



Affective strategies in teaching and learning English as a Second Language (ESL)

Nadia Rose M. Sison

Northern Negros State College of Science and Technology, Philippines

nsison@nonescost.edu.ph

ABSTRACT

Learning a language is both an academic and an emotional process of coming to terms with oneself and building relationships with others. This study aimed to determine the extent of affective strategies in lowering anxiety, encouraging oneself, and taking emotional temperature in teaching and learning English as a Second Language (ESL) among language students and teachers of Northern Negros State College of Science and Technology, a state college in the Philippines. This descriptive-comparative study employed validated survey questionnaires to determine the extent of affective strategies for English language teachers and students. The results showed that language teachers and students use affective strategies to lower anxiety, encourage oneself, and take emotional temperature in teaching and learning ESL. Moreover, females use affective strategies more to lower their anxiety and take emotional temperature than males, who had an average outcome. Interestingly, all year levels indicate a great extent in all three areas. Furthermore, sex and year level are significant in the use of affective strategies specifically in lowering anxiety and encouraging oneself. No significant difference was found in the extent of use of affective strategies among teachers and students. This study recommends the use of affective strategies in teaching ESL, integrated in the materials and methods to further enhance the language learning process of the students.

ARTICLE INFO

Received : April 29, 2022

Revised : June 8, 2022

Accepted : July 18, 2022

KEYWORDS

*Affective strategies, Teaching
and learning English as a
second language (ESL)*

Suggested Citation (APA Style 7th Edition):

Sison, N.R.M. (2022). Affective strategies in teaching and learning English as a Second Language (ESL). *International Research Journal of Science, Technology, Education, and Management*, 2(2), 79-90. <https://doi.org/10.5281/zenodo.6951410>

INTRODUCTION

Language learning is both academic and emotional as it is a process of self-realization and of relating to other people. Motivation is one of the learning elements that affect learners' linguistic attitudes and classroom anxiety (Tovar Viera, 2016). These ideas emphasize the most important and undeniable role that the affective domain plays (Learner Training 4 – Social and Affective Strategies 4, ICOSA, 2013).

Affective learning strategies fulfill the affective domain, which consists of lowering one's anxiety, encouraging oneself, and taking one's emotional temperature (Fotokian, 2015). Affective techniques help language learners control confidence, motivation, and attitudes. Teachers overlook a crucial point by judging themselves based on student achievements (Posinasetti, 2014). When teachers focus on assessment results rather than valuing the emotional processes that learners go through, they affect the behavior and performance of students exposed to a language classroom that demands them to do well in tests rather than allow them to develop positive emotions toward themselves and the learning process. Indeed, using affective strategies can help students and teachers to value the learning process more and focus on realizing what is truly essential. Affective techniques involve controlling negative and good emotions. Oxford (1990) categorized the general sets of affective strategies into lowering anxiety, encouraging oneself, and taking emotional temperature.

Language teaching and learning are two-way processes. Learning and teaching a second language traditionally takes a lot of time and space (Rajput & Shah, 2021). However, due to the demands of globalization, technological integration and high expectations and pressures for improved results in skills and cognition, most educational institutions fail to emphasize the important role that the affective domain plays in the teaching and learning process. Most English Language Teaching (ELT) studies focus on the cognitive domain and disregard the emotive area. Humanism has focused on emotions such as motivation, anxiety, and self-esteem. These researches largely focused on language learners' emotions while ignoring teachers. Since instructors' perspectives impact their teaching, understanding how they view the emotional domain of language education can help us understand their attitudes toward learners. There is an emphasis on the requirement for fluency in the use of the language, and they neglect the idea of developing among learners the sensibility in conversations, high regard for self-worth and others, the ability to consider learning a language as part of self-realization and not just a cognitive breakthrough or a requirement for the completion of one's degree. Students are more concerned about the scores they get from language tasks than the meaningful process they undergo as they discover and develop various language skills.

