudinal experience to the objective reality to judge whether it satisfies his need or not." According to Arnold (1999, p.1), "In language learning context, affect will be considered broadly as aspects of emotion, feeling, mood or attitude which condition behavior." Affectivity can be considered from two perspectives: individual factors and relational factors. The individual factors are those that deal with internal factors that are part of the learner's personality. Motivation, self-confidence, anxiety, and attitude, which are adjustable and are manipulated through teachers' instruction, all belong to the first perspective. Relational factors, on the other hand, are concerned with affective factors between learners and between teachers and learners, including empathy, classroom interactions and cross-cultural consciousness (Arnold, 1999).

Arnold's affective factors classification signifies the individual factors such as motivation, self-confidence, anxiety, and attitude have relation with the relational factors, which will influence language learning. And they are selected as the items in the questionnaire of this study to investigate whether the students' learning motivation is aroused, whether their self-confidence is established, whether their anxiety is reduced and whether the students' attitude to learning is active.

2. Importance of Affect

Affect appears to have many functions. Rolls (1999) listed ten functions of affect as follows:

- (1) The elicitation of autonomic responses and endocrine responses
- (2) Flexibility of behavioral responses to reinforcing stimuli
- (3) Motivation
- (4) In communication
- (5) In social bonding
- (6) Positively reinforcing
- (7) The current mood state can affect the cognitive evaluation of events or memories.
- (8) It may facilitate the storage of memories.
- (9) It may help to produce persistent motivation and direction of behavior.
- (10) It may trigger recall of memories stored in neocortical representations.

Also Lu (2000, p.142) pointed out the effect of affective instruction on students' intellectual development. It first enhances students' learning enthusiasm; secondly, it improves students' learning efficiency; thirdly, it promotes the intellectual development of students; fourth, it helps students cultivate good learning attitude. In the teaching context, learners' affect is the reflection of the relationship between teachers and teaching activities and learners' real needs. Whether teachers and teaching activities meet learners' demands is the main factor that influences the development of learners' affect.

The roles of affect mentioned above make it clear that emotion is conducive to cognition, which is significant and inspiring to the present empirical study. The study tries to demonstrate that application of affective instruction in English as foreign language learning is conducive to students' cognitive development and target language acquisition. And the positive affect not only activates learners' learning motivation, but also plays roles as a lubricant, building social interaction, thereby the harmonious atmosphere in class is fostered and thus directly influences learning proficiency.

3. Teachers' Affect

According to Lu (2000, p.70) the teacher's affect will be mainly grouped as follows.

(1) Affect for teaching profession: It refers to the teacher's ethic devotion to his teaching. The difference between a teachers' job and the job of other fields lies in the fact that a teacher shoulders the responsibility of cultivating and developing the younger generations. As is mentioned by Russian Educator Михайл Иванович Калинин a teacher is an architect of man's soul.

(2) Affect for the subjects: It is passion for the subject that the teacher demonstrates when delivering their lecture. A teacher not only imparts language knowledge, language skills, and the learning strategy to the students, but also brings his/her enthusiasm and interest to the students. Enthusiasm is contagious. In turn the students' learning enthusiasm and interest are aroused, which last in the process of constantly absorbing, processing and exporting knowledge, skills and ideas.

(3) Affect for students: This is generous love for the students, not maternal or paternal love, but better than it. It is a primitive power for the teacher to inspire his students and make his students enjoy learning and creating. Love can begin with ourselves, but delight others and is accepted by others.

The teacher's affect lays a base for teaching strategy construction in the present study. The loyalty to his/her career,

the way in teaching and the care for his/her students provide a guideline for how to motivate students, how to build up students' self-confidence, how to lower students' anxiety and how to activate the students in learning. As the famous German poet Goethe (1988) declared that in all things we learnt only from those we loved, he was speaking directly to the profound connection between cognition and affection. Learners are especially open to and receptive towards those that they love. They are more likely to remember the words of a beloved mentor and to ruminate on them long after the words were spoken. Teaching goes deep when carrying deep affection into the human being; it can change the learners, teach learners to see the world differently.

4. Empirical Studies on Affective Instruction in EFL teaching

When coming to the survey of empirical study on affective instruction, it's better for us to know what affective instruction is. Affective instruction, in view of Lu Jiamei (2000: 2), is a kind of educational approach, which is applied by a teacher who makes good use of positive affect while taking all the cognitive factors into consideration in the teaching process so as to improve teaching objectives and to consolidate teaching effects. Because of its efficiency and effectiveness in teaching, affective instruction has been discussed and studied both abroad and at home.

