INHIBITION Revisited in EFL Learning/Teaching

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ABSTRACT

In the affective sphere of EFL learning especially with regard to teaching/learning situations in Iran, one deterrent element seizes particular attention and that is inhibition self-imposed restraint on or abstinence from learning due to academic and non-academic variables such as culture, gender, psyche, extreme emotions, etc. It is related to language ego permeability hypothesis (LEPH) which suggests that inhibition plays a powerful role in constraining achievement resulting both in an inhibition about using L2, which prevents them from gaining sufficient practice, and in the fear of making mistakes, etc. The main pursuit of this article is to locate such inhibitions, to give an observation-driven taxonomy of them, to shed some light on the inherent mechanisms of suppressed learning, and humbly offer ways to a more refined pedagogy especially in Iranian academic settings. Inhibition, if diagnosed and eroded, is superseded by arousal and will give way to more dynamic transactions among class participants which will consequently breed sounder setting for education. The study aims at uncovering the dynamism of inhibition and its ramification through a qualitative investigation of the variables proposed by 200 BA senior students (sampled out of 300) of varied backgrounds in their elicited questionnaires and 5 observed classes.

Key words: Inhibition, taxonomy, Affective sphere, self-imposed restraint, suppressed learning.

Introduction

"The fear of being wrong is the prime inhibitor of the creative process." (Jean Bryant)

"An FL classroom can conveniently be compared to a populous swimming pool. Swimmers who are competent dive in. Slow learners concentrate on improving their style and performance, while others are there for fun and never mind making waves that disturb others. Less skilful ones, try as they might, are quickly discouraged and remain on the edges. Shy ones have little support from the others and stand timidly on the sides waiting for the right time to enter. Sometimes they might dip their toes in but most often they walk away without getting wet. Rather than pushing people in or leaving them to fend for themselves, the situation needs to be organised so that everyone gets the

opportunity to develop their skills and enjoy themselves without hindering the progress of others."

Many EFL learners find themselves unable to put English to communicative use despite a good command of the language. Maybe they don't have a good command over themselves. So, what follows is an attempt to find out what it is that inhibits them.

Merriam Webster's Encyclopedic Unabridged Dictionary (2000) defines "inhibition" as: Discouraging from free or spontaneous activity, expression or functioning, through the operation of inner psychological impediments or of social controls. According to Richards, J.C. and Schmidt, Richard (2002, p. 37), "attention is the ability a person has to concentrate on some things while ignoring others. Subsystems of attention are:

1. Alertness: an overall readiness to deal with incoming stimuli. 2. Orientation: the direction of attentional resources to ceratin types of stimuli. 3. Detection: cognitive registration of a particular stimulus. 4. Inhibition: deliberate ignoring of some stimuli. "Krashen (1985, cited in Hedge, 2000, 21) discusses Affective Filter noting that when the student is tired, dispirited, tense, or angry, the input is prevented from being processed (High affective filter brings negative attitude toward learning). Ellis (1985, p.121) holds that it is hypothesized that the defensiveness associated with inhibition discourages the risk-taking which is necessary for rapid progress in an L2. Krashen (1981a, cited in Ellis, 1985, p. 121) suggests that the onset of Formal Operations (around age 12) has a profound effect on the affective state of the learner. It induces egocentrism, which in turn leads to increased self-consciousness and greater inhibition. Thus adolescents tend to obtain less input than younger learners.

But, by and large, measuring personality impacts on learning is hard to demonstrate in empirical terms. Lightbown and Spada (2003, pp. 54-55) believe that other personality characteristics such as self-esteem, empathy, dominance, loquacity, and responsiveness are in play, too. Another finding says that personality

variables may be a major factor only in the acquisition of Conversational Skills (communicative ability), not in acquisition of Literacy Skills (entailing grammatical accuracy and metalinguistic knowledge). Personality has an important influence on success in language learning, but it is not the only variable involved. A mélange of factors contribute to it. Besides, personalities are not always fixed or stable. There seems little doubt that most people show marked consistency. Inhibited learners demonstrate diverse moral overtones and undertones. They may be under-stimulated, stubborn, uncooperative, neurotic, suspicious, defensive, secretive, fearful, anxious, reflective, preoccupied, capricious, vulnerable, etc.