Despite the consideration and emphasis given on the role and importance of affect in learning such as in functional and anthropological linguistics, it has been neglected in second language acquisition (SLA) literature (Dewaele, 2011). In foreign language learning, affect and emotion are concepts that were not given primary focus since most discussions focus more on the discovery and utilization of new language (Garrett & Young, 2009). SLA writers give little attention to affect and motivation. They do not give much attention to those that affect one's use of affect and emotion in language learning. Many educators, especially classroom teachers, focus their objectives and measurable outcomes on cognitive learning, which leads to the neglect of lessons focused on affective learning. Affective learning is difficult to detect and measure, which may explain its neglect. Affect is important in teaching and learning despite this perceived difficulty (Holt & Hannon, 2013). Ni (2012) emphasized that affective factors can contribute to whole-person development beyond language education and even the academic domain". Affective elements are important in second and foreign language acquisition and teaching. With these premises, it is necessary to look at the use of affective strategies among teachers and students.

OBJECTIVES

The research determined the extent of using affective strategies in terms of lowering anxiety, encouraging oneself, and taking emotional temperature in teaching and learning ESL as assessed by the English teachers and students of

Northern Negros State College of Science and Technology (NONESCOST), a state college in the Philippines. Specifically, it sought to determine the extent of affective strategies in teaching and learning English as a Second Language (ESL) among the language teachers and students of NONESCOST when grouped according to sex, year level, and the extent of use of affective strategies as a whole.

METHODS

Design

The descriptive-comparative research design was utilized to determine the extent of using affective strategies in teaching and learning among students and teachers of NONESCOST. The comparative research design was found to be the appropriate design to determine if there was a significant difference in the extent of using affective strategies in learning ESL among the language teachers and students of NONESCOST.

Respondents and sampling procedure

The respondents of this study were 167 English language students and 5 language teachers of NONESCOST, a state college in the Philippines. These students were enrolled in English classes as their major subjects and were randomly selected from each year level using proportionate stratification.

Research instrument

Two researcher-made survey instruments were used respectively for teaching and learning. The survey questionnaires contained 20 questions on the use of affective strategies in ESL. The questions are based on the variables of affective strategy on language learning, which are lowering anxiety, encouraging oneself, and taking an emotional temperature. There were six questions for reducing anxiety and seven questions each for self-encouragement and for monitoring emotional temperature. The questionnaires used the Likert scale with 5 (Always), 4 (Very often), 3 (Often), 2 (Sometimes), and 1 (Never). The survey questionnaires were submitted to three experts for validity using the Content Validity Ratio (CVR) of Lawshe (1975). The CVR was used to measure content validity for performance domains specifically on observable behaviors. Each item in both questionnaires was evaluated by the experts as "Essential," "Useful but not essential" and "Non-essential". The results were then calculated using the CVR table which incurred a value of 1 interpreted as Very Valid. The validated questionnaires were subjected to reliability testing using Cronbach Alpha. Thirty AB-English students were considered as respondents for the pilot test of the study; these students were not part of the main respondents. The reliability score was 0.786 which denoted a high degree of reliability.

Data collection

The approval of the Vice-President for Academic Affairs and the Department Head of English Language Studies was sought prior to the administration of the validated questionnaires to the respondents. Upon approval, the researcher personally administered the validated questionnaires to the respondents. The instrument was administered on a schedule when the respondents from each year level were available and were willing to answer the questionnaire. The data from the respondents were collated, tabulated, and analyzed using the appropriate statistical tools. The descriptive statistical analysis, specifically the mean, was used to analyze the extent of using affective strategies in learning and teaching ESL among the language students and teachers of NONESCOST. In the analysis of the results of the survey from the respondents, the scale together with the verbal description and verbal interpretation was used to refer to the extent of use of the affective strategies. Variables such as sex and year level as well as the three classifications of strategies: lowering anxiety, encouraging oneself, and taking an emotional temperature, were used in the analysis of the results.

Ethical considerations

Voluntary participation of respondents in the research was observed. Respondents participated by informed consent. The researcher provided sufficient information and assurance to the respondents about their participation in the study and a thorough understanding of its implications. Moreover, participants were given the right to withdraw from the study at any stage if they wished to do so. Privacy and anonymity of respondents were given paramount importance. Ideas of other authors used in any part of this research were acknowledged. The objectivity in discussions and analyses throughout the research was maintained with the highest standard.

Statistical analysis

The inferential statistical analysis was used to analyze the data to answer problems seeking for significant differences. T-test was used to determine the significant difference in the extent of affective strategies in learning ESL among the language students when grouped according to sex and in identifying the significant difference on the extent of use of affective strategies between teaching and learning ESL while ANOVA was used for the significant difference when grouped according to year level.

