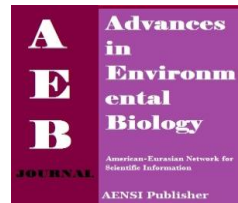




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Social and Affective Factors

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ABSTRACT

Affective and social factors are of paramount importance in SLA and English teaching. Affective factors refer to emotion or feeling. They include self-esteem, motivation, anxiety, etc. On the other hand, social factors are facts and experiences that influence individuals personality and life style. they are religion, ethnicity, family, physical attributes, economic status, education, location, life partner and children, and political system. The present study intends to do investigation on advanced levels of students in an institute in Yasouj city. Two groups of students are chosen with equal members ; namely, 20 students in each group. based on the data collected and analyzed by preparing a questionnaire, they can help teachers to take these factors into consideration in a considerable manner later. Here, investigation is done on motivation as an affective factor and Economic status as a social factor.

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INTRODUCTION

Recent investigation in applied linguistics has developed the study beyond teaching English and moves towards the study of sociology and psychology. The effects of social and affective factors are new ones which are considered here. Affective factors are internal and intrapersonal differences in learning outcomes. On the contrary, social factors are external and interpersonal differences which exist in learning and teaching.

Review of literature:

Affective filter hypotheses and explanation of its influence had proposed by Dulay and Burt (1970s).this hypotheses became perfect by Krashen [4]. His theory included five hypotheses; monitor hypothesis, natural order hypothesis, input hypothesis, acquisition learning hypothesis, and affective filter hypothesis. By affective filter hypothesis he claimed that where anxiety is low affective filter is low and motivation increased. Thus, the best acquisition will occur. Motivation is so central and the most frequently used catch-all term for explaining the success or failure of virtually any complex task [2]. He defined motivation as the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit [1]. According to Gardner [3] motivation is a combination of effort plus desire to achieve the goal of learning the language and favorable attitude towards learning the language. numerous studies have confirmed that without considering motivation it is not possible to fully understand what happens in FL learning or to interpret research results. Economic status as social factor is the most important part to be taken into account.

Research questions:

1. What are the effects of motivation on learning?
2. What are the effects of economic status on learning ?

Methodology:

This study is going to do investigation on 40 students regarding motivation and economic status for about 3 weeks.

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A. Subjects and instruments:

Forty students from an institute in Yasuj city are selected in this investigation. They were selected randomly in 2 different classes. a questionnaire was prepared to do research on motivation and economic status. They all co-operated with me as a researcher. In order to be sure about answers regarding these factors, answers were collected which were as follows:

B. Data collection and result analysis:

All the 40 questionnaires are collected which 35 are effective. In order to be sure about the reliability of the study, 20 of the subjects were asked to do same 3 weeks later. Their answers were basically the same as former ones. These questionnaires were used for analyzing data. The answers were labeled and categorized. According to this questionnaire the results were divided into 2 parts .i.e, the results of the motivation and the results of economic status on learning and education.

1. The results of the motivation about English:

In this part which is the starting point of the survey, 4 choices are selected as very motivated, motivated, less motivated, and unmotivated. figure 1 shows these answers to the questionnaire.