Review of Literature

> *Becoming bilingual is a way of life. Your whole person is affected as you struggle to reach beyond the confines of your first language and into a new language, a new culture, a new way of thinking, feeling, and acting.* (Brown, 1987, p. 1)

Douglas Brown also holds that the acquisition of a new language is a grand enterprise, encompassing neurological, psychological, cognitive and affective variables. In the early sixties, Benjamin Bloom (and his colleagues Krathwohl, Bloom and Masia, 1964) (Brown, 1994, p. 100) offered a comprehensive definition of two domains of learning: the cognitive (the intellectual) and the affective (the emotional) as two sides of human behavior. In recent years the importance of affective issues has become a matter of debate and extensive research among language teachers, linguists and researchers; and some variables were found as having a high impact on success in EFL/ESL learning.

In the affective domain of second language acquisition we come to the notion of inhibition, among other parameters such as: empathy, self-esteem, extroversion, anxiety, motivation, learning style, etc. as indications to the mysterious entity of human language. One human ingredient to consider in human development is egocentricity (and ethnocentricity on a larger scale), and self-consciousness, and the need for security and

protection, against which they develop inhibitions about this self-identity, fearing to expose too much self-doubt. At puberty, these inhibitions are heightened while experiencing critical physical, cognitive and emotional changes. (Brown, 2000, p. 64) Inhibition comes into play when a learner wants to protect his or her self-esteem. Closely related to and in some cases subsumed under the notion of self-esteem is the concept of inhibition.

The interest in affective variables in language learning is reflected in some modern teaching stances aimed at reducing anxiety and inhibitions and enhancing the learner's motivation and self-esteem. These approaches could be identified within the so-called humanistic education. Haycraft notes (1988, p. 6) that "teaching English successfully is not just a question of method. I have observed many classes where teacher's techniques were superb, but where the students were reluctant to learn because the teacher was not interested in them as people." He also emphasizes that the best lesson may fail due to the fact that the personal diversity and needs are underestimated.

In order to diminish the rate of inhibition, the teacher must adopt more leaner-centered approaches and "Negotiated Curriculum" (Nunan, 1988, p. 12). Gertrude Moskovitz (cited in Stevick, 1996, p. 24-25) states that:

Humanistic education is related to a concern for personal development, self-acceptance, and acceptance by others, in other words making students be more human.

Examples of these innovative humanistic approaches to language teaching are: Curran's Community Language Learning (Curran, 1976); Gattegno 's Silent Way (Gattegno, 1972); Lozanov 's (De)Suggestopedia (1979) and Terrell 's Natural Approach (Terrell, 1977). Krashen posed that a low affective filter is necessary for acquisition to take place. The affective filter is a mental block, caused by affective factors: high anxiety, low self-esteem, low motivation, etc.

…every learner requires first and foremost: to be noticed, to be attended to, to be valued, to be affirmed. Out of that attention and affirmation grow the confidence and, yes, the courage to learn: if the teacher dares to teach, that is, to attend to and care for the learners, then the learners in their turn can dare to learn. (Whitaker, 1995)

A child's ego is dynamic and growing and flexible; so, a new language at this stage does not pose a substantial threat or inhibition to it. Adults, on the other hand, manifest a number of inhibitions which more often surface in language classes where the learner's attempts to speak in the foreign language are often fraught with embarrassment. The same inhibition might also occur in natural settings (non-classrooms), although in such instances there is the likelihood that the necessity to communicate overrides the inhibitions. (Brown, 2000, pp. 65-66) (As people grow, they become more aware of themselves and this self-identity, which in turn is bound to language ego as its part and parcel, gives rise to the emergence of inhibitions as a defensive mechanism. So teachers should help learners muster their ego strength to overcome inhibitions. A successful adult learner is one who can bridge this affective gap.)