RESULTS AND DISCUSSION

Below are the results of the survey on the use of affective strategies in learning and teaching ESL among language students and teachers of NONESCOST when they were assessed based on the three variables: lowering anxiety, encouraging oneself, and taking emotional temperature and when the students are grouped according to sex and year level.

Extent of use of affective strategies in learning ESL

Table 1. Extent of lowering anxiety in learning ESL as to sex

Variables	Mean	Sd	Interpretation
Sex			
Male	3.40	0.80	Average Extent
Female	3.69	0.69	Great Extent
As a Whole	3.67	0.70	Great Extent

Lowering Anxiety. Table 1 shows that when students are grouped in terms of sex, males have an average extent of use on lowering anxiety ($M=3.40$, $SD=0.80$) while females have a great extent of use ($M=3.69$, $SD=0.69$). This shows that female students use lowering anxiety techniques more than male students do. Male students use affective strategies only in some language learning activities while female students use those strategies most of the time in the classroom. During a language class, they use strategies to lower their anxiety such as breathing exercises, relaxation techniques, talking to someone about how they feel, visualizing something positive, incorporating music in language activities, and using humor to release tension and bring pleasure to the classroom. It also showed that although female students experience anxiety and stress in the process of learning a language, they know how to reduce such and be able to accomplish tasks despite their negative feelings. Whenever they are faced with difficult language tasks or when language learning brings them anxiety and stress, female students use techniques to lower their anxiety and keep themselves relaxed most of the time. This finding is supported by the study of Ylmaz (2010) which indicated significant differences between means of affective strategies according to gender in favor of females. It showed that females use more affective strategies frequently than males do. It is also affirmed by the study of Shah et al. (2012) which found that women generally used learning strategies more

frequently than men with the difference being statistically significant in the case of social, affective, and memory strategies.

Table 2. Extent of encouraging oneself in learning ESL as to sex

Variables	Mean	Sd	Interpretation
Sex			
Male	3.65	0.77	Great Extent
Female	3.92	0.64	Great Extent
As a Whole	3.90	0.65	Great Extent

Encouraging Oneself. Table 2 shows that in terms of sex, both male (M=3.65, SD=0.77) and female (M=3.92, SD=0.64) language students have a great extent of use in terms of encouraging oneself. However, the female respondents have a higher mean when compared to male respondents. When taken as a whole, both revealed a great extent of use. This implies that both male and female language students use affective strategies most of the time in the classroom but not in all language learning activities. They encourage themselves when they are shy, reward themselves when they have completed a language learning activity, make positive statements about themselves to boost their confidence, keep a positive mental note about learning English, use corrections to remedy speech errors, focus on previous language achievements as well as use positive remarks about their abilities towards the realization of their full language potential. The findings also revealed that language students believe in the concept of encouragement as an important tool to boost one's confidence and self-belief in order to hurdle language difficulties and challenges. Also, language students believed in the concept of self-encouragement as a classroom practice every time they are experiencing errors, shyness, and discouragement. Parker (2007) said a continuous and sometimes strong correlation between a student's motivation and learning opportunity is limited, but domain-specific motivation variances are noticeable. All three motivation measures correlated favorably, considerably, and sometimes strongly with deep cognitive methods and challenge effort. Certain academic disciplines had minimal gender variations in learning motivation. Positive (and sometimes substantial) relationships between motivation and learning variables suggest that slight gender variations in motivation may coexist with small learning disparities for boys and girls. One of the strategies for encouraging oneself is the use of rewards. In the study of Nurmela (2017), the least satisfied student reported infrequently using the strategy of rewarding themselves, while the most satisfied students reported using this strategy at a moderate frequency. While rewarding oneself may not be used by the most successful learners in terms of academic achievement, it can help students feel better about their development. Encouraging oneself to speak was used slightly more frequently by the most satisfied students, but it was used highly frequently by the least satisfied, most satisfied, and all students alike.