Leo F. Dehtoh and Dawh Mckihhey (2004) drew as the conclusion that the affective factors such as interest, value, lack of pressure, overall belonging had significant correlations with course grade. Chi-keung Michael Kam (2008) found that high motivation was an antecedent and necessary condition for students to learn second language and would produce high achievement. But the investigation also found the goal setting wasn't significant in determining students' motivation in their English learning.

Ji (2007) made some investigations into the implementation of affective teaching objectives in junior high school. Tang (2007) carried out some surveys to find what affective factors influenced the oral English proficiency. Xu (2007) found that both extrinsic motivation and intrinsic motivation managed to promote learners' English learning. Lu (2007) concluded that nearly half of the teachers were subjectively aware of the importance of affective attitude, teachers lacked strategies to handle affective issues in teaching.

Based on the empirical studies on affective instruction, there is some room left for further investigation into affective instruction, for the previous research mainly focused on the subjects who were either junior, senior school students or non-English major students, but few chose English majors as subjects. In addition, the previous research demonstrated the relation between affective factors and learners' personality, learners' courses, and achievements, but few provided teaching strategies in affective instruction. The present empirical study will investigate the affective instruction situation of English majors in Comprehensive English Class in universities and the corresponding teaching strategies will be put forward in order to maximize the students' learning.

III. RESEARCH DESIGN

1. Research questions

The study will focus on the following research questions:

- (1) Does affective instruction applied in class develop students' positive affect?
- (2) How does the positive affect make an impact on students' learning?
- (3) What relationship does there exist between the affective instruction and students' school performance?

2. Research subjects

In accordance with the above research questions, the research subjects are 64 sophomores of English majors from School of Foreign Languages at a university in southwestern China. The participants are from two classes in the same grade, taught by the same teacher. And the participants of experimental class and control class are similarly distributed in terms of English language background, age ranging from 19-20, and gender of both are 23% males and 77% females. The teaching materials used in both experimental and control classes are *Contemporary College English (Book III)* and the related materials conducive to a good mastery of the required language knowledge and a better understanding of the text book were handed out impartially. To avoid any Pygmalion effect, the participants were not allowed to know about the study.

3. Research instruments

In the study, affective instruction is set as an independent variable, while dependent variables include motivation, anxiety, attitude and confidence, and students' achievements of both pretest and posttest of TEM-Band 4. Since the test is set by the Ministry of Education for sophomores as a summative assessment, all English majors from national comprehensive universities are required to take part in it in order to be evaluated their English proficiency. It is reliable and efficient to adopt the test as a means of evaluation of language learning and teaching.

Apart from the TEM-Band Four, another instrument is the student questionnaire. The questionnaire is a five-point Likert-type scoring from 1 (strongly disagree) to 5 (strongly agree) about the affective factors of college students in English learning. It is composed of four parts: motivation, self-confidence, anxiety and attitude toward English learning. There are twenty Likert-type items in the questionnaire which requires the participants to rate their agreement with statements reflecting thinking and beliefs held by them about affective factors. The items of the questionnaire are adapted from Gardner's Attitude Test Battery (AMTB) (2004) and Gao Yihong's *The Social Psychology of English Learning by Chinese College Students* (2004). The items were designed in Chinese (See appendix I) in order to ensure all the subjects could understand the statements and respond to them with care. The four factors are of positive

correlations with the scores of TEM-Band Four except anxiety, which shows the negative correlation with the scores.

TABLE 1
VARIABLES AND INSTRUMENTS IN THE STUDY

Variables		Instruments
Independent Variables	Affective Instruction	Different activities and teaching techniques
Dependent Variable	Learners' Achievements in TEM-Band Four	TEM-Band Four Exam
	Confidence	Questionnaire of College Students' Affective Factors (see Appendix I)
	Motivation	
	Anxiety	
Attitude		

4. Procedures

A. Phase one

In September 2006, the TEM-Band 4 (2004) was adopted for the examination of pre-test for both students of experimental class and control class. It is a standard test aiming to assess students' application of the basic skills--listening, speaking, reading and writing—and students' mastery of grammar and vocabulary. It involves both assessment of comprehensive competence and assessment of individual skill. The test, which is made up of five parts—writing, listening comprehension (Due to some reasons, the listening comprehension was crossed out), cloze, grammar & vocabulary, and reading comprehension. All the students of both classes took part in the exam simultaneously at the very beginning of the first academic term in 2006.

