



The Role of Affective Factors among B.A. Students majoring in the Fields of ELT, Translation Studies, and English Literature

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Abstract

Self-esteem, motivation and anxiety are extremely popular constructs within the field of psychology and have been related virtually to other related fields like language education. The relationship between these affective factors and academic achievement is one that is regarded by many educators as a well-established fact. As such, this study intended to investigate the difference between these affective factors among B.A. students majoring in the fields of ELT, Translation and English Literature. The collected data was analyzed by SPSS software. Descriptive statistical analysis (frequencies, percentages, means, and standard deviations) were used to obtain comprehensive views of the demographic information from the background questionnaire. ANOVA technique was used to examine differences in variables of interest; the obtained results revealed that there is no significant difference between the self-esteem, motivation and anxiety of B.A students majoring in the fields of ELT, Translation and English Literature.

Keywords: self-esteem, motivation, anxiety, English B.A students

BACKGROUND OF THE STUDY

Interest in affective factors in education has a long history. Since 1970s, the interest in the field of foreign language learning and teaching has been raised. Inferences of affective factors have become the major concern in this research field. Many researchers have stressed the importance of understanding affective factors in second language learning. For example, Arnold (1999, P. 2) gave out two reasons to explain the importance. Firstly, "attention to affective aspects can lead to more effective language learning". Secondly, attention to affective aspects can contribute to the whole-person development, which is "beyond language teaching and even beyond what has traditionally been considered the academic realm". It can be assumed that affective factors do play a significant role in both foreign language learning and teaching. The affective factors include motivation, self-esteem, self-confidence, self-image and empathy, etc. Stern (1983, as cited in Zhu & Zhou, 2012) indicated that the function of

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affect has the equivalent position of that of cognition. According to Arnold (1999), affect is composed of feelings, attitudes and motivations which will influence the process and result of language learning.

As mentioned earlier, with the importance of the learner status in the realm of language learning; affective factors such as learners' attitudes, empathy, inhibition, motivation and anxiety have been accounted for successful outcomes of language learning in different contexts (Na, 2007). In the present study, three affective factors are going to be investigated among Ph.D. university students majoring in the fields of ELT, Translation and English Literature; these three affective factors include: self-esteem, motivation and anxiety. In this regard, it seems worthy to provide a brief but clear explanation of these three variables; Demo and Parker (1987) believed that in real situations both self-esteem and language learning are interacting variables, in the sense that language learning can affect the degree of self-esteem and vice versa; that is to say, by strengthening one, the other factor will be strengthened.

Anxiety has been defined by Horwitz (2001) as a multifaceted concept comprised of self-perceptions, beliefs, feelings, and behaviors related to learning arising from the uniqueness of the language learning process. Anxiety may be considered as the most important and common affective factor in English learning. Scovel (1978, as cited in Zhu & Zhou, 2012) defined anxiety as a state of apprehension, a vague fear that is only indirectly associated with an object. It is related to the feelings of worry, doubt and frustration. Krashen (1982, as cited in Zhu & Zhou, 2012) in his famous Affective Filter Hypothesis pointed out that students with low anxiety, high motivation and self-confidence could get better achievement in learning process.

Motivation is considered to be one of the most important factors, which affect the learner's language input and intake. Brown (2002, P. 34) defined it as, "motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit." Gardner (1985) explained it as a combination of effort plus desire to achieve the goal of learning the language plus favorable attitude towards learning the language. Considering the ideas mentioned above the present study attempts to explore the role of three affective factors (self-esteem, motivation and anxiety) among Ph.D. students majoring in the fields of ELT, Translation and English Literature.