Table 3. Extent of taking emotional temperature in learning ESL as to sex

Variables	Mean	Sd	Interpretation
Sex			
Male	3.30	0.67	Average Extent
Female	3.72	0.58	Great Extent
As a Whole	3.68	0.60	Great Extent

Taking Emotional Temperature. Table 3 shows that in terms of sex, male language students have an average extent (M=3.30, SD=0.67) while female language students have a great extent (M=3.72, SD=0.58) of use on taking emotional temperature. When taken as a whole, the respondents have a great extent of use. This implies that male students use affective strategies only in some language learning activities while female students use it most of the time in the classroom. They take emotional temperature by dwelling on positive feelings, managing moods and emotions, writing their feelings in a diary, taking part in speaking activities, identifying their strengths

and weaknesses, and talking to themselves while answering a question or thinking about a particular language task more compared to male respondents. Female language students manage their emotions and moods by exploring activities that benefit their process of language learning compared to males. Although females have been constantly identified as more emotional than males and have been constantly associated with emotional breakdowns, this study reveals that females know how to manage their emotions and moods which they then use in the process of learning a language.

Table 4. Difference in the extent of affective strategies in learning ESL as to sex

Areas	Variable (Sex)	Mean	SD	df	t	Sig	Interpretation
Lowering Anxiety	Male	3.40	0.80	165			
	Female	3.69	0.68				
Encouraging Oneself	Male	3.65	0.77	165			
	Female	3.92	0.64				
Taking Emotional Temperature	Male	3.30	0.67	165			
	Female	3.72	0.58				
As a whole	Male	3.45	0.66	165			
	Female	3.78	0.56				

Table 4 shows the difference in the extent of use of affective strategies in learning English among the language students when grouped according to sex. The three areas: Lowering anxiety, encouraging one, and taking emotional temperature were assessed based on sex. When a t-test was used to identify if there was a significant difference in lowering anxiety, male (M=3.40, SD=0.80) and female (M=3.69, SD=0.68) yielded a significant difference [t=1.48, p=0.014]. Alternatively, there is no significant difference in the use of encouraging oneself and taking emotional temperature when grouped based on sex. On encouraging oneself, male (M=3.65, SD=0.77) and female (M=3.92, SD=0.64) yielded a result [t=1.44, p=0.151] which is not significant. On taking emotional temperature, male (M=3.30, SD=0.67) and female (M=3.72, SD=0.58) yielded a result [t=2.48, p=0.142] which is not significant. However, when taken as a whole, male (M=3.45, SD=0.66) and female (M=3.78, SD=0.56) yielded a significant difference [t=2.00, p=0.047]. This implies that sex is a factor in the use of lowering anxiety strategies of students in a language class but not for encouraging oneself and taking emotional temperature. However, in general, sex is a factor when it comes to the use of affective strategies in language learning. The use of strategies such as lowering anxiety, encouraging oneself and taking emotional temperature varies between male and female language students. As shown in the previous results, it was observed that female language students have a greater extent of use of the said strategies when compared to male language students. The findings of the present study are supported by the study of Oxford and Nyikos (1989) cited in Nurmela (2017) which found that female students reported a higher frequency of strategy use in three out of five strategy factors studied which are memory, cognitive, compensation, metacognitive and affective while male students did not report a higher frequency of use in a single category. This shows that gender affects strategy utilization. This is also affirmed by the study of Shah et al. (2012) on strategies of students in Malaysian universities which found that women generally used learning strategies more frequently than men with the difference being statistically significant in the case of social, affective and memory strategies. However, it is negated by the study of Griffiths (2003) which found that there is no statistically significant difference in reported frequency for strategy use between male and female learners. Since Griffiths (2013) argues that women tend to be more motivated towards language learning and, as discussed above, motivation significantly affects learners' strategy use, there is little difference in the frequency of strategy use between men and women.

Table 5. Extent of lowering anxiety in learning ESL as to year level

Variable	Mean	Sd	Interpretation
Year Level			
1 st Year	3.77	.71	Great Extent
2 nd Year	3.66	.65	Great Extent
3 rd Year	3.88	.50	Great Extent
4 th Year	3.48	.74	Average Extent
As a Whole	3.67	.70	Great Extent

Table 5 shows that when the students are grouped according to year levels, the extent of use among first year (M=3.77, SD=0.71), second year (M=3.66, SD=0.65), and third year (M=3.88, SD=0.50) students is great while average for fourth year (M=3.48, SD=0.74). This shows that the first, second and third year language students use lowering anxiety techniques more than the fourth year. This implies that the lower year levels are incorporating strategies in the classroom that would help them lower their anxiety than those students who are already in the final year of completing the language course. This further implies that fourth year language students tend not to use lowering anxiety techniques due to the fact that they have adjusted well enough to classroom situations that have brought them anxiety and stress compared to those who are still in the initial phase of taking the course. The language students who belong to the lower years are still adjusting to language tasks and the process of learning a language which then allows them to frequently use lowering anxiety techniques to cope with the difficulties they face. This is confirmed by Tragant and Victori (2012) who found that younger students had higher relationships between learning strategies and EFL grades.