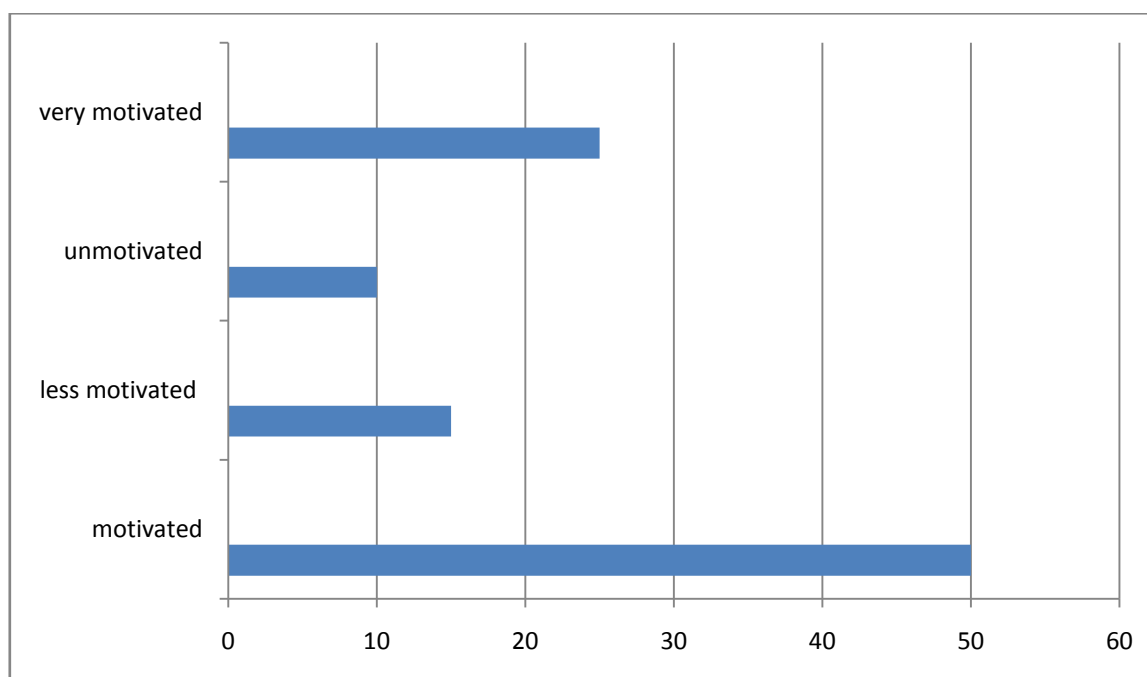


Fig. 1: Students motivation about English.

As figure shows those students who are motivated have the highest frequency; namely, 50%, very motivated students have next percentage as 25%. The next items are less motivated and unmotivated with 15% and 10%, respectively.

2. The results of economic status about education and English:

4 choices are selected to be answered by students in this part. They are highly influenced, influenced, less influenced, and uninfluenced. These items are shown in figure 2.

As figure 2 shows students who are influenced have the highest frequency; that is, 50%. the next one, highly influenced has 25%. Less influenced and uninfluenced have 15% and 10%, respectively.

Conclusions:

As these two figures show / illustrate, students' motivation and economic status about education and English, it can be concluded that these 2 factors as affective and social ones, respectively have a great influence on learning. successful students have high motivation and less problem with economic status about English and education, but less successful students have less motivation and high problem with economic status.

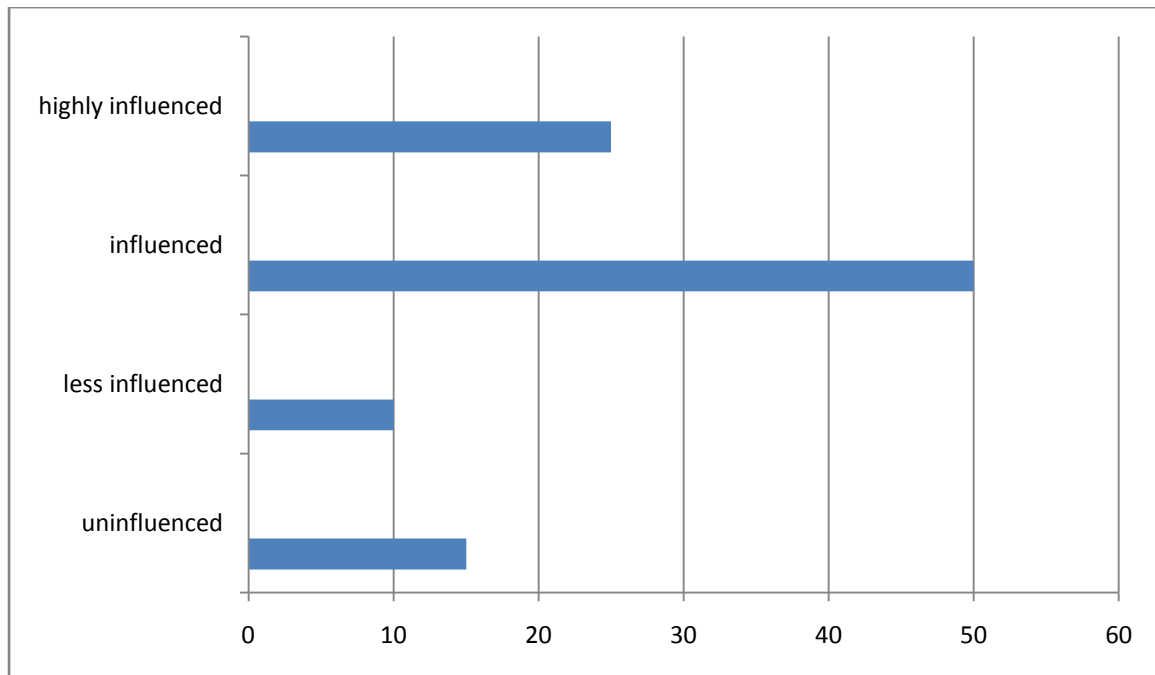


Fig. 2: Students' economic status about English.

Implications for further study:

During this research I found that teachers should consider individuals as whole persons and their social and affective factors taken into account fully. More studies need to be done on social factors.

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