STATEMENT OF THE PROBLEM AND PURPOSE OF THE STUDY

Nowadays, learning English has become a necessity all over the world. English is the most common language in the world. As mentioned earlier, in learning a foreign language not only cognitive readiness is required but also affective aspect of this process seems to gain great importance in recent years. Previous studies on the role of affective factors especially in EFL contexts have concentrated on learners in a variety of academic and non-academic settings in Iran and the world over, but they have not been into the examination of affective factors among university students majoring in the fields related to English; these EFL learners are considered as growing communities, learning English as a foreign language in Iran in university contexts. To contribute to the previous research in this regard and provide a better understanding of affective factors

in Iran, the current study aims at looking deeply into the affective state of English major undergraduate students learning EFL in Iran. Specifically, this study is an attempt to find out whether these university students majoring in the fields of ELT, Translation and English Literature are experiencing different forms of affective factors in their unique setting in which they are learning the English language as their university major. It is worth noting that this study concentrates on three affective factors: self-esteem, motivation and anxiety and it aims at investigating the difference between these affective factors among Ph.D. university students majoring in the fields of ELT, Translation and English Literature.

However, it seems that little research has already been conducted to compare the affective variables of *self-esteem, EFL motivation and language anxiety* among learners in various English-related fields of study. Thus, in the present study, the role of *affective factors* is going to be examined and for this end, three elements of affective factors will be considered: *self-esteem, EFL motivation and language anxiety*. In simple, this study attempts to find out whether there is a significant difference between affective factors of students majoring in the fields of ELT, Translation, and English Literature or not.

SIGNIFICANCE OF THE STUDY

Affective factors are considered to be important elements in language learning. These factors should be taken into consideration as serious issues. Also, EFL teachers should take into consideration the individual differences among students and the different environments they come from. EFL students who have low self-esteem, high anxiety and the students who are less motivated should be trained to overcome their negative feelings about themselves and look positively at their EFL learning capabilities. The students' intention and affective factors in studying these majors has not been considered extensively by scholars, thus, the results of this thesis can help administrators, teachers and more critically students about the role and influence that self-esteem, motivation and anxiety can play in their academic lives and how the difference between these factors is realized among students majoring in ELT, Translation, and English Literature courses.

RESEARCH QUESTIONS AND HYPOTHESES

Research Questions:

1. Is there any difference in self-esteem of students majoring in the fields of ELT, Translation, and English Literature?
2. Is there any difference in motivation of students majoring in the fields of ELT, Translation, and English Literature?
3. Is there any difference in language anxiety of students majoring in the fields of ELT, Translation, and English Literature?

Research Hypotheses:

1. There is a significant difference in self-esteem of Ph.D. students majoring in the fields of ELT, Translation, and English Literature.

2. There is a significant difference in EFL motivation of Ph.D. students majoring in the fields of ELT, Translation, and English Literature.
3. There is a significant difference in language anxiety of Ph.D. students majoring in the fields of ELT, Translation, and English Literature.

REVIEW OF THE RELATED LITERATURE

The Significance of Self-Esteem

It is generally believed that there are many benefits to having a positive view of the self. Those who have high self-esteem are presumed to be psychologically happy and healthy (Branden, 1994; Taylor & Brown, 1988, as cited in Heatherton & Wyland, 2003) whereas those with low self-esteem are believed to be psychologically distressed and perhaps even depressed (Tennen & Affleck, 1993, as cited in Heatherton & Wyland, 2003). Having high self-esteem apparently provides benefits to those who possess it: They feel good about themselves, they are able to cope effectively with challenges and negative feedback, and they live in a social world in which they believe that people value and respect them and they can be logically criticized and deal with inaccurate criticisms rationally.

Although there are negative consequences associated with having extremely high self-esteem (Baumeister, 1998, as cited in Heatherton & Wyland, 2003) most people with high self-esteem appear to lead happy and productive lives. By contrast, people with low self-esteem see the world through a more negative filter, and their general dislike for themselves shades their perceptions of everything around them.

Heatherton and Wyland (2003) argued that considerable evidence shows a link between self-esteem and depression, shyness, loneliness, and alienation; low self-esteem is not pleasing for those who have it. Thus, self-esteem affects the enjoyment of life even if it does not have a considerable impact on career success, productivity, or other objective outcome measures. Given the choice, however, most people would prefer to have high self-esteem.

Measuring Self-esteem

Throughout the history of research on self-esteem, there have been concerns that the concept was poorly defined and therefore badly measured. Jackson (1984, as cited in Heatherton & Wyland, 2003) noted that "after thirty years of intensive effort . . . what has emerged . . . is a confusion of results that defies interpretation" (p. 2). Wylie (1974, as cited in Heatherton & Wyland, 2003), one of the chief critics of self-esteem research, blamed the area's difficulties on a lack of rigor in experimentation and a proliferation of instruments to measure self-esteem. For example, there are a large number of self-esteem instruments, and many of the scales correlate poorly with one another.