Table 6. Extent of encouraging oneself in learning ESL as to year level

Variable	Mean	Sd	Interpretation
Year Level			
1 st Year	3.96	0.65	Great Extent
2 nd Year	3.95	0.58	Great Extent
3 rd Year	4.17	0.48	Great Extent
4 th Year	3.69	0.71	Great Extent
As a Whole	3.90	0.65	Great Extent

When the respondents are grouped according to year level, all year levels have a great extent in terms of encouraging oneself as shown in Table 6. Third-year got the highest mean (M=4.17, SD=0.48), followed by first-year (M=3.96, SD=0.65) and second year (M=3.95, SD=0.58). The fourth year got the lowest mean among the four year levels (M=3.69, SD=0.71). However, when they are taken as a whole, there is a great extent of use in encouraging oneself (M=3.90, SD=0.65). This implies that all year levels use affective strategies, specifically on encouraging oneself, most of the time in the classroom but not in all language learning activities. The third year language students use more of it compared to the other year levels based on the mean scores. Furthermore, third year students felt a deep sense of connection to self-encouragement as a tool to help them progress better towards the process of learning a language compared to those who are just starting the process of language learning and those who are already in the final stage of completing the course. The findings are affirmed by the study of Roboh

and Tedjaatmadja (2016) which revealed that language learners believe that if they use the affective strategy which is encouraging oneself, they would be confident and motivated to learn a new language.

Table 7. Extent of taking emotional temperature in learning ESL as to year level

Variables	Mean	Sd	Interpretation
Year Level			
1 st Year	3.69	0.60	Great Extent
2 nd Year	3.82	0.60	Great Extent
3 rd Year	3.83	0.52	Great Extent
4 th Year	3.55	0.61	Great Extent
As a Whole	3.68	0.60	Great Extent

When the students are grouped according to year level, all year levels have a great extent of use in terms of taking emotional temperature as shown in Table 7. Third year students got the highest mean (M=3.83, SD=0.52), followed by second year (M=3.82, SD=0.60) and first year (M=3.69, SD=0.60) students. The fourth year students got the lowest mean among the four year levels (M=3.55, SD=0.61). When taken as a whole, there is a great extent of use in terms of taking emotional temperature. This implies that all year levels use affective strategies most of the time in the classroom but not in all language learning activities. However, the third year language students use more of it compared to the other year levels based on the mean scores. Third year language students use the strategy of taking emotional temperature as a tool that helps them progress better towards the process of learning a language compared to those who are just starting the process of language learning and those who are already in the final stage of completing the course. Tragant and Victori (2012) found that younger students had clearer preferences for certain techniques than older students, and the association between learning strategies and EFL grades was stronger in younger students. In this study, the third year language students showed a great extent of use of affective strategies when compared to the fourth year students as evident in their mean scores.

Table 8. Difference in the extent of affective strategies in learning ESL as to year level

Areas		df	Mean Square	F	Sig.	Interpretation
Lowering Anxiety	Between Groups	3	1.13	2.38	0.072	Not Significant
	Within Groups	163	.47			
	Total	166				
Encouraging oneself	Between Groups	3	1.36	3.314	0.022	Significant
	Within Groups	163	0.41			
	Total	166				
Taking Emotional Temperature	Between Groups	3	.65	1.839	.142	Not Significant
	Within Groups	163	.35			
	Total	166				
When taken as a Whole	Between Groups	3	0.948	2.975	0.033	Significant
	Within Groups	163	0.319			
	Total	166				