Inhibited children react against many different types of unfamiliarity with avoidance, distress, or subdued emotion when they reach the age at which discrepancies elicit uncertainty. The source of the unfamiliarity can be people, situations, objects, or events. Many psychologists now believe that genetic factors combine with the environment to produce personality. Crozier (1997, pp. 200-1) and his colleagues studied inhibition as a type of temperament (the internal tone each person lives with) which displays itself in infant behavior as timidity and fearfulness in novel situations (strangers, new toys, etc.), and as shyness at age 4 and beyond. Inhibited children, according to him, avoid dangerous activities, are minimally aggressive, and abstain from unfamiliar social encounters and usually choose intellectual careers (music, psychology, poetry, etc.).

Inhibition is closely related to self-esteem: the weaker the self-esteem; the stronger the inhibition to

protect the weak ego. Ehrman (cited in Brown, 1994, p. 148) suggests that students with thick, perfectionist boundaries find language learning more difficult than those learners with thin boundaries who favor attitudes of openness, vulnerability and the tolerance of ambiguity. As Brown (1994, pp. 63-6) noted, language learning implies a great deal of self-exposure as it necessarily involves making mistakes. Due to learners' defense mechanisms, these mistakes can be experienced as threats to the self. This produces in the learner a deep-seated fear of inadequacy and deficiency. Fortunately, we are witnessing that a growing number of language teachers are becoming increasingly aware that focusing on students' strengths rather than weaknesses is a powerful way to overcome inhibition.

All human beings, starting from adolescence and continuing into adulthood, in their understanding of themselves, build a set of defenses and a system of affective traits to protect the ego and to ward off ideas, experiences, and feelings that threaten the foundations of self-esteem. Individuals with weaker self-esteem and ego strength maintain walls of inhibition to protect a fragile ego or self-diffidence (lack of self-confidence) in a situation or while doing a task. (Brown, 1994, pp. 147-9)

The human ego encompasses what Guiora (1972a) and Ehrman (1996) refer to as Language Ego. Meaningful language acquisition involves some degree of identity conflict as language learners take on a new identity with their newly acquired competence. An adaptive language ego enables learners to lower the inhibitions that may impede success. Inhibition discourages risk-taking which is necessary for progress in language learning. (Lightbrown, 2003, p. 55)

To adopt a more humanistic approach to the question on the table, we are to explore the learners' space in order to aid them to build up their unique learning strategies effectively and consciously to enhance learners' self-concept by providing positive feedback. Human beings are emotional creatures, so it is only logical to look at the affective domain of language learning. Fortunately, research in this area has been mounting steadily to examine the inner being of the person to discover if in the affective side of human behavior there lies an explanation to the mysteries of language. In their infancy, children are totally egocentric. The world revolves about them and they see all events as focusing on themselves; so, the extent of inhibition is not significant. (As they grow, they become more aware of themselves and this self-identity (Brown, 2000, p. 64), which in turn is bound to language ego as its part and parcel, gives rise to the emergence of inhibitions as a defensive mechanism. So teachers should help learners muster their ego strength to overcome inhibitions. A successful adult learner is someone who can bridge this affective gap.) Before studying inhibition, it seems logically imperative to primarily know about human temperaments and personality traits.

In classic studies of inhibition, though rather unethical, Guiora, Beit-Hallami, Brannon, Dull, and Scovel (cited in Brown, 1994, pp. 147-8), in their research over pronunciation performance, used small quantities of alcohol and Valium (as relaxants) to be given to their experimental group of subjects in order to induce temporary states of less-than-normal inhibition. The result was surely lower inhibition, but it also affected muscular tension. Besides, pronunciation may be a rather poor indicator of overall language competence; it could be a sign of promoted performance.

Language teaching approaches in the last three decades have been characterized by the creation of contexts in which students are made to feel free to take risks, to try out hypotheses, and thus to break down some of the barriers that often make learners reluctant to try out their new language. Learners should know that learning a second language virtually necessitates making mistakes (and learning from those mistakes) as healthy symptoms of progress. If we never ventured to speak a sentence until we were absolutely certain of its total correctness, we would likely never communicate productively at all. But many students view mistakes as threats to their ego, both internally and externally.

Internally, one's critical self and performing self can be in conflict (which is an Aristotelian prelude to "tragedy"!). Externally, learners perceive others to be critical, even judging their very person when they blunder in L2.

