



## Development and Validation of Teacher Oriented Affective Barriers Scale for EFL Context

Research Article

Derya UYSAL<sup>1</sup>, Meral GUVEN<sup>2</sup>

<sup>1</sup> Eskişehir Osmangazi University, Department of Foreign Languages, Eskişehir, Turkey, ORCID: 0000-0001-5393-5211

<sup>2</sup> Anadolu University, Faculty of Education, Department of Educational Sciences, Eskişehir, Turkey, ORCID: 0000-0002-4139-729X

**To cite this article:** Uysal, D., & Guven, M. (2019). Development and Validation of Teacher Oriented Affective Barriers Scale for EFL Context, *International Online Journal of Educational Sciences*, 11 (4), XX-XX.

### ARTICLE INFO

Article History:

Received: 20.03.2019

Available online:  
02.08.2019

### ABSTRACT

Affective variables, or emotions and feelings, occupy a crucial role in predicting students' ultimate success. Teachers' sensitivity to learning barriers might replace learners' negative feelings with positive ones. In undesirable cases, teachers themselves might become sources of negative feelings, though. Teacher-oriented negative feelings can lead to barriers that block language learning process of students. Therefore, it is necessary to explore the improper teacher behaviors that block the language learning process of learners and there is a need for instruments that allow researchers to evaluate negative effect of improper teacher behaviors on students' learning English as a Foreign Language (EFL). The study presents the development and validation of Teacher-Oriented Affective Barriers Scale for EFL Context. The scale was administered to a total of 292 students at the Department of Foreign Languages at a state university in Turkey. Some validity techniques, reliability analysis, and exploratory factor analysis were applied for developing the scale. The findings suggest that the scale provides a valid and reliable instrument for teacher-oriented affective barriers in EFL context. The scale has a five-factor structure with 35 items.

© 2019 IOJES. All rights reserved

#### Keywords:

scale development, teacher-oriented affective barriers, English as a foreign language, improper teacher behaviors, negative feelings of students

### Introduction

Language learning is a complex process that is affected by various parameters from the language policies of education authorities to qualifications of teachers and facilities of schools. Therefore, language learning process of each learner is specific to himself (Gillies, 2014). To put it other way, each individual develops his own conception and meaning in language learning process and the way a learner perceives different components of learning process such as physical conditions of classroom, language teacher and

<sup>1</sup> Corresponding author's address: Eskişehir Osmangazi Üniversitesi, Foreign Languages Department  
Telephone: +90 222 2393750 / 6101  
e-mail: dkorucu@gmail.com  
DOI: <https://doi.org/10.15345/iojes.2019.04.014>

group dynamics determines the way he processes information presented (Williams and Burden, 1999). Thus, it is necessary to consider not only psychomotor and cognitive but also affective variables for an effective language learning environment.

Affective variables, or emotions and feelings, occupy a crucial role in predicting students' ultimate success because they may support or hinder the language learning process of an individual. According to *Affective Filter Hypothesis* of Krashen (1982), positive feelings push learners to achieve their desired goal while negative feelings impede them to perform successfully in language learning. Negative affective variables such as fear, nervousness, and boredom prevent information about second language from reaching language areas of the mind and erect barriers into the acquisition of the language. Although the affective filter can be prompted by many affective variables, motivation, anxiety, and self-confidence are the primary feelings that affect the filter. Demotivation, high anxiety and low self-esteem could raise learners' affective filter and form a block in the language learning process.

As the affective filter hypothesis was suggested for ESL (English as second language) context, Laine (1988) carried out a study in order to learn more about the content, nature, and functions of the "affective filter" in foreign language learning. The results of the study demonstrated that motivation level, personality trait, target language related attitudes, situation related attitudes, and the foreign language self-concept were highly significant as 'filter-raisers', or 'lowerers'. The affective filter raises and block learning process in case a student has high anxiety, negative attitude, low motivation, and low self-esteem.

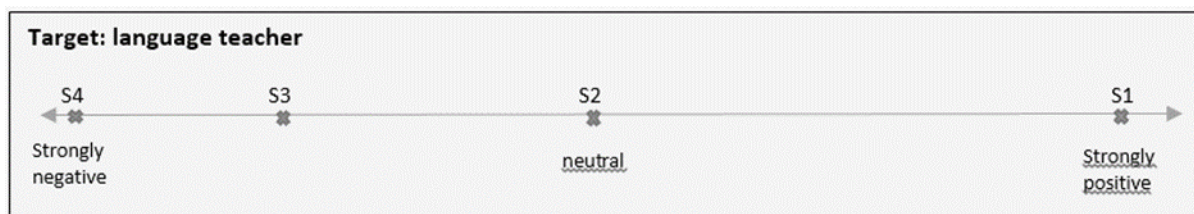
Although the affective variables generate one of the most consistent predictors of the success in language learning, there is a scant body of literature as to students' negative feelings that cause affective barriers in the process of learning EFL (Gillies, 2014; Dörnyei, 2014; Dörnyei and Skehan, 2008). According to Cohen and Norst (1989), the fears and barriers of students in EFL learning process is concerned with negative feelings for unknown. Besides, Mercer (2008) has analyzed affective barriers from the aspect of cultural identity. According to him, self-perceived attack to cultural identity of students yields to affective barriers towards target culture, society, and language. To put it other way, a student may reject learning a foreign language as s/he is worried about losing his/her cultural identity after adapting to a different culture in language learning process. As a result, learning process of student will be hindered or it will not be as effective as expected.