Table 8 shows the significant difference in the extent of use of affective strategies in learning English among the language students when they are grouped according to year level. Results show that there is a significant difference in the use of encouraging oneself [F=3.314, p=0.022]; however, there is no significant difference in the use of lowering anxiety [F=2.38, p=0.072] and taking emotional temperature [F=1.839, p=0.142] when grouped according to year levels. When taken as a whole, the results [F=2.975, p=0.033] yielded a significant difference in the use of the three areas of affective strategies and year level. This implies that year level is a factor in the use of affective strategies among language students, specifically on encouraging oneself but not on lowering anxiety and taking emotional temperature. However, when strategies are taken as a whole, year level is a factor that affects the extent of use of affective strategies among the respondents. The findings of this study on the use of lowering anxiety and taking emotional temperature and year level are affirmed by the studies of Nurmela (2017) and Tragant and Victori (2012), which revealed that while studies on adult learners suggest that the learning strategy use of older learners seems more sophisticated, this is most likely due to motivational factors rather than age. Furthermore, motivational factors are not necessarily linked to age, and younger learners with similar motivators as older learners could thus display similar strategy use patterns. Griffiths (2003) found no correlation between strategy use frequency and age. Comparing the frequency of strategy use between younger (age 14 to 23) and older (age 24 to 64) learners on a five-point scale, she found that the average reported frequency of LLS use in both groups was identical. It is possible that when studying the strategy use of learners of different ages, other factors affect strategy use more than age. While older learners may have learned a language in different settings and through different methods and have different experiences with exposure to English, age itself does not appear to be a factor in strategy use variance.

Table 9. Extent of affective strategies in teaching ESL

Areas	Mean	Sd	Interpretation
Lowering Anxiety	3.83	0.97	Great Extent
Encouraging Oneself	4.28	0.66	Great Extent
Taking Emotional Temperature	4.23	0.49	Great Extent
As a Whole	4.11	0.69	Great Extent

Table 9 shows the extent of use of affective strategies in teaching ESL. The descriptive results showed that there is a great extent of use of affective strategies among language teachers on lowering anxiety (M=3.83, SD=0.97), encouraging oneself (M=4.28, SD=0.66) and taking emotional temperature (M=4.23, SD=0.49). Language teachers incorporate affective strategies most of the time in the classroom but not in all language learning activities. Furthermore, it implies that teachers incorporate relaxation and breathing techniques to reduce anxiety, tension, and stress among their students which eventually bring pleasure and a relaxed disposition during a language class. They also encourage their students whenever they feel shy and afraid inside the classroom, and they also give them rewards and positive correction to help them cope with the difficulties they encountered in the process of learning a language. Also, teachers help their students manage their moods and emotions, dwell on positive feelings, identify their strengths and weaknesses as well as write their feelings in a diary. They also talk to themselves while answering a question or thinking about a language task. These findings further show that teachers believe that using the three areas of affective strategies in the classroom can help students learn the language better, improve their performance, accomplish language tasks and develop a positive disposition in the classroom. Since anxiety is considered as an affective filter, teachers consider the use of lowering anxiety strategies in the classroom to help students overcome their negative thoughts and feelings about learning a language. These findings are affirmed by the study of Albarai (2015) that the implementation of teachers' anxiety-reducing strategies in an EFL classroom led to a significant decrease in the levels of foreign language anxiety of learners. The finding on use of

affective strategies by language teachers is also congruent with the statement of Chamot (2004) who found that teachers might advise students to keep a diary or journal about their use of tactics in the language class and other situations to enhance transfer. Teachers can "think aloud" while working on a familiar activity, remarking on learning tactics as they go. All these techniques assist students build strategic learning metacognition.

Extent of use of affective strategies in learning ESL as a whole

Table 10. Extent of affective strategies in learning ESL as a whole

Variables	Mean	Sd	Interpretation
Lowering Anxiety	3.67	0.70	Great Extent
Encouraging oneself	3.90	0.65	Great Extent
Taking emotional Temperature	3.68	0.60	Great Extent
As a whole	3.75	0.60	Great Extent

Table 10 shows that there is a great extent of use in the three areas of affective strategies namely lowering anxiety (M=3.67, SD=0.70), encouraging oneself (M=3.90, SD=0.65) and taking emotional temperature (M=3.68, SD=0.60). There is also a great extent of use when taken as a whole (M=3.75, SD=0.57). This implies that the language students incorporate affective strategies such as lowering anxiety, encouraging oneself and taking emotional temperature as part of their strategies in language learning most of the time in the classroom but not in all language learning activities.