During class break, one questionnaire adapted from Gardner (2004) and Gao Yihong (2004) was given to each participant from experimental class and control class in order to examine their affective factors about English as foreign language learning such as their motivation, their self-confidence, their anxiety and their response to the teacher's methods applied in class.

When the test papers and questionnaires were collected respectively, the statistical software of the Statistical Package for the Social Sciences (SPSS 16.03) and Microsoft Excel were used to analyze the experimental data, on which all inferences and results were based.

From September 2006, the experimental class was dominated by affective instruction, in which the change of the teacher's role, teaching methods, interaction model in class and students' arrangement were taken into account to create a positive learning environment and cultivate students' positive affection.

As is mentioned in Feuerstein's theory of mediation (1991), it is the role of the teacher to help learners build confidence, sustain interest, develop appropriate learning strategies. Instead of knowledge transmitting, the teacher played multiple roles in designing and organizing the tasks and activities, controlling the time of the activities and the chance distribution, giving immediate help when necessary, joining one or two groups as a member of that group, providing students with resource and information available, correcting mistakes indirectly and organizing feedback (Jeremy, 2001), motivating students in constructing meaning.

In regard to motivating students in constructing meaning, the teacher activated students' prior knowledge by applying "Top-down model" and "interactive model" to aid them in learning, for learning is a process in which the learner constructs meaning based on his own experiences and what he already knows according to constructivist theory. For achieving the best learning, task-based language teaching (TBLT) was also implemented to engage students in the tasks and activities, during which the teacher acted as scaffolding---from direct and explicit instruction to guidance and less guidance, while the students were left independently to discuss, to make a plan, to solve a problem and they earned the opportunity to exchange their ideas, to learn from each other and display their language competence. With positive comments "Well done!", "Amazing job!", "Excellent!" on their performance and appreciation from the teacher and peers, students felt confident and motivated to learn more.

To establish dynamic interaction between the teacher and the learners, between the learners and learners, the students in the experimental class were put into groups of different sizes to do pair work and group work. Sometimes whole class work and individual work were required respectively when the teacher made a presentation, checked exercise, or did accuracy reproduction and when students processed information and consolidated learning results. In accordance to the students' grouping, they were arranged in semi-circle or U-shape, circle, at separate tables and in orderly rows. When students worked in groups or in pairs, the teacher either participated in one group as a group member, or circulated around the classroom, answering questions or providing help when necessary, they felt at ease and had more chances to speak, to bare their opinion. This encouraged co-operation & negotiation skills between students or among students; this promoted students' self-reliance and learner autonomy by allowing students to make their own decisions rather than follow the teachers; this relaxed and friendly context motivated students to learn and their self-confidence was established.

However, a few students, owing to personality, individual difference or being afraid of making mistakes, remained quiet or were deprived chances of expressing their ideas by those active ones. To pluck up their courage, some measures in relation to response opportunity, feedback and personal regard (Rompelman, 2002) were taken as follows:

(1) Everyone was given the equal chance to present his/her idea. Active ones were appropriately controlled, while

passive ones were encouraged.

- (2) Students were allowed enough time to formulate a reasonable response to a question.
- (3) Students were given clues when necessary.
- (4) The teacher kept her eyes on shining part of students' performance, enabling the student to know what the teacher thought of his/her performance.
- (5) The teacher didn't hesitate to praise her students' learning performance—according to behavioral learning theory, praise was a highly effective strategy to increase the likelihood that an appropriate behavior would be repeated.
- (6) The teacher was good at listening, with eye contact and a rephrasing of what the student had said.
- (7) The teacher was interested in the students and in what they were doing. When students worked in group or pair, the teacher not only walked around to offer help when necessary, but joined in one group as a participant.
- (8) The teacher was courteous and friendly to the students, showing herself as supporter and helper to the students.

B. Phase two

From what discussed above, it was obvious that the affective instruction was the most important characteristic in the experimental class, while the students from the control class were confined to “the Jug-and-Mug method (the teacher, a full jug, pours knowledge into the students, empty mug)” (Wang, 2000). The teacher dominated the class by explicitly explaining the focal points and difficult points of the texts and the students listened to the teacher passively while making notes of what their teacher delivered. They were given few chances to express themselves because of the teacher's too much talking time.