Affective barriers students build in language learning process may result from different factors such as education system, language curriculum, and administration. However, since teachers lie at the heart of the learning process, they may direct feelings of students. Teachers' sensitivity to barriers of learners might replace learners' negative feelings with positive ones. In undesirable cases, teachers themselves might become sources of negative feelings, though. According to Anderson & Bourke (2000), students enter school situations with different degrees of affective characteristics. After, affective characteristics students gain in due course determine how students perceive the activities done at school. For example, while a student having positive feelings for a teacher perceive his utterances and behaviors positively, another student in a negative attitude towards the same teacher perceives the same utterances or behaviors negatively. Also, negative feelings against teachers might determine the way students perceive school and schooling. Negative feelings evoked by the teacher might grow in intensity and produces such undesirable outcomes as boredom in lessons, hatred against language learning, and avoidance of devoting effort to learn the language (Uysal & Güven, 2018).

The classification criteria for affective characteristics illustrate how teacher-oriented negative feelings influence students' language learning process (Anderson & Bourke, 2000). The researchers put forward five criteria to define human characteristics as affective. Initially, affective behaviors must involve emotions and feelings, and they must be typical of a person's feelings and expressing emotions. Intensity is the third criterion and refers to the degree or strength of the feelings. The feelings students have against a teacher might be weak,

moderate, tense, or strong. Fourth, direction is concerned with feelings being positive or negative. For example, while hatred against a teacher is a negative feeling, affection and respect are positive ones. Lastly, target refers to the object, person or ideas the feelings are directed to.

Different students might be located along a continuum according to the intensity and direction of their feelings against a language teacher that is the target in this instance (Anderson & Bourke, 2000; McCoach, Gable, & Madura, 2013).



**Figure 1.** Locations of students on the affective continuum

As illustrated in the Figure-1, student-1 has the most positive feelings for language teacher as he is located at the right edge of the continuum. Positive feelings strong in intensity are expected to evoke resultant feelings of joy and satisfaction of listening to the instruction delivered by the teacher. The student-2 is neutral about language learning; she has neither direction nor intensity. The student-3 and student-4 are located on the left side of the continuum as they have negative feelings for the foreign language teacher, but feelings of the student-4 are more intense compared to the student-3. Intense negative feelings will probably cause students to display undesired learning behaviors impeding the learning process.

Although teacher dispositions have a profound influence on language learning process of students and their ultimate success, it has been a recent research area and wide range studies are still needed in order to define especially affective dispositions of teachers. According to Gallavan, Peace & Thomson, (2009), when applying to teacher education programs, teacher candidates need to address a list of desired personality characteristics or individual dispositions that are most essential evidence of professionalism. However, teacher candidates still tend to be unsure about what desired teacher dispositions are and how each specific disposition relates to teaching efficacy. Also, the results found out in a study (Aydın et al., 2009) revealed that regardless of their teaching experience and context, Turkish ELT teachers working at state schools have difficulty in addressing to affective problems of students as they have lack of knowledge as to affective domain and affective teacher dispositions. Although experienced teachers believe they have necessary skills to address to affective problems during lessons, they give more importance to methodology knowledge.

Alignment of affective teacher dispositions are significant in teacher education as they are reflective of the whole person as evident in all three learning domains, affective, psycho-motor, and cognitive, of expression and learning. Teachers' dispositions play a powerful role in both formal and informal learning environments (Gallavan et al., 2009). Both proper and improper teacher behaviors are significant in defining and conceptualizing affective teacher dispositions. However, despite ample number of studies exploring students' perceptions of proper teacher behaviors (Fraser, 1998; Fraser, 1982; Fraser & Tobin, 1989; Fraser, Treagust & Dennis, 1986; Goh & Fraser, 1998; Fraser & Walberg, 2005; McHugh, Horner, Colditz, & Wallace, 2013; Ozer, Wolf & Kong, 2008; Telli, Brok & Cakiroglu, 2007; Wimberley, 2002), there is scant body of literature on negative effect of improper teacher behaviors on students learning language (Uysal & Güven, 2018; Terzi, 2002; Emmer & Stough, 2001).

According to the results of a study (Uysal & Güven, 2018), teacher behaviors yielding to negative feelings might be classified into four categories that are teaching style, student-teacher relationship, and

classroom management skills. Concerning the teaching style, lecture-type teaching style, sticking to the coursebook without breaking the class routine through various activities are among the improper teacher behaviors that evoke negative feelings among students. Similarly, regarding the teacher-student relationship, both absence of interaction and excessively close relationship between students and teacher have a counterproductive effect on language learning. As the genuine interaction is the key to create a comfortable classroom atmosphere that provokes student engagement, its absence causes students to conceal their ideas in the lessons. In the same vein, the latter type of relationship is disadvantageous in terms of classroom atmosphere as it undermines teacher's authority and causes students to underestimate the discipline language learning environment requires. Last but not least, classroom management skills of teachers are related to the way they provide feedback, establish authority in the classroom, respond student preferences, and correct mistakes. Poor classroom management skills have an anxiety provoking role, which impede students to successfully perform during the lesson.

Another study searching for adolescents' perceptions of the bridges that foster teacher-student rapport and the barriers that inhibit supportive teacher-student relationships found out that teachers who are capable of meeting needs of students are more likely to support their academic development. On the other hand, teacher's inattention and stereotyping, and disrespect were perceived as teacher behaviors erecting barriers between students and teacher. Also, excessively close student-teacher relationship was revealed to have a negative effect on learning (McHugh et al, 2013). Additionally, teachers' misconceptions about student roles in learning process, unattainable goals teachers set for students, and problems resulting from personality traits and teaching style of teachers lead to barriers in language learning process (Terzi, 2002).