Table 11. Difference in teaching and learning ESL

		N	Mean	SD	df	t	Sig	Interpretation
Affective	Students	167	3.75	.57	170	1.39	0.17	Not significant
Strategy	Teachers	5	4.12	.69				

Table 11 shows that when t-test was used, students (M=3.75, SD=0.57) and teachers (M=4.12, SD=0.69) result yielded a p-value of 0.17 which is interpreted as not significant. This implies that there is no significant difference in the use of affective strategies among language students and teachers of NONESCOST. Their extent of use of affective strategies only yielded a small difference which revealed that both teachers and students are incorporating affective strategies in all areas specified in this study namely lowering anxiety, encouraging oneself, and taking emotional temperature in their language teaching and learning as evident in their mean scores. This also means that there is a match between the use of affective strategies of teachers in teaching the language and the students in learning. A connection between the use of affective strategies in teaching and learning is evident. Fotokian (2015) confirmed the study's findings by describing L2 syntactic teaching methodologies with EFL teachers. The study showed that the acquisition order of grammatical morphemes is highly affected by the teachers' method of teaching, and the students' products and recognitions mainly relate to the strategy used in English classrooms. Teachers believed that using socio-affective strategy is useful in teaching syntactic features. Liu (2010) confirmed the conclusions of this study, which noted that teacher and student awareness of learner techniques may provide useful insights into language learning. This can help individual learners adopt or develop effective language-learning strategies and urge teachers to utilize them in class. The findings support the theory regarding the significant role that affective strategies play in the language learning of ESL students. It is evident in the findings

that learners indeed use affective strategies as shown in the great extent of use in the three areas namely lowering anxiety, encouraging oneself, and taking emotional temperature. This is a confirmation that apart from the cognitive and psychomotor strategies, students use affective strategies as part of language acquisition and learning.

CONCLUSIONS AND RECOMMENDATIONS

The findings of the study revealed a great extent of use of affective strategies in teaching English as a second language in terms of lowering anxiety, encouraging oneself, and taking emotional temperature when taken as a whole. There is also a great extent of use of affective strategies in learning English as a second language when the students are taken as a whole. When the students are grouped according to sex, there is a great extent of use on lowering anxiety, encouraging oneself, and taking emotional temperature. Females revealed a great extent in the three areas. When they are grouped according to year level, there is a great extent of use in all three areas. However, in terms of lowering anxiety, fourth year AB English students revealed an average extent. Moreover, when classified by sex and year level, AB English students employ affective learning strategies differently. However, there is no significant difference in the use of affective strategies between teaching and learning English.

This study has revealed useful insights for both the teachers and learners of English as a second language. The great extent of the use of affective strategies in teaching English as a second language in terms of lowering anxiety, encouraging oneself, and taking emotional temperature implies that incorporating these affective strategies in the language lessons makes learners more comfortable studying the language. However, it is true that while some teachers use these strategies, others do not, which explains that the quality of learning the language is not the same among the various English language learners given the same time and condition. Between sexes, females tend to use more strategies than males. Among younger and older students, younger ones incorporate strategies in the classroom that would help them lower their anxiety than those students who are already on the final year of completing the language course. The significant difference in the extent of use of affective strategies in learning English between males and females implies that sex is a factor in the use of affective strategies in language learning. Also, the significant difference in the extent of use of affective strategies in learning English between younger and older students implies that year level is a factor that affects the extent of use of affective strategies among the respondents. Furthermore, the absence of a significant difference in the use of affective strategies between teaching and learning English implies that both teachers and students are incorporating affective strategies in all areas specified in this study namely lowering anxiety, encouraging oneself and taking emotional temperature in their language teaching and learning.

Based on the findings of the study, the following are recommended: English language teachers are encouraged to develop a positive learning environment and to continue to reassess their teaching approaches, methods, and techniques to promote a culture of support and openness. Teachers should strengthen the use of affective strategies in the classroom and incorporate such in all language activities they prepare for their students. They should increase their use of affective strategies in language classrooms to develop students' language skills. Since students use affective strategies in language learning, they must be included in the language course materials. Language students are encouraged to maintain their affective strategies as a learning strategy in accomplishing their language activities since these strategies are seen as beneficial. Future researchers may consider revising the questionnaire to incorporate other aspects which would reveal the benefits of the use of affective strategies in language learning. They may consider the inclusion of socio-affective strategies as part of the future studies to be conducted.