Indeed, in reviewing the history of the measurement of self-esteem, Briggs and Cheek (1986, as cited in Heatherton & Wyland, 2003) stated "it was obvious by the mid-1970s that the status of self-esteem measurement research had become something of an embarrassment to the field of personality research" (p. 131). How a construct is defined

has obvious implications for how it is measured. As a term that is widely used in everyday language and heavily laden with social value, perhaps it should not be surprising that idiosyncratic and casual definitions have contributed to the chaos of defining and measuring self-esteem.

The measurement of self-esteem by means of self-report tools has brought new topics into debate such as validity issues, dimensionality of self-esteem, etc. There are several measures used in self-esteem evaluation. For example, the Coopersmith Self-Esteem Inventory (CSEI), which assesses the attitude toward oneself in general, as well as in specific contexts – peers, parents, school, and personal interests. It was originally designed to be used with children, drawing on items from scales that were previously used by Carl Rogers (Coopersmith, 1981). The Tennessee Self Concept Scale (TSCS) consists of 100 items measuring self-worth in individuals 12 years old and above (Fitts, 1965). Inventories rarely used include the Janis-Field Feelings of Inadequacy Scale (JFFIS) (Janis & Field, 1959) or the Self Esteem Scale of the Jackson Personality Inventory (SEJPI). And, the Rosenberrg Self Esteem Scale (RSES) which according to Smidova Hatlova and Stochl (2008) is the most reported measure of self-esteem in the literature (Schmitt & Allik, 2005; Martin, Thompson, Chan et al., 2006; Halama & Biescad, 2006; Vermillion, 2007). In the case of RSES, self-esteem is referred to as global self-esteem (GSE).

According to Lundstorm (2009), self-esteem can either be global, meaning that it reflects an overall assessment of the self, or it can be specific, meaning that it reflects an assessment of a particular domain by itself, such as physical appearance, athletic ability or academic skills (Neis, et al., 2002). Self-esteem is measurable in both global and specific terms. It has two basic components, one is *level*; high or low (Neis, et al., 2002), where high self-esteem is said to reflect a relatively greater tendency to like yourself, appreciate yourself and accept yourself, and it is believed to provide greater benefits to the psychological functions than low self-esteem (Brody, Brown, & Kernis, 2000, as cited in Lundstorm, 2009). The other is *stability*; (Neis, et al., 2002), there are unconditional elements which are stable and independent of external events and circumstances and a conditional part which is variable.

Self-Esteem in SLA

Demo and Parker (1987) believed that in real situations both self-esteem and language learning are interacting variables, in the sense that language learning can affect the degree of self-esteem and vice versa; that is to say, by strengthening one, the other factor will be strengthened.

Most studies (Branden, 1988; Apter, 1998; Murk, 1999; Branden, 1999; Coopersmith, as cited in Bagheri & Faghih, 2012) considered self-esteem as the personal judgment, opinion and the internal attitude of one's self. If this judgment is positive, it will lead learners to success. If it is negative, it leads to troubles and low academic achievement. In other words, students who feel good about themselves are the ones who most likely to do better. Likewise, important people in one's life such as parents, friends or teachers form ones' view about the self. A person consciously or unconsciously adopts others'

judgments and deals with them as reality (Roberts, 2003, as cited in Bagheri & Faghih, 2012). In brief, the internal picture of oneself is drawn by judgments made of the person him/herself or by people around him. Others could build or damage self-esteem by their positive or negative views.

Language Learning Motivation

Motivation would probably be identified as the most powerful influences on learning to most teachers. SLA research also views motivation as a key factor in L2/FL learning. Brown (1994, as cited in Xu, 2011) gave the definition of motivation as "the extent to which you make choices about (a) a goal to pursue and (b) the effort you will devote to the pursuit" (p. 204). Relating motivation to learning a second language (L2), Gardner (1985) proposed, "motivation is a term which is often used with respect to second language learning as a simple explanation of achievement" (p. 204). Gardner's (1985) definition of motivation in language learning was the "effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language" (p. 204).