The studies exploring classroom management skills of teachers give a clue about teacher dispositions, as well. Classroom management is related to educational psychology and requires teachers to have necessary skills to meet needs of students on time. Teacher-student rapport, use of strategies making students concentrate on the lesson, maintaining discipline, and use of effective teaching techniques and strategies are among the proper teacher behaviors that support language learning process. On the contrary, strict classroom management that restricts students' preferences and choices, in-class activities at odds with the language proficiency level of students, incapability of teacher to notice problems in advance and to take necessary precautions, absence of immediate feedback, teacher behaviors encouraging competition against cooperation, absence of group activities, and teacher-centered classroom environment are among negative teacher behaviors in terms of classroom management (Emmer & Stough, 2001).

The scales evaluating the classroom environment involve items as to teacher dispositions. Fraser (1982) has included items related to role of teachers in creating effective learning environment in his "classroom environment scale". The second factor of the scale aims at measuring students' perceptions of teacher-student relationship. The factor includes items as to classroom rules directing behaviors of students, democratic classroom environment, and fairness of teacher. Also, the third factor of the scale consists of items concerning teaching techniques teacher uses while delivering instruction. The classroom environment scale of Fraser (1982) has been adapted to different teaching and learning contexts (Fraser, Treagust & Dennis, 1986; Fraser, 1998; Fraser, & Tobin, 1989). Although the classroom environment scales include items as to teacher dispositions, they seem to be inappropriate instruments to measure affective barriers of EFL students. Because the ultimate aim of the scales is to measure students' perceptions of classroom environment and they consist of items as to different components of learning process.

The questionnaire on teacher interaction is another instrument that aims to evaluate teacher-student relationship in students' view (Goh & Fraser, 1998; Fraser & Walberg, 2005). The questionnaire that is based on interaction theory has been translated into fifteen different languages. The results obtained from the questionnaire proves that teacher-student relationship is concerned with feelings rather than cognition and

positive teacher-student relationship is advantageous in terms of creating nonthreatening classroom environment (Saydam, & Telli, 2011; Telli & Den Brok, 2012; Telli et al., 2007; Wei, Den Brok & Zhou, 2009). The questionnaire on teacher interaction (Goh & Fraser, 1998) focuses mainly on interpersonal communication skills of teachers. However, apparently, there is a need for adopting a holistic approach to evaluate the teacher-oriented affective barriers of students. Because, the teacher behaviors yielding to negative feelings might result from teaching style teacher uses in lessons, student-teacher relationship, and classroom management skills of teachers (Uysal & Güven, 2018). Additionally, the questionnaire has not been developed for EFL, but science students.

Scales evaluating professional and ethical behaviors of teachers (Arseven, Kiliç, & Sahin, 2016) and teacher characteristics (Yaratan & Muezzin, 2016) exist in Turkish literature, as well. Both scales have not been developed for EFL context, though. Due to this reason, they are not appropriate instruments for evaluating teacher-oriented affective barriers of EFL students. Also, neither scales evaluate students' viewpoints. Lastly, existing scales measuring teacher dispositions focus on proper teacher behaviors (Gallavan et al., 2009; West, Baker, Ehrich, Woodcock, Bokosmaty, Howard & Eady, 2018) and the aim of the scales is to determine selection criteria for education faculties or assessing teacher qualities. Therefore, target audience of the scale is pre-service teachers.

In summary, teacher oriented negative feelings can lead to barriers that block language learning process of students and apparently, there is a need for in-depth research so as to find out the effect of improper teacher behaviors on language learning of students. On the other hand, most of the existing scales on teacher dispositions aim to evaluate proper teacher behaviors and there is a need for scales evaluating the improper teacher behaviors erecting barriers to EFL learning. Developing a valid scale evaluating the teacher oriented affective barriers of students in EFL context can contribute to relevant concerns in the area. The development of the scale is also significant in terms of its contribution in the researches as to affective teacher dispositions that have been a recent concern in the area. The scale can enable teachers and researchers to reveal negative effect of teacher dispositions on students' affective characteristics in the process of language learning. As a result, it may allow teachers and curriculum designers to prepare more effective language lessons and instructional models. Therefore, the present study aims at developing a valid teacher-oriented affective barriers scale for EFL context.

### **Method**

The study presents steps followed to develop and validate a scale measuring teacher-oriented affective barriers in EFL context. Internal consistency reliability, some validity techniques and factor analysis are applied for developing the scale and the results are presented.

#### **Participant Characteristics**

The participants were 292 undergraduate students pursuing an English language preparatory curriculum at Department of Foreign Languages (FLD) at a public university in Turkey. The students were included in the study for pilot testing of the instrument and internal consistency reliability, and exploratory factor analysis. Over half of the students were males ( $n= 189$ ) and the number of the female students was 103. The ages of the participants ranged from 17 to 28.

#### **Steps followed to develop the scale**

A five-step process was followed for the scale development in the study (Anderson & Bourke, 2000; DeVellis, 2003). The first step was to clearly define what to measure through the scale, which is remarked as critical and foundational part of the scale development. The literature review conducted at the first step aimed

at developing operationalized definitions of central construct and supporting constructs that are affective variables in relation to teacher behaviors in the present study (DeVellis, 2003).