Earl Stevick (1976b cited in Brown 2000, p. 149) spoke of language learning as "involving a number of alienations between the critical self and the performing self, between one's native culture and his target culture, between a student and a teacher, between a student and his fellow classmates, and if I can add between one's past/present and his future, and also between his professional requirements and his personal aspirations, etc. These defenses inhibit learning."

Jerome Kagan and his colleagues have been studying two temperamental categories of children that they call "inhibited" and "uninhibited" to the unfamiliar, with shyness as only one feature of the former. Inhibited children react against many different types of unfamiliarity with avoidance, distress, or subdued emotion usually a few months before the first birthday. The source of the unfamiliarity can be people, situations, objects, or events. The complementary category, called uninhibited, is defined by a sociable, affectively spontaneous reaction to unfamiliarity. An individual who possesses the genes for a particular characteristic may not display that feature. Also, many psychologists now believe that genetic factors combine with the environment to produce personality. Now we may be able to come to a combined definition of temperament as: a set of primarily biological stylistic components of behavior constituting personality traits. (Crozier, 1997, p. 200-1) Students may develop different personality traits according to their particular temperaments.

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performing self can be in conflict. Externally, learners perceive others to be critical, even judging their very person when they blunder in L2. Earl Stevick (1976b) spoke of language learning as involving a number of "alienations" between the critical self and the performing self, between one's native culture and target culture, between a student and a teacher, between a student and his or her fellow classmates, and if I can add between one's past/present and his or her future, professional requirements and personal aspirations, etc.

Methodology

The present research is of qualitative substance carried out through cataloguing the observations and analyzing the open-ended questionnaire responses not for statistical numerical outcomes but for content and narrative analysis.

Participants

The participants are 200 students (sampled out of PBT TOEFL-tested population of 300 volunteers) from 3 Tehran-based universities of different natures and disciplines (Language, Art, Journalism): Islamic Azad University, South Tehran Branch, Art University, and School of Media Studies. 5 random classrooms in these settings were also observed (as non-participant observation) and annotated in the meantime.

Research Questions

The following queries are what will be qualitatively responded to by the ascribed methodology.

1) What is Inhibition and what are its forms with an eye on Iranian academic ecology?

2) What are the ways to overcome inhibition in Iranian students?

Instrumentation

Much suited to the objective the researchers had in mind which demanded an in-depth investigation worded through language and not via statistical figures, the qualitative research was agreed to be

done through library reading, observation, and questionnaire.

Etiology of Inhibition

Through observations and questionnaire perusal, the researchers have arrived at the following findings regarding the sources and whereabouts of inhibition:

1   Sensitivity can be an inhibitory parameter to turn a learner into a taciturn person. When one can reckon the consequences a word may entail when used in a given circumstance, he or she may resort to seclusion and tête-à-tâte.

2   The quasi-ethnographic observation fortified the idea that Iranians are traditionally poor at using kinesics to add to their intended meaning. That alone can act as an inhibitor.

3   Knowing a second language may have mute or vehement impacts. L1 and L2 may sometimes perform synergic duets and sometimes end up in lethal duels. Everyone has experienced this Jekyll-Hyde mechanism. Some students are afraid of their Interlanguage. We should look at errors as a natural part of language learning. They are healthy symptoms of progress; much like "doubt" which is a prequel to "faith". If there were no mistakes, there would be no need for teachers or classrooms; like when there is no disease, there is no doctor. We had better see errors or mistakes as blessings in disguise. Some of the learners are not good at their first language; that's why their performance in L2 is poor, too. Skehan (1986, cited in Cook, 2001, p. 139) believes that children who are more advanced in their first language are better at their SL. Second language learning is not simply a process of putting second-language words into first language sentences. Language Learning is not just linear in its development, and stages of learning are not sequential only; we might have flashbacks and flash forwards, Some learners love their mother tongue, its euphony and richness in vocabulary and they never succumb to a foreign language slavishly. A language learner can be a consumer as well as a producer of L2.