According to Ellis (1994), language teachers readily acknowledge the importance of learners' motivation, not infrequently explaining their own sense of failure with reference to their students' lack of motivation, but teachers are often unaware of their students' specific motivations for L2 language learning. Teachers' lack of knowledge about their students' real reasons for learning a language is one of conditions that impede our full understanding of students' motivation for L2 learning.

It is worth noting that there are a multitude of reasons why learners may well be highly motivated to begin learning a foreign language, but it is quite another matter to sustain that motivation. Therefore, it is important to find out the underlying causes of students' motivation in English learning and the possible factors that influence students' sustaining motivation, especially in a practical sense to teachers who want to stimulate students' motivation.

Improving Students' Learning Motivation

Students with high motivation are more enthusiastic and prepared to learn English well than others. The inner ambition and effort encourages students to study to their best abilities. Therefore, how to make students keep high learning motivation becomes the first challenge for teachers in junior high school.

Meeting students' basic needs

According to Maslow's theory, a student will lack learning motivation if his basic needs are not met. For instance, a student with unhappy childhood usually has a strong desire for a secure environment because his needs for love and interpersonal intimacy are not met. Students who don't do well in study and are often criticized by their parents at home or teachers in class will be timid and hold low self-confidence and self-esteem. Therefore, teachers must first establish a secure environment where learners feel that they belong and where they can build up self-respect by receiving respect from others (Williams & Burden, 2000).

A harmonious teacher-student relationship is quite necessary in meeting students' basic needs. Rogers (1969) maintained that creating connection between teacher and student is a principle to construct an environment where threatening factors can be reduced and students' images can be protected. Mutual respect and trust will make students more willing to cooperate with teachers in the classroom. If teachers can respect students' personalities and individual characters, students will feel that they are wanted and respected by the people around them. They will also feel that they are studying in a protected and free environment. When a student meets his basic needs, he will then perform his full potential and set goals to achieve self-actualization.

Designing activities vividly to arouse students' interest

Interest is the best teacher. Rogers (1969), concluded that almost half of the students have weak desire or even little interest in English. Humanistic educators advocate respecting learners' nature, keeping an eye on learners' interest, hobby and needs in learning process. It is important for teachers to arouse the students' interest in the beginning stage of new study life.

Zhu and Zhou (2012) argued that to keep students' interest in learning, teachers should try best to design appropriate activities and they should attach great importance to their age and psychology, as well. If teachers can make boring teaching materials interesting and attractive, students' initiative will be largely promoted when they have interest in what they are learning. Furthermore, with the development of science and technology, teachers can also make full use of the excellent teaching software to foster and stimulate students' interest.

Educating students' self-efficacy

According to Bandura (1997), self-efficacy is actually a person's own judgment of whether he is able to complete a certain task or not. He also pointed out that factors such as direct experiences, mediated experiences, verbal persuasion and emotion will exert impact on self-efficacy. Self-efficacy is an important element of motivation.

Therefore, as proposed by Zhu and Zhou (2012) it is very important for teachers to adopt some measures to improve students' self-efficacy. First, teachers should give students tasks with proper difficulty so as to let them have experiences of success because positive language learning experiences can increase students' self-confidence in using English and strengthen their motivation to learn it. Second, teachers can ask students to observe others' positive attitude to study and their good performances in class. Through observation, students will change their attitude to themselves and may be more confident in their own ability to learn English well. With high self-efficacy, students are more willing to study by themselves.

Foreign Language Learning Anxiety

A substantial amount of research has suggested that anxiety has a great effect on second language acquisition. Although essentially anxious foreign language learners share feelings and symptoms of "uneasiness, frustration, self-doubt, apprehension, or worry" similar to any other specific anxieties (Scovel, 1978, p. 134), language learning contexts

appear to be particularly prone to anxiety arousal. Many learners claim that they have a mental block against learning a foreign language in contrast to other subjects (Horwitz, et al., 1986).