Generating an item pool was the second step of scale development process. Three different sources, self-reports of instructors and students at FLD, and existing scales, were used in this step. Anderson and Bourke (2000) suggest the researchers include students into sessions while generating an item pool. The students and instructors' self-reports gathered in the prior study (Uysal & Güven, 2018) were used to write the items. The self-reports were collected through the interviews administered with 31 students and 20 ELT instructors at FLD. After an extensive review of the existing scale as to affective domain, the interview questions were prepared by the researcher. The questions explored the negative feelings the students associate with their previous and current learning experiences. After the analysis of the data obtained from the interviews, the item pool was generated. Meanwhile, great effort was made to preserve the words, phrases, and sentences students used to express themselves. Additionally, existing body of literature on affective domain was reviewed to construct the pool of items. Initial form of the scale consisted of 57 items on the categories "preparing the lesson (3 items), teaching and learning at lesson (30 items), assessment procedures (3 items), and affective variables (21 items)". Next step in the scale development was to determine the response format for measurement. According to DeVellis (2003), the researchers need to determine the response format early in the development process. The researchers adopted a likert-type response format (Always, Frequently, Sometimes, Rarely, and Never) to let respondents express their level of agreement with the items written in the scale.

Next, in order to provide the construction validity of the scale, the draft instrument was reviewed by a group of 8 experts (one with PhD degree in assessment and evaluation, three with PhD degree in ELT, three with PhD degree in curriculum and instruction, and one instructor of English teaching in FLD). The experts were asked to review the draft in terms of the format of the scale, clarity of the expressions, and the use of language. Besides, the review group was asked to focus on the relationship between the items included in the instrument and the affective characteristics and targets being assessed. (Anderson & Bourke, 2000). After the form was revised by the researchers, in accordance with the experts' views, 57-item preliminary form of the scale was generated.

### Findings

The draft instrument was field tested with a large sample ( $n=292$ ) from the target population to collect sufficient responses to utilize in statistical analyses. Internal consistency reliability and exploratory factor analysis were applied in SPSS-24 software.

#### Internal consistency reliability

Cronbach's alpha ( $\alpha$ ) coefficient was used to examine the internal consistency reliability of the scale. Those items negatively correlated with other items of the scale were removed from the scale. The data were re-analyzed to remove all the items with low item-scale correlations and to maximize the alpha coefficient. Finally, the number of the items was reduced to 45 and the reliability coefficient for the scale was 0.917 (Figure-2). The result refers to a high reliability value for the scale (Çokluk, Şekercioğlu, & Büyüköztürk, 2010).

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.917	.918	45

Figure 2. Cronbach's alpha ( $\alpha$ ) value of the scale

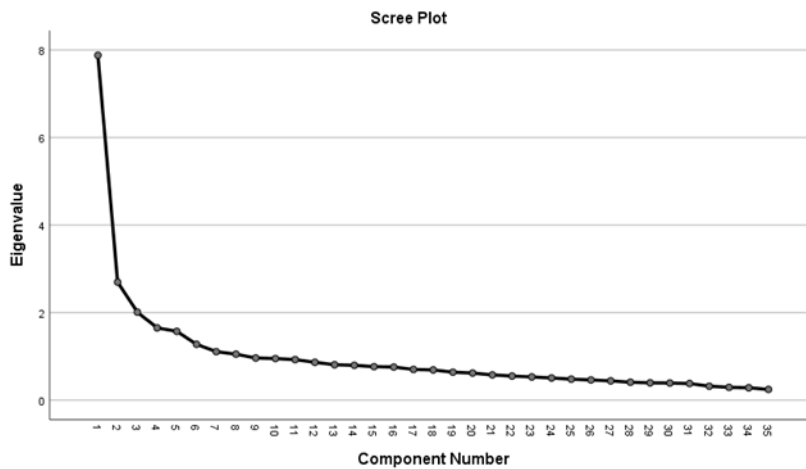
## Exploratory factor analysis

The data obtained from the field testing of the scale was used for exploratory factor analysis (EFA). Prior to EFA, the appropriateness of the data for factor analysis was identified through Kaiser-Meyer Olkin (KMO) measure of sampling adequacy and Bartlett test analysis conducted. As seen in the Table-1, KMO value of the scale was 0.860 ( $p < .01$ ) and the Bartlett test value was  $X^2 = 3169.309$ , which verified the appropriateness of the data for the factor analysis (Çokluk et al., 2010; DeVellis, 2003).

**Table 1.** KMO value and the Bartlett test value of the scale

KMO and Bartlett's Test	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.860
	Approx. Chi-Square
	3169.309
Bartlett's Test of Sphericity	Df
	595
	Sig.
	.000

According to the scree test graphic from the component analysis, five components are retained for interpretation (Figure-3). Then, dimensionality of 45 items was examined through principle components factor analysis. Additionally, varimax with Kaiser Normalization was used as the rotation method. In the extraction phase, the items with factor patterns below 0.30 were extracted from the scale. Also, the items that were accounted for more than one factor were extracted from the scale, and resultantly, analysis was done with 35 items in total (Table-2).