4   There is a perennial anxiety resulting in inhibition in people who have a deep-rooted built-in perfectionism to carry out tasks accurately, fearing to sound silly or act clumsily or make mistakes; a disposition which is a by-product of a face-saving strategy to secure their ego. Therefore they may practice "avoidance" at times or resort to "hyper correction".

5   Some students are, for clear or clandestine reasons, chronic xenophobes or Anglophobes.

6   Human being is selective and his selection is respectable. Inhibition of that kind is therefore tolerable.

7   Some students are better at some skills and poor at others; for instance, they prefer the fluidity of speaking to rigidity of grammar, so they develop hatred towards the latter. Every learner's tastes and traits are unique to him and his agendum in learning may be different from others. Therefore, my learning styles and strategies and my dispositional ways of absorbing, processing, and retaining information and skills can best be eloquent of my character. For instance, some students are more comfortable if they write than listen. Writing homework, for example, gives them a feeling of accomplishment, and a sense that education does not just take place in the classroom.

8   Teachers should be alert to the fact that EQ is more tenable in teaching/learning than IQ

9   Teachers' recasts, beckoning gestures and signaling tones can be sources of inhibition or disinhibition.

10 Inhibition can also emanate from self-diffidence in asking questions from the teacher for the mere fear that perhaps the rest of the class knows the answer.

The responses to the questionnaire administered to a group of 200 university students learning English (majoring in Translation, TEFL, Journalism, and Art) revealed a grand typology of inhibitions to the researchers, some of which are specific to Iranian learners. The brand-new taxonomy proposed here by us is by no means flawless, but it may spotlight some problems long neglected in EFL learning and teaching.

Intramural: (inside-school sources)

Inhibitions induced by malefactors in university or school, such as difficult course books, teachers, students and the academic setting in general (learned helplessness) may take different names, as elicited from responses to the questions 1, 2, 3, 4, 17, 18, 19, 20 and suggested by the researchers such as **offence** (being insulted by teacher or classmates); **distance and ceremony** (philosophical, intellectual, political, linguistic, geographic, economic, etc. differences which aggravate dissociations); **frustration** (which occurs when people are prevented from reaching goals they feel entitled to); **disillusionment** (disenchantment); **punishment** (which only tells you what NOT to do, not what TO do; **peer pressure:** (bringing about pressures of different kinds); **irregular attendance**; **group size**; **academic environment**; **interpersonal** (from **teacher-student** to student-student relationships; negative chemistry between people in class may lead to unlearning.); **negative transfer** (the carryover of previous performance or knowledge to subsequent learning); **learning style** (some students are better at some skills and poor at others; for instance, they prefer the fluidity of speaking to rigidity of grammar, so they develop hatred towards the latter).

Extramural: (outside-school sources)

Intra personal: inhibitions arising from within a student which in turn fall into several categories, such as: **psychological:** including **sadness**; **shyness** (although learners are not expected be like stand-up comedians or ventriloquists); **irritability**; **distractibility**; **feeling of worthlessness**; **narcissism**; **self-defeatism**; **self-handicapping** (making excuses for one's performance, asking the teacher to be exempted from class work); **phobia** (of different kinds, such as agoraphobia); **low marketability** (poor public relations or low social skills which hinder learners from selling themselves to others; **aggression**; **delinquency** (anti-social demeanor); **burnout** (exhaustion from long-term stress); **staleness** (having lost freshness and interest); **despair**; **sluggishness**; **reluctance**; **weak visual and auditory memory**; **suicidal ideation**; **genius** (feeling like a genius among others is isolating); **flight of ideas** (disentanglement of mind from the class subject matter); **hedonistic trait** (some people are only after mundane pleasure, and if they don't find it in an activity, they simply quit it); **Biological:** such as **age** (studies suggest that adults exhibit more inhibitions than children); **gender** (e.g. in Iranian settings, girls do not comfortably pronounce "th" sounds because they have been inhibited to bring out their tongue as a token of courtesy); **look** (appearance is an elemental force in some students' progress), etc. **Physiological:** such as **fatigue**, **disability**, etc.; **Medical:** e.g. a student suffering from Halitosis (Bad Breath) is assumed to find less number of friends and naturally grows more isolated. So might be the case with students wearing dental braces, etc. A student, who is nicotine-habituated needs breaks in his or her educational hours; **Familial:** e.g. a student who has to look after an ill mother at home, or is continually discouraged by an uneducated father, etc. certainly develops some irregularities. A homesick, family-dependent person cannot stay in school for too long. **Generation gap** is another deterrent falling under this category. **Ideological:** Some religions or ideologies may incite a number of inhibitions in learners.