Since the mid-1980s, there has been a considerable amount of research providing supporting evidence for the treatment of the construct of anxiety as conceptually specific to the language acquisition context. In particular, Horwitz, et al. (1986) defined foreign language anxiety as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (p. 128). MacIntyre and Gardner (1991) also advocated the treatment of language anxiety as a separate concept as they found performance in the second language was negatively correlated with language anxiety but not with more general types of anxiety. This distinction between language anxiety and other forms of anxiety has now been recognized as a key issue in the understanding of the role of anxiety in language learning and allows for a more focused conceptual basis for future research (MacIntyre, 1995).

Wei (2007) continued that the identification of language learning anxiety has attracted considerable attention from investigators. Students may represent various anxiety-related behaviors particular to the foreign language classroom situation, such as trying to avoid difficult linguistic structures and express difficult or personal messages in the foreign language, getting nervous in role-play activities, not volunteering answers and participating in oral activities, coming unrehearsed to class, delaying taking the foreign language until very late, avoiding speaking in the foreign language in class, being less willing to communicate and express themselves compared to more relaxed students, etc. (Horwitz, et al., 1986; MacIntyre, 1995; MacIntyre, et al., 1997).

Some researchers such as Kuhl and Bechmann (2000) made a distinction between state or static and dynamic anxiety. The former refers to 'ruminating about causes and feelings' (Ford, 1992, p.113) and the latter refers to taking real action in order to dissolve a problem or lessen feelings of apprehension. The tendency to become anxious is a permanent personality trait. State anxiety, on the other hand, is a transitory emotional condition, which is triggered by the nervous system, such as the worry and stress felt before taking a test (Kim, 2001, as cited in Wei, 2007). Situation specific anxiety refers to the anxiety consistently felt in a particular situation or context.

METHOD

Research Design

This study drew on a causal comparative research design. Through this design, learners' past experience, that is their fields of study (as independent variable) was compared in order to find out whether it exerts any effect on the dependent variables i.e. their self-esteem, EFL motivation and language anxiety.

Participants

The study was conducted at Azad University in Tabriz, Ahar, and Tehran cities. The intended population of this study was all undergraduate male and female Ph.D. students

majoring in the fields of ELT (N=30), Translation (N=30), and English Literature (N=30) at Tabriz Azad University.

Instrumentation

The data was collected through three questionnaires, which are made up of two parts. In the first part, students were asked to provide background information; this self-designed background questionnaire includes age, gender, birthplace and native language of the students. The data was collected by three questionnaires related to self-esteem, EFL motivation and language anxiety.

In order to investigate the role of self-esteem, motivation and anxiety among university students, three questionnaires were used; for estimating self-esteem, Coopersmith (1967)'s standardized questionnaire of self-esteem was used that includes 58 questions with 2 options (yes or no) for each question.

In this questionnaire 8 questions (6,13,20,27,34,41,48,55) were "lie detector" type; that is to say, if a participant got more than four scores from these eight questions, this would show that the test had low reliability and the participant tried to show himself better than what he was in nature. But the scoring way of other questions (2,4,5,10,11,18,19,21,23,24,28,30,32,35,36,47,45,57) is different; for yes answers the participant received one score and for no answers they got no scores. The rest of questions are scored reversely. Therefore, the minimum score that could be obtained from this questionnaire is zero and the maximum score for a participant is 50.

For anxiety factor, Foreign Language Classroom Anxiety Scale (FLCAS) was used as the most well-known instrument according to a review of previous studies, designed and validated by Horwitz, Horwitz and Cope (1986). The FLCAS as a systematic 33-item survey questionnaire is categorized by the causes of anxiety that would be prevalent among EFL learners in different learning contexts. The factors are identified as communication anxiety, fear of negative evaluation, test anxiety and anxiety in the English classroom. The respondents to this scale were asked to rate each of the FLCAS statements using a five-point Likert scale interval ranging from "Strongly Agree" to "Strongly Disagree". It measures a person's level of anxiety by coming up with an anxiety score by adding up the ratings on the 33 items.

Finally, for estimating motivation, the questionnaire designed by Schmidt, Boraie and Kassabgy (1996) was administered; this questionnaire includes 44 items on which students indicate their agreement or disagreement with various statements on five-point Likert scales. In this questionnaire the first five items deal with intrinsic motivation, three of which are positively worded, two of which are negatively worded and will be reverse-coded for the analysis. Items 6 through 20 deal with extrinsic motivation and represent a variety of reasons for learning English. Items 21–25 concern personal psychological needs, both achievement-oriented and affiliation-oriented. Items 26–34 concern expectations and a number of control statements. Questionnaire items 35–38 concern stereotypical attitudes toward Americans and British, which were elicited directly from a sample of students. Items 39–44 concern motivational strength.

Procedure

Before conducting the actual research, there was a need to execute a pilot study; to this end the questionnaires are distributed among 30 Ph.D. university students majoring in the fields of ELT, Translation, and English Literature (10 students from each major); after estimating the validity and reliability of the questionnaires they were prepared in order to investigate the difference between three affective factors (self-esteem, motivation and anxiety) in the target sample group; 90 students took part in this phase which were selected through random sampling.

In order to assure the validity of the questionnaires and consider more cautiously the appropriateness of the items, the questionnaires were given to two experts to evaluate its validity. For estimating reliability of the questionnaires two methods were executed; considering Self-esteem questionnaire as this questionnaire involves two choices in answering each question, its reliability was examined by Richardson-Kudar; the obtained result was 0.87. However, for Anxiety and Motivation questionnaires, Cronbach's Alpha was administered for calculating their reliability; the estimated reliability for Anxiety questionnaire was 0.86 and for Motivation questionnaire was 0.57.

Data Analysis

After conducting the pilot study and estimating the reliability and validity of the questionnaires, the questionnaires were distributed among 90 Ph.D. students majoring in the fields of ELT, Translation and English literature. The collected data was analyzed by SPSS software. Descriptive statistical analysis (frequencies, percentages, means, and standard deviations) were used to obtain comprehensive views of the demographic information from the background questionnaire. ANOVA technique was used to examine differences in variables of interest; that is to say, to find out whether there is a significant difference between affective factors (self-esteem, motivation and anxiety) of Ph.D. university students majoring the in fields of ELT, Translation, and English Literature or not.

The dependent variables of the study were self-esteem, EFL motivation, and language anxiety whereas the students' field of study was considered as the independent variable.

RESULTS AND DISCUSSION

Testing the research hypotheses

1. There is a significant difference in self-esteem of B.A. students majoring in the fields of ELT, Translation, and English Literature.

Table 1 is related to the results obtained from self-esteem questionnaire; accordingly, the ELT students' self-esteem mean score is 33.03, for English Literature students is 30.4 and for Translations students is 31.53.

Table 1. Distribution of Self-Esteem

	N	Mean	Std. Deviation	Std. Error
ELT	30	33.0333	9.86629	1.80133
Literature	30	30.4000	8.95814	1.63553
Translation	30	31.5333	9.50402	1.73519
Total	90	31.6556	9.40614	0.99149

Table 2 illustrates the results obtained from ANOVA test, accordingly, the significance level is $P=0.559$ and $F=0.586$; as, the significance level is more than 0.05, the hypothesis is rejected. That is to say, there is no significant difference in self-esteem of B.A. students majoring in the fields of ELT, Translation, and English Literature.

Table 2. Results of ANOVA Test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	104.689	2	52.344	0.586	0.559
Within Groups	7769.633	87	89.306		
Total	7874.322	89			

2. There is a significant difference in EFL motivation of B.A. students majoring in the fields of ELT, Translation, and English Literature.

Table 3 illustrates the results obtained from motivation questionnaire; accordingly, the ELT students' motivation mean score is 164.3, for English Literature students is 159.9 and for Translations students is 158.9.

Table 3. Distribution of Motivation

	N	Mean	Std. Deviation	Std. Error
ELT	30	164.3000	11.60306	2.11842
Literature	30	159.9000	10.67821	1.94957
Translation	30	158.9333	8.92858	1.63013
Total	90	161.0444	10.60730	1.11811

Table 4 illustrates the results obtained from ANOVA test, accordingly, the significance level is $P=0.112$ and $F=2.243$; as, the significance level is more than 0.05, the hypothesis is rejected. That is to say, there is no significant difference in motivation of B.A. students majoring in the fields of ELT, Translation, and English Literature.

Table 4. Results of ANOVA Test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	490.956	2	245.478	2.243	0.112
Within Groups	9522.867	87	109.458		
Total	10013.822	89			

3. There is a significant difference in language anxiety of B.A. students majoring in the fields of ELT, Translation, and English Literature.

Table 5 illustrates the results obtained from anxiety questionnaire; accordingly, the ELT students' anxiety mean score is 86.43, for English Literature students is 91.3 and for Translations students is 82.36.

Table 5. Distribution of Anxiety

	N	Mean	Std. Deviation	Std. Error
ELT	30	86.4333	16.23467	2.96403
Literature	30	91.3000	17.67943	3.22781
Translation	30	82.3667	13.97901	2.55221
Total	90	86.7000	16.27533	1.71557

Table 6 illustrates the results obtained from ANOVA test, accordingly, the significance level is $P=0.103$ and $F=2.334$; as, the significance level is more than 0.05, the hypothesis is rejected. That is to say, there is no significant difference in anxiety of B.A. students majoring in the fields of ELT, Translation, and English Literature.

Table 6. Results of ANOVA Test

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1200.267	2	600.133	2.334	0.103
Within Groups	22374.633	87	257.108		
Total	23574.900	89			

DISCUSSION OF FINDINGS

The results showed that the participants have nearly low self-esteem which can be related to their age and current educational and professional conditions; they are mostly young students who do not have great academic and occupational status, they are still in B.A. level with limited knowledge of their own majors and thus they are not capable of monitoring and adjusting their own beliefs. In this regard, Lim, Saulsman and Nathan (2005) stated that self-esteem refers to how we view and think about ourselves, and the value that we place on ourselves as a person. Low self-esteem is having a generally negative overall opinion of oneself, judging or evaluating oneself negatively, and placing a general negative value on oneself as a person. Low self-esteem can have a negative impact on a person (self-criticism and high distress) and a negative impact on their life (work, education, relationships, recreation time, self-care).

Considering the findings, the participants have average level of motivation and they are almost anxious learners; in this regard it can be argued that in order to balance the levels and severity of anxiety and increase motivation, teachers must pay more attention to this affective factor and prepare properly for teaching. Of the techniques to lighten the severity of anxiety are making students feel safe to learn and practice EFL by creation of a relaxed and learner-friendly environment (Lucas et al., 2011; Liu, 2012), designing EFL teaching materials and activities which can reduce EFL students' anxiety

indirectly (Chan, 2004; Lucas, et al., 2011), giving more encouragement by avoiding negative evaluation of EFL learners in classrooms and giving positive reinforcement and feedbacks (Lucas et al., 2011; Mahmoodzadeh, 2013), leveling the curriculum design of EFL and ESP courses in collaboration with EFL learners and based on their language proficiency as well as their teaching goals and objectives (Chan, 2004), adopting other measures or in Lucas et. al's (2011) terms "alternative assessment and evaluation schemes" instead of conventional end-of-semester testing methods to evaluate and test EFL learners' competence and performance in EFL and eliminating the failure-success ranking of students by their test scores, and giving advice on effective EFL language learning strategies.

The results of this research emphasized the importance of affective factors in academic context; it can be claimed that the outcomes are in line with the study of Xu (2011) who found out that motivation is a key element affecting students' learning process and it is this internal drive that will encourage students to reach their aims. Moreover, Ay (2010) examined EFL anxiety of young adolescent students. Results of this study revealed that anxiety experienced by young adolescent students differed in relation to levels of instruction and basic language skills.

CONCLUSION

Based on the obtained results it can be concluded that there is there is no significant difference in self-esteem, motivation and anxiety of Ph.D. students majoring in the fields of ELT, Translation, and English Literature. That is to say, all of the participants are in similar status considering their motivation, anxiety and self-esteem. Based on the findings it can be stated that EFL learners who study English related majors in universities have similar interests and aptitudes in learning a foreign language academically. Therefore, it is logical to argue that they may have similar levels of motivation and self-esteem; in addition, due to similarities in age factor they may have same level of anxiety as the results of this thesis revealed.

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