REFERENCES

- Arabai, F. (2014). The influence of teachers' anxiety-reducing strategies on learners' foreign language anxiety. *Innovation in Language Learning and Teaching*, 9(2), 163-190.
<https://doi.org/10.1080/17501229.2014.890203>
- Chamot, A.U. (2004). Issues in language learning strategy research and teaching. *Electronic Journal of Foreign Language Teaching*, 1(1), 14-26.
- Cohen, A.D., Weaver, S.J., & Li, T.Y. (1996). *The impact of strategies-based instruction on speaking a foreign language*. Center for Advanced Research in Language Acquisition.
- Dewaele, J.M. (2011). Reflections on the emotional and psychological aspects of foreign language learning and use. *Anglistik: International Journal of English Studies*, 22(1), 23-42.
- Fotokian, M. (2014). Socioaffective Language Learning Strategies: Explicit Use In Teaching Syntactic Features. *Indian Journal of Fundamental and Applied Life Sciences*, 5 (S2).
- Garrett, P. & Young, R. (2009). Theorizing Affect in Foreign Language Learning: An Analysis of one Learner's Responses to a Communicative-Based Portuguese Course". *The Modern Language Journal* 93 (2009): 209-226.
- Green, J.M. & Oxford, R. (1995). A Closer Look at Learning Strategies, L2 Proficiency, and Gender. *TESOL Quarterly*, 29(2), 261. <https://doi.org/10.2307/3587625>
- Griffiths, C. (2003). Patterns of language learning strategy use. *System*, 31(3), 367-383.
[https://doi.org/10.1016/s0346-251x\(03\)00048-4](https://doi.org/10.1016/s0346-251x(03)00048-4)
- Holt, B.J. & Hannon, J.C. (2006). Teaching-Learning in the Affective Domain. *Strategies*, 20(1), 11-13.
<https://doi.org/10.1080/08924562.2006.10590695>
- Lawshe, C.H. (1975). A Quantitative Approach To Content Validity. *Personnel Psychology*, 28(4), 563-575.
<https://doi.org/10.1111/j.1744-6570.1975.tb01393.x>
- Learner Training 4 - Social and Affective Strategies. (2013). UGC ICOSA Project, Hong Kong.
- Liu, J. (2010). Language Learning Strategies and Its Training Model. *International Education Studies*, 3(3).
<https://doi.org/10.5539/ies.v3n3p100>
- Ni, H. (2012). The Effects of Affective Factors in SLA and Pedagogical Implications. *Theory and Practice in Language Studies*, 2(7). <https://doi.org/10.4304/tpls.2.7.1508-1513>
- Nurmela, J. (2017). The language learning strategies of students at a University of Applied Sciences and how strategy use correlates with learning success.
- Oxford, R.L. (1990). Language learning strategies: What every teacher should know. The University of Alabama.
- Oxford R. & Nyikos, M. (1989) Variables affecting choice of language learning strategies. *The Modern Language Journal*, 73(3), 291-300.
- Parker, J. (2007). Gender Differences in the Motivation to Learn. Evergreen State College.
- Posinasetti, N. (2014). Re: What is The Affective Domain and its role in learning?.
- Rajput, S.N. & Shah, S.H.R. (2021). Computer-assisted English language learning technology for undergraduate university students. *International Research Journal of Science, Technology, Education and Management*, 1(1), 57-66. <https://doi.org/10.5281/zenodo.5201634>
- Roboh, A.G. & Tedjaatmadja, H.M. (2016). Affective Strategies Used by High Proficiency Learners at Hand Fortuna Center. *Katakita Journal of Literature, Language and Teaching*, 4(2).
- Shah, M.I.A., Ismail, Y., Esa, Z., & Muhamad, A.J. (2013). Language Learning Strategies of English for Specific Purposes Students at a Public University in Malaysia. *English Language Teaching*, 6(1), 153-161.
- Tragant, E. & Victori, M. (2012). Language learning strategies, course grades, and age in EFL secondary school learners. *Language Awareness*, 21(3), 293-308. <https://doi.org/10.1080/09658416.2011.609622>
- Tovar, R. (2017). Attitude, motivation and anxiety in foreign-language classrooms in the Ecuadorian context. Manuscript in press
- Yilmaz, C. (2010). The relationship between language learning strategies, gender, proficiency and self-efficacy beliefs: a study of ELT learners in Turkey. *Procedia - Social and Behavioral Sciences*, 2(2), 682-687.
<https://doi.org/10.1016/j.sbspro.2010.03.084>