To evaluate the effect of affective teaching, what the author did in the second phase was similar to that in the first phase. In January of 2007, the students of the two classes took part in the exam of TEM-Band 4 (2005) (The test for English majors is organized once a year by the Ministry of Education. TEM-Band 4 (2005) is the latest one.). In order to be fair and objective, the listening comprehension part had to be crossed out from the post-test so as to go with the pre-test TEM-Band 4 (2004). And this time the questionnaire was still distributed to the students of the experimental class and the control class to finish.

C. Data Collection and Analysis

The data consisted of answers to the questionnaires and tests.

(1) Questionnaires

Each of the subjects was respectively given the questionnaire during class break in early Sept 2006 and in late Jan of 2007 and was required to hand in as soon as they finished. When 64 questionnaires were gotten back, firstly the researcher calculated the point of each part which contained an affective variable, then input the data to the classified Excel files in computer, at last used the statistical software of SPSS 16.03 and Excel to analyze the empirical data, on which the inferences and results were based. The analysis was as follows:

- (a) First, add the number of each part, and delete those questionnaires which omit filling the score or forget the choice of a question to ensure the validity of the experiment. 3_invalid questionnaires were eliminated. 2 are from the control class, and 1 from the experimental class.
- (b) Then evaluate whether each affective variable will reach to the statistical requirement with inner-consistency method. The frequency of variables is listed by descriptive statistics.
- (c) Use T-test to check the significance of the difference between the experimental class students and the control class students to ensure the validity of questionnaires.

(2) Test

As for the test, both the control class and the experimental class were required to take part in the exam in Sept 2006 and in Jan 2007 under the supervision of the researcher. With all participants' test-papers having been corrected and scored, their test scores were input into SPSS 16.03 for analysis.

IV. RESULTS AND DISCUSSION

1. Changes of Students' Affective Factors

Based on the results of the Independent T-test of Affective Factors, there are some changes of students' affective factors of the experimental class and the control class between the pre-test and post-test.

TABLE 2
INDEPENDENT T-TEST OF STUDENTS' AFFECTIVE FACTORS (PRE-TEST)

Item	class	number	Mean	SD	t	Sig.																																									
Motivation	1.00	31	3.1000	.45051	-.359	0.721																																									
	2.00	30	3.1407	.38756			Confidence	1.00	31	2.9929	.41981	-0.752	0.455	2.00	30	2.9037	.45866	Anxiety	1.00	31	3.3571	.75691	0.689	0.494	2.00	30	3.2222	.69134	Attitude	1.00	31	3.4357	.53348	1.463	0.149	2.00	30	3.2296	.51052	Total	1.00	31	3.2214	.23548	1.643	0.106	2.00
Confidence	1.00	31	2.9929	.41981	-0.752	0.455																																									
	2.00	30	2.9037	.45866			Anxiety	1.00	31	3.3571	.75691	0.689	0.494	2.00	30	3.2222	.69134	Attitude	1.00	31	3.4357	.53348	1.463	0.149	2.00	30	3.2296	.51052	Total	1.00	31	3.2214	.23548	1.643	0.106	2.00	30	3.1241	.20209								
Anxiety	1.00	31	3.3571	.75691	0.689	0.494																																									
	2.00	30	3.2222	.69134			Attitude	1.00	31	3.4357	.53348	1.463	0.149	2.00	30	3.2296	.51052	Total	1.00	31	3.2214	.23548	1.643	0.106	2.00	30	3.1241	.20209																			
Attitude	1.00	31	3.4357	.53348	1.463	0.149																																									
	2.00	30	3.2296	.51052			Total	1.00	31	3.2214	.23548	1.643	0.106	2.00	30	3.1241	.20209																														
Total	1.00	31	3.2214	.23548	1.643	0.106																																									
	2.00	30	3.1241	.20209																																											

(note: 1=the experimental class, 2=the control class, Sig=P<0.05)

As demonstrated in Table 2, there lies no difference in the affective factors of the students both from the experimental class and the control class ($p > 0.05$). That is to say, the students of both classes have the same motivation, confidence, anxiety and attitude to learning English as a foreign language.