Extra personal: Ethnic (Racial); **Cultural** (language shock, culture shock, culture stress and anomie [a feeling of being torn between two cultures, and not feeling properly part of either]; **Vocational** (degree-oriented, money-driven students may develop inhibitions); **Sociological**; etc.

There can still be another typology in hand; i.e. **Temporary Inhibition** (such as news of a kin's death, dietary effects, insomnia, etc.) and **Permanent Inhibition** (such as cancer, etc.).

Conclusions and Implications (for Teaching/Learning especially in Iran)

Based on the data collected via the afore-noted

questionnaire, in an (Iranian) academic setting:

1 Workshops are better class settings, in which sole-speaker teaching and sole-hearer learning are relegated, if not relinquished, and fellow-feeling and teamwork are promoted. No doubt an amiable, not rival, atmosphere relaxes spasms of all kinds. Hence, Negotiation of meaning is far more accessible in such classes. Bailey (1995, cited in Hedge, 2000, pp. 20-21) links anxiety to competitiveness.

2 Some students envisage a discrepancy between an idealized self-image and a realistic self-assessment, and withdrawal from the language learning experience when the competition was overpowering.

• Students don't want their school sufferings be re-experienced in university.

• Students when confused are inhibited from asking questions or posing a critique.

• Volunteerism is low in Iran. Ice-breaking students are rare. They typically follow suit. Stewardship, and not leadership, is strong.

• Iconoclasticism is not much welcomed in the society.

• Shyness has been a virtue in Persian culture which won't work in English classes.

3 A typical Iranian starts with cynicism against a new environment, syllabus, teacher, classmate, etc.

4 Future is vague. Even if students' academic, professional and life pursuits are in accord, still there's no guarantee for their materialization.

• Students care more about the form rather than the content.

• Lack of concentration has reasons outside the classroom.

• Sense of inferiority (as the ill result of comparing oneself with others) is lethal.

• Numerous responsibilities interfere in an individual's mind. (what I wish to call "Moonlighting Syndrome")

• Shortage of time to study and rehearse is noisome.

• The tuition and monetary issues are excruciating.

• Pure grammar has proved boring.

• EFL Students like to turn into good speakers of English soon.

• The architecture (good acreage of campus and greeneries) of the school and the appearance of teacher are significant to learners.

• Students like the concept of exam to be eliminated.

• In a society where few tourists commute and the English language has long been branded a taboo vernacular, the teachers' utopian expectations are to subside a bit.

• Students start the day in a down mood and gloomy faces; somebody has to energize them first and that's the poor teacher.

• Hesitancy is what dominates learners' characters.

• Classroom climate should support learner's autonomy.

• A group really must be a group and not a fabricated set of individuals.

• Specific goals usually result in greater performance than vague goals.

• Groups tend to polarize. The free exchange of ideas results in less polarization.

• Distance Education / e-learning in some students lessens inhibitions.

• Generation gap and uneducated parenthood is another visible deterrent in class.

• Hyper correction on the part of learners and spot-checking on the part of teachers would aggravate inhibitions.

Learner's calling

Students may take the following steps as measures to alleviate the hardships of learning and elevate the joy of it.

They can: Value their goals against the class syllabus; Promote Self-efficacy; Use the language of thinking; Be judicial; Raise questions; Solve problems/Draw conclusions; Assess and measure events; Start small and build momentum; Learn to see diversity as an asset; Recognize that learning is a

matter of choice, not coercion; Learn that fear and anxiety are natural responses to precarious learning situations; Welcome biculturality; Deploy language consciously; Lay a foundation of transcendent values; Pay attention to their own boundaries, and be strategic