**Figure 3.** Scree plot graph of the scale

Table 2. The factor loads of 35 items in the scale

FACTOR	ITEMS	FACTOR LOAD				
		I	II	III	IV	V
Teaching techniques teacher uses to deliver instruction	Item-1	0.667				
	Item-2	0.582				
	Item-3	0.557				
	Item-4	0.700				
	Item-5	0.377				
	Item-6	0.557				
	Item-7	0.439				
	Item-8	0.416				
	Item-9	0.528				
	Item-10	0.577				
Factors affecting students' learning during lessons	Item-11		0.556			
	Item-12		0.454			
	Item-13		0.582			
	Item-14		0.461			
	Item-15		0.450			
	Item-16		0.489			
	Item-17		0.502			
	Item-18		0.492			
Negative Teacher Dispositions	Item-19			0.380		
	Item-20			0.578		
	Item-21			0.536		
	Item-22			0.722		
	Item-23			0.715		
	Item-24			0.453		
	Item-25			0.714		
Negative teacher student relationship	Item-26				0.612	
	Item-27				0.679	
	Item-28				0.641	
	Item-29				0.607	
	Item-30				0.630	
Learning strategies	Item-31					0.491
	Item-32					0.559
	Item-33					0.577
	Item-34					0.653
	Item-35					0.641
	% of variance	10.407	9.400	8.904	8.824	7.641
	Cumulative %	10.407	19.806	28.711	37.534	45.175



As seen in the Table-2, the first factor of the scale, “teaching techniques teacher uses to deliver instruction”, consisted of 10 items that ranged between 0.377 to 0.700. Second factor, which is “factors affecting students’ learning during the lesson”, consisted of 8 items that ranged between 0.450 and 0.582. Third factor is “negative teacher dispositions” and it consisted of 7 items that ranged between 0.380 and 0.722. The fourth factor, “negative teacher student relationship”, consisted of 5 items that ranged between 0.607 and 0.679. Last, “learning strategies”, the fifth factor, consisted of 5 items that ranged between 0.491 and 0.653. Total variance value of the scale is illustrated in the Table-3.

**Table 3.** Total variance value of the scale

Comp.	Total Variance Explained									
	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings			
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	
1	7.879	22.513	22.513	7.879	22.513	22.513	3.642	<b>10.407</b>	10.407	
2	2.695	7.701	30.214	2.695	7.701	30.214	3.290	<b>9.400</b>	19.806	
3	2.012	5.747	35.961	2.012	5.747	35.961	3.117	<b>8.904</b>	28.711	
4	1.652	4.721	40.682	1.652	4.721	40.682	3.088	<b>8.824</b>	37.534	
5	1.573	4.493	45.175	1.573	4.493	45.175	2.674	<b>7.641</b>	<b>45.175</b>	
6	1.276	3.646	48.822							
7	1.108	3.164	51.986							
8	1.051	3.004	54.990							
9	.964	2.753	57.743							
10	.951	2.716	60.459							
11	.927	2.649	63.108							
12	.865	2.473	65.580							
13	.809	2.311	67.891							
14	.797	2.277	70.168							
15	.765	2.186	72.354							
16	.757	2.163	74.517							
17	.702	2.006	76.523							
18	.691	1.975	78.498							
19	.639	1.826	80.324							
20	.620	1.770	82.095							
21	.578	1.651	83.746							
22	.551	1.574	85.319							
23	.531	1.517	86.836							
24	.507	1.448	88.284							
25	.480	1.370	89.655							
26	.462	1.319	90.974							
27	.441	1.259	92.233							
28	.410	1.171	93.404							
29	.396	1.132	94.535							
30	.391	1.118	95.653							
31	.380	1.086	96.739							
32	.319	.911	97.650							
33	.294	.839	98.490							
34	.284	.811	99.301							
35	.245	.699	100.000							

As seen in the Table-3, the scale explained 45.175% of the total variance, which is sufficient to explain the amount of variance compared to the minimum accepted value, 40%, in behavioral sciences (Çokluk et al., 2010).

## Discussion and Conclusion

The study aimed at developing a scale that evaluates improper teacher behaviors leading to barriers in EFL learning process of students. "Teacher Oriented Affective Barriers Scale for EFL Context" consists of 35 items and five factors that are "teaching techniques teacher uses to deliver instruction", "factors affecting students' learning during the lesson", "negative teacher dispositions", "negative teacher student relationship", and "learning strategies". The number of items each factor has is 10, 8, 7, 5, and 5, respectively. A likert-type response format was adopted to let respondents express their level of agreement with the items written in the scale.

Reliability analysis conducted after the field testing of the scale has shown that the reliability coefficient for the scale is 0.917, which refers to a high reliability value. Besides, exploratory factor analysis (EFA) was conducted to reveal latent construction of the scale. EAF can be conducted for various purposes in studies. It can be conducted for data reduction or understanding latent constructs of the scale that is being developed. In case the EFA is used for understanding latent construct, the purposes for using the EFA could be grouped as either less consequential or more consequential. The former purposes involve use of EFA for preliminary evaluation of variables. To put it in another way, EFA allows researchers to find out the factors of the instrument they have been developing (Conway & Huffcutt, 2003). In the present study, EFA was conducted in order to find out factors of the scale. The results demonstrated that the scale included five factors and it explained 45.175% of the total variance, which is a sufficient value to explain the amount of variance. Finally, the scale has been proved to be reliable and valid to measure teacher-oriented affective barriers of the students learning EFL.

A scale evaluating the effects of teacher dispositions on affective features of EFL students has not been developed so far. For this reason, it seems hard to compare the results of the research with an equivalent scale study. However, the results of the present study are consistent with the results of a scale study done to find out Turkish preparatory school university students' demotivational factors towards learning English (Aygün, 2017). According to the results of the study, preparatory school students' demotivation is multi-dimensional with four factors including the form of instruction, past experiences, personal reasons, and features of preparatory school program. The results of both researches are parallel in terms of the factors influencing affective characteristics of EFL students at Turkish preparatory school. The results of the studies showed that the form of instruction, or the teaching techniques used to deliver instruction influence affective characteristics of students in a negative way. On the other hand, the "Teacher-Oriented Affective Barriers Scale for EFL Context" differs from the existing scale in two aspects. Firstly, the former scale, "Teacher-Oriented Affective Barriers Scale for EFL Context", focuses on improper teacher behaviors influencing affective features of EFL students in learning process. However, the latter scale focuses not only on teacher related factors but also other factors such as system, language curriculum, classroom environment and so on. Second, while the existing scale was developed to measure students' demotivational factors towards learning English, the "Teacher-Oriented Affective Barriers Scale for EFL Context" adopts a more holistic approach and focuses not only on demotivational factors but also the factors leading to negative affective characteristics such as high anxiety, low self-esteem, and negative attitude.

Also, the results of the present study are consistent with an existing study exploring teacher related demotivational factors that affect high school students while learning English (Sarıyer, 2008). Similar to the results of the present study, the results of the existing study showed that teaching techniques and teacher-student relationship may demotivate students in learning process. However, aim of this study is not to develop a scale measuring demotivational factors, but to reveal them. Also, while participants of the existing study are high school students, "Teacher-Oriented Affective Barriers Scale" targets students at preparatory schools. Thus, the two studies are not comparable.

Besides, the results of the present study are consistent with the results of a study exploring bridges and barriers in view of adolescents (McHugh et al, 2013). According to the results, teacher's inattention and stereotyping, and disrespect were among teacher behaviors that erect affective barriers between students and teachers. Also, excessively close student-teacher relationship was revealed to have a negative effect on learning. Likewise, *Teacher-Oriented Affective Barriers Scale's* fourth factor, "negative teacher-student relationship" involve similar items.

Additionally, the present study confirms the results of existing studies examining effective teacher dispositions in terms of classroom management (Terzi, 2002; Emmer & Stough, 2001). The studies show that problems resulting from personality traits and teaching style of teachers lead to barriers in learning process. In the same vein, *Teacher-Oriented Affective Barriers Scale* involve items measuring "negative teacher dispositions" and "teaching techniques teacher uses to deliver instruction".

Studies exploring teacher dispositions have been carried out in Turkey, as well. However, these studies mostly focus on teacher related factors that motivate students towards learning English (Özdoğan, 2015; Kahraman, 2014; Vural, 2007; Öztürk, 2002). Also, a number of studies reveals effective teacher dispositions according to perceptions of students (Üstün, 2017; Canidar, 2010). According to findings of these studies, teacher related factors that support language learning can be classified into six categories that are positive teacher-relationship, creating positive learning environment, having good knowledge of subject, use of effective teaching and assessment techniques, and positive personal traits. The *Teacher-Oriented Affective Barriers Scale* includes items related to these six categories because if teachers don't develop the skills associated with the categories, they are very likely to cause affective barriers in language learning process of students.

Last, teacher dispositions are evaluated through classroom environment instruments (Walberg & Anderson, 1968, Fraser, 1982; Fraser et al., 1986; Fraser & Tobin, 1989; Goh & Fraser, 1998; Fraser & Walberg, 2005; Telli et al., 2007) and quality of school life or school environment instruments (Ainley & Bourke, 1992). However, the existing scales are disadvantageous for the researchers having a desire to explore the extent of negative effect improper teacher behaviors have on EFL learning process of students because first, teacher behaviors are not the primary focus of these existing scales, and they evaluate the teacher behaviors as a part of classroom environment or schooling. Second, the purpose of most of the existing scales is not to evaluate the effect of improper teacher behaviors, but proper teacher behaviors on student learning. Consequently, it seems there is a need for an instrument that will provide an alternative perspective on studies that aim at finding out effect of teacher behaviors on students' learning.

In the 21st century, teachers interacting with the children of millennium need to develop holistically. Teachers acquire affect through their memories of their past teachers, at faculties of education, and through in-service training. However, more research investigating teacher dispositions is needed. Also, teacher trainers need to seek for ways of establishing and sustaining teachers' dispositions throughout their careers (Gallavan et al., 2009). Although it is evident that teacher-student relationships matter to youth outcomes, decision-makers have a tendency to focus on academic achievement rather than affective aspects of schooling that might strongly influence this achievement. The teacher dispositions are one of the predictors of quality teacher-student relationship. Therefore, there is a need for research exploring the ways of constructing supportive teacher-student relationship to promote student engagement in learning (McHugh et al., 2013). The studies revealing the parameters destroying the relationship between students and teacher are crucial in terms of student achievement, as well. Consequently, "Teacher-Oriented Affective Barriers Scale for EFL Context" will allow researchers to discover improper teacher behaviors destroying student-teacher relationship in EFL learning process of students and contribute to relevant concerns in the area.

Although some teachers have a desire to address to the affective domain during lessons, they might have difficulty in creating an affective-focused learning environment in their classes. The structure of pre-service education at education faculties might cause teachers to attach greater importance to methodology rather than affective aspects (Aydın et al., 2009). Besides, the instructional processes conducted during the lesson might create emotional outcomes regardless of teacher's intention. A teacher may focus on teaching the concepts related to the subject; however, the teacher's choices as to learning procedures affect students' values, attitudes, and relationships with their academic achievement. For instance, teachers' use of competitive, individualistic, or cooperative learning procedures affect students' emotional characteristics (Johnson and Roger, 2009). A teacher's understanding of affect is visible throughout teacher's developing and practicing curriculum, assessing learning, and constructing the learning environment (Gallavan & Leblanc, 2009). Teachers raising an awareness of the influence of their behaviors on students' learning processes will have considerable opportunity to replace negative feelings with the positive ones and to create comfortable and safe learning environments.

When they enter the education faculty, candidate teachers bring with them a wide range of personal characteristics based on their prior experiences that will affect their pedagogical practices. Throughout their education in education faculty, they are trained to be professionals who understand the significance and power of affective education and how it affects the classroom (Gallavan & Leblanc, 2009). The results of the studies carried out with "Teacher-Oriented Affective Barriers Scale for EFL Context" will be beneficial for curriculum developers to design affect-oriented instructional models. Also, ELT teachers can benefit from the scale to explore their own behaviors leading to negative feelings for language learning so they can take precautions to develop supportive relationship that is curricular for an effective learning process. Last, the items of the scale can be used to integrate affective aspects into pre-service education programs or in-service teacher training programs.

### **Acknowledgment**

This research is a part of the doctorate dissertation by Derya UYSAL, who studied at Educational Sciences Institute of Anadolu University. The thesis advisor is Prof. Dr. Meral GÜVEN.

This work was supported by Anadolu University, Fund of Scientific Research Projects under grant number 1706E410.

## REFERENCES

- Ainley, J., & Bourke, S. (1992). Student views of primary schooling. *Research Papers in Education*, 7(2), 107-128.
- Anderson, L. W., & Bourke, S. F. (2000). *Assessing affective characteristics in the schools*. Abingdon-on-Thames, Oxfordshire: Routledge.
- Arseven, Z., Kiliç, A., & Sahin, S. (2016). Value-Eroding Teacher Behaviors Scale: A Validity and Reliability Study. *Universal Journal of Educational Research*, 4(6), 1378-1386.
- Aydın, B., Bayram, F., Canıdar, B., Çetin, G., Ergünay, O., Özdem, Z., & Tunç, B. (2009). Views of English language teachers on the affective domain of language teaching in Turkey. *Anadolu University Journal of Social Sciences*, 9(1), 263-280
- Aygün, Ö. (2017). *A scale of Turkish preparatory school university students' demotivational factors towards learning English*. Master Thesis. Eskişehir: Anadolu University, Graduate School of Educational Sciences.
- Canıdar, B. (2010). *Characteristics of EFL teachers leading to positive language learning behaviors in students*. Master Thesis. Eskişehir: Anadolu University, Graduate School of Educational Sciences.
- Cohen, Y. & Norst, M. J. (1989). Fear, dependence and loss of self-esteem: Affective barriers in second language learning among adults. *RELC Journal*, 20(2), 61-77.
- Çokluk, Ö., Şekercioglu, G. and Büyüköztürk, Ş. (2010). *Sosyal bilimler için çok değişkenli istatistik: SPSS ve LISREL uygulamaları*: Pegem Akademi.
- Conway, J. M., & Huffcutt, A. I. (2003). A review and evaluation of exploratory factor analysis practices in organizational research. *Organizational research methods*, 6(2), 147-168.
- DeVellis, R. F. (2003). *Scale development: Theory and application*. California: Sage Publications.
- Dörnyei, Z. 2014. Researching complex dynamic systems: Retrodictive qualitative modelling'in the language classroom. *Language Teaching*, 47(1), 80-91.
- Dörnyei, Z. and Skehan, P. (2008). Individual differences in second language learning. C. J. Doughty and M. H. Long (Editors), In the *handbook of second language acquisition* (p. 275-298). Oxford: Blackwell Publishing Ltd.
- Emmer, E. T., & Stough, L. M. (2001). Classroom management: A critical part of educational psychology, with implications for teacher education. *Educational psychologist*, 36(2), 103-112.
- Fraser, B. J. (1998). Classroom environment instruments: Development, validity and applications. *Learning environments research*, 1(1), 7-34.
- Fraser, B. J. (1982). Assessment of Learning Environments: Manual for Learning Environment Inventory (LEI) and My Class Inventory (MCI). Third Version. ERIC.
- Fraser, B. J., & Tobin, K. (1989). Student perceptions of psycho-social environment in classrooms of exemplary science teachers. *International Journal of Science Education*, 11(1), 19-34.
- Fraser, B. J., Treagust, D. F., & Dennis, N. C. (1986). Development of an instrument for assessing classroom psychosocial environment at universities and colleges. *Studies in Higher Education*, 11(1), 43-54.
- Fraser, B. J., & Walberg, H. J. (2005). Research on teacher-student relationships and learning environments: Context, retrospect and prospect. *International Journal of Educational Research*, 43(1-2), 103-109.
- Gallavan, N. P., & LeBlanc, P. R. (2009). Teacher dispositions and teacher preparation programs. In N. P. Gallavan, & P. R. LeBlanc (Eds.), *Affective teacher education: Exploring connections among knowledge, skills, and dispositions* (pp. 27-38). New York: Rowman and Littlefield Education.
- Gallavan, N. P., Peace, T. M., & Thomason, R. M. R. (2009). Examining Teacher Candidates' Perceptions of Teachers' Professional. In N. P. Gallavan, & P. R. LeBlanc (Eds.), *Affective teacher education: Exploring connections among knowledge, skills, and dispositions* (pp. 39-60). New York: Rowman and Littlefield Education.

- Gillies, H. (2014). *Researching complex dynamic systems: Retrodictive qualitative modelling in the Japanese EFL classroom*. Doctoral Dissertation, Nottingham: University of Nottingham, Institute of Educational Sciences.
- Goh, S. C., & Fraser, B. J. (1998). Teacher interpersonal behaviour, classroom environment and student outcomes in primary mathematics in Singapore. *Learning Environments Research*, 1(2), 199-229.
- Johnson, D. W., & Johnson, R. T. (2009). The importance of social and emotional learning. In N. P. Gallavan, & P. R. LeBlanc (Eds.), *Affective teacher education: Exploring connections among knowledge, skills, and dispositions* (pp. 1-26). New York: Rowman and Littlefield Education.
- Kahraman, E. (2014). *Students' perceptions of teacher motivational behaviors* Master Thesis. Ankara: Ufuk University, Graduate School of Educational Sciences.
- Krashen, S. (1982). *Principles and practice in second language acquisition*. Hayward, Calif. : Alemany Press.
- Laine, E. J. (1988). *Report on The Affective Filter in Foreign Language Learning and Teaching. Report 2: A Validation Study of Filtering Factors with a Focus on the Learner's FL Self-Concept*. Jyvaskyla Cross-Language Studies, No. 15.
- McCoach, D. B., Gable, R. K., & Madura, J. P. (2013). *Instrument development in the affective domain*. New York, NY: Springer.
- McHugh, R. M., Horner, C. G., Colditz, J. B., & Wallace, T. L. (2013). Bridges and barriers: Adolescent perceptions of student-teacher relationships. *Urban Education*, 48(1), 9-43.
- Mercer, S. (2008). Learner self-beliefs. *ELT journal*, 62(2), 182-183.
- Ozer, E. J., Wolf, J. P., & Kong, C. (2008). Sources of perceived school connection among ethnically-diverse urban adolescents. *Journal of Adolescent Research*, 23(4), 438-470.
- Özdoğdu, S. (2015). *Teachers' role in motivating students in the course of foreign language learning*. Master Thesis. Mersin: Çağ University, Graduate School of Educational Sciences.
- Öztürk, Ö. E. (2012). *Teacher motivational behaviors in language classrooms: How do students and language instructors perceive them?*. Doctoral Dissertation. Denizli: Pamukkale University. Graduate School of Social Sciences.
- Sarıyer, S. (2008). *Demotivational factors that affect anatolian high school 9th class students while learning English and the teachers' use of motivational strategies*. Master Thesis. Muğla: Muğla Sıtkı Koçman University, Graduate School of Social Sciences.
- Saydam, G., & Telli, S. (2011). Eğitimde Bir Araştırma Alanı Olarak Sınıfta Öğrenci-Öğretmen Kişilerarası İletişimi ve Öğretmen Etkileşim Ölçeği (QTI). *Boğaziçi üniversitesi eğitim dergisi*, 28(2).
- Telli, S., & den Brok, P. (2012). Teacher-student interpersonal behaviour in the Turkish primary to higher education context. In B. Fraser ve J. Dorman (Haz.), *Interpersonal Relationships in Education* (pp. 187-206). Rotterdam: Sense publishers.
- Telli, S., Den Brok, P., & Cakiroglu, J. (2007). Students' perceptions of science teachers' interpersonal behaviour in secondary schools: Development of a Turkish version of the Questionnaire on Teacher Interaction. *Learning Environments Research*, 10(2), 115-129.
- Terzi, A. R. (2002). Sınıf yönetimi açısından etkili öğretmen davranışları. *Milli Eğitim Dergisi*, 155, 1-20.
- Üstün, D. (2017). *Characteristics of an effective English language teacher: Students' and teachers' perceptions*. Master Thesis. Mersin: Çağ University, Graduate School of Educational Sciences.
- Vural, S. (2007). *Teachers' and students' perceptions of teacher motivational behaviour*. Doctoral Dissertation. Ankara: Bilkent University. Graduate School of Social Sciences.
- Walberg, H. J., & Anderson, G. J. (1968). Classroom climate and individual learning. *Journal of educational Psychology*, 59(6p1), 414.
- Walker, S. L., & Fraser, B. J. (2005). Development and validation of an instrument for assessing distance education learning environments in higher education: The Distance Education Learning Environments Survey (DELES). *Learning Environments Research*, 8(3), 289-308.

- Wei, M., Den Brok, P., & Zhou, Y. (2009). Teacher interpersonal behaviour and student achievement in English as a Foreign Language classrooms in China. *Learning Environments Research*, 12(3), 157-174.
- West, C., Baker, A., Ehrich, J. F., Woodcock, S., Bokosmaty, S., Howard, S. J., & Eady, M. J. (2018). Teacher Disposition Scale (TDS): construction and psychometric validation. *Journal of Further and Higher Education*, 1-16.
- Williams, M. and Burden, R. (1999). Students' developing conceptions of themselves as language learners. *The Modern Language Journal*, 83(2), 193-201.
- Wimberly, G. L. (2002). *School Relationships Foster Success for African American Students*. ACT Policy Report.
- Yaratan, H., & Muezzin, E. (2016). Developing a Teacher Characteristics Scale. *Turkish Online Journal of educational Technology-TOJET*.
- Uysal, D., & Güven, M. (2018). Negative Feelings of Turkish Students in EFL Learning Process. *European Journal of Foreign Language Teaching*.