TABLE 3
INDEPENDENT T-TEST OF STUDENTS' AFFECTIVE FACTORS (POST-TEST)

Item	class	number	Mean	SD	t	Sig.
Motivation	1.00	31	3.7429	.39198	3.311	.002
	2.00	30	3.3481	.48862		
Confidence	1.00	31	3.8286	.37992	3.479	.001
	2.00	30	3.4444	.43794		
Anxiety	1.00	31	2.6214	.71043	-1.255	.215
	2.00	30	2.8593	.69463		
Attitude	1.00	31	4.0500	.51819	2.462	.017
	2.00	30	3.7259	.45454		
Total	1.00	31	3.5607	.23148	3.405	.001
	2.00	30	3.3444	.23952		

(note: 1 = the experiment class, 2 = the control class, Sig = $P < 0.05$)

From Table 3 it is obvious for us to find the significant differences of students' affective factors between the two classes in post-test ($t = 3.405$, $P < 0.001$). The statistics indicate the mean of the experimental class is significantly higher than that of the control class. If we focus on the individual item of affective factors, the difference of all the affective factors is apparently observed ($P < 0.01$) except anxiety ($t = 1.255$, $P > 0.05$). The motivation, confidence and attitude of the students in the experimental class are tangibly superior to those of the students in the control class. It is concluded from the comparative study that application of affective teaching has produced a positive impact on students' affective factors. And this experiment, of course, conducive to improving students' learning effect, has built up students' self-confidence in learning English; has doubled the motivation of learning English; has developed a positive affective experience in the students; has cultivated an active attitude to learning English.

2. Changes of Achievements in Students' Learning

The changes of students' affective factors resulted in the changes of achievements in students' learning. The results from pre-test and post-test illustrated the changes between the control class and the experimental class.

TABLE 4
INDEPENDENT T-TEST OF THE SCORES OF TEM-BAND 4 (2000) (PRE-TEST)

Item	class	number	Mean	SD	t	Sig.
Cloze	1.00	31	7.6786	2.26165	-0.361	0.719
	2.00	30	7.8889	2.04438		
Grammar & vocabulary	1.00	31	11.5714	3.02372	-0.246	0.807
	2.00	30	11.7778	3.20256		
Reading	1.00	31	24.0000	5.82460	-1.439	0.156
	2.00	30	26.0000	4.35007		
Writing	1.00	31	10.4464	2.93869	-0.942	0.351
	2.00	30	11.2037	3.02636		
Total	1.00	31	53.6964	9.38709	-1.341	0.186
	2.00	30	56.8704	8.09510		

(note: 1 = the control class, 2 = the experiment class, Sig = $P < 0.05$)

In the pre-test, means and standard deviations (SD) are first calculated for each class, and the squared values of the standard deviations are about the same ($p > 0.05$), in other words, the two squared values of the standard deviations are the homogeneity of variances. The distribution of scores for each item for both classes is nearly well-proportioned, without significant differences, so it is obvious that the English proficiency of the students from the experiment class and the control class is approximately well-matched.

However, there do appear some changes in the means of the two classes in the post-test (See Table 5: $t = 3.239$, $P < 0.01$). It is proved by the statistical data that the students from the experimental class have better mastery of English than the students from the control class.

Table 5 offers us a further illustration that the mean of each item between the two classes forms a sharp distinction ($P < 0.05$) except reading comprehension ($t = 1.459$, $P > 0.05$). The students from the experiment class have done better in Cloze, Vocabulary & Grammar and Writing than those from the control class. From the evidence of figures, this experiment of affective instruction, undoubtedly, has developed the students' language knowledge and skills, especially in Cloze, Vocabulary & Grammar, and Writing.

TABLE 5
INDEPENDENT T-TEST OF THE SCORES OF TEM-BAND 4 (2005) (POST-TEST)

Item	class	number	Mean	SD	t	Sig.
Cloze	1.00	31	11.3571	2.55625	-2.675	.010
	2.00	30	13.0370	2.06587		
Grammar & vocabulary	1.00	31	9.4643	1.74233	-2.799	.007
	2.00	30	10.9630	2.20979		
Reading	1.00	31	28.6429	4.58835	-1.459	.151
	2.00	30	30.1481	2.82440		
Writing	1.00	31	14.0000	1.77430	-2.463	.017
	2.00	30	15.1667	1.73759		
Total	1.00	31	63.4643	6.85421	-3.239	.002
	2.00	30	69.3148	6.52974		

(note: 1 = the control class, 2 = the experiment class, Sig = P < 0.05)

3. Contributions of the Two Experiments

The above statistical results, on the one hand, indicate the relation between students' positive affect and cognition. The more emotionally engaged a learner is, the more likely he/she is to learn. On the other hand, these significant differences make it clear that application of affective teaching in language classroom can foster change and improvement in the students' emotion and attitudes as well as their learning performance. In other words, affective teaching is conducive to the growth of motivation and self-confidence; it contributes to developing students' positive learning attitude. With higher motivation, stronger confidence and positive attitude to learning, students become more competent in learning.

V. CONCLUSION

With significant differences shown above in both pre-test and post-test experiments between the control class and the experimental class, the results actually support the author's hypothesis and answer the three questions. Consequently some conclusions can be drawn as follows:

(1) Affective instruction applied in class develops students' positive affect. Teachers who are enthusiastic about teaching and about the subject they teach tend to keep students interested and involved in learning. This kind of emotion is contagious and stirs up students' emotion. The positive affect activates attention, which then triggers the short-term and long-term memory, and eventually makes the overall learning process possible. In other words, learning doesn't take place when there's no emotional arousal. In English language teaching, to establish a connection between the affective and the cognitive, teachers need to create a space in which students can integrate what they are feeling and learning. This requires teacher's optimistic personality, for positive affection plays a stimulating role in English learning.

(2) The positive affect, to some extent, makes an impact on students' learning. Having positive and favorable feelings toward learning will help students feel that they do well. Similarly, when they experience negative and unfavorable feelings toward learning, they sense problems. The best learning takes place when a positive feeling of the learners is activated.

(3) There exists a positive relationship between the affective instruction and students' school performance. Affective instruction helps establish rapport between teachers and students, which is the prerequisite to create a relaxed and pleasant classroom atmosphere, and in turn, it is conducive to language learning. Affective instruction is conducive to enhancing students' self-esteem and self-confidence. With self-esteem and confidence the students manage to overcome the difficulties in English learning. And the students' confidence partly depends on the teacher's active emotion and enthusiasm. When teachers bring students with positive affective experience, the students actively take part in language learning activities and the learning takes place. Research shows that only when learners are willing to react positively to language learning can their learning effects will become productive and they can really develop their language competence.

APPENDIX 1. QUESTIONNAIRE OF STUDENTS' AFFECTIVE FACTORS

亲爱的同学，您好！本次调查采取匿名形式，您提供的每一个信息，都将作为我们统计分析的重要依据，请您根据自己的情况认真填写和选择。

(1)=不认同 (2)=不大认同 (3)=不确定 (4)=基本认同 (5)=认同

1. 学习动机

我学习英语是因为我喜欢这门语言本身。 (1) (2) (3) (4) (5)

我学习英语是为了今后更好地学习其他专业。 (1) (2) (3) (4) (5)

我学习英语是因为英语是我的专业。 (1) (2) (3) (4) (5)

我学好英语是为了毕业后找一份好工作。 (1) (2) (3) (4) (5)

学好英语对我很重要。它是当今社会非常有用的交流工具。 (1) (2) (3) (4) (5)

2. 自信心

我相信自己一定能学好英语。 (1) (2) (3) (4) (5)

- 自信心在很大程度上影响了我的学习。 (1) (2) (3) (4) (5)
 我有用英语与他人交流的强烈愿望。 (1) (2) (3) (4) (5)
 我有很好的自控能力学习，比如预习和复习。 (1) (2) (3) (4) (5)
 我可以长久专注地作一件事情，即使比较枯燥。 (1) (2) (3) (4) (5)

3. 焦虑

- 我在课堂上回答老师的问题很紧张。 (1) (2) (3) (4) (5)
 我不愿意主动回答，因为不能自如地表达。 (1) (2) (3) (4) (5)
 说英语时，总害怕别人会笑话。 (1) (2) (3) (4) (5)
 我在使用英语时害怕犯错误。 (1) (2) (3) (4) (5)
 英语考试时，我总是非常紧张，担心不及格。 (1) (2) (3) (4) (5)

4. 学习态度

- 我在英语学习中，对作业和测试中的错误能马上改正。 (1) (2) (3) (4) (5)
 课后我能及时复习和巩固所学英语知识。 (1) (2) (3) (4) (5)
 只要课堂上有自己实践语言的机会，我都十分珍惜。 (1) (2) (3) (4) (5)
 学习英语时，我喜欢与他人积极合作完成学习任务。 (1) (2) (3) (4) (5)
 我的成绩好否，教师应该负主要责任。 (1) (2) (3) (4) (5)

(It is adapted from Gardner (2004) and Gao Yihong (2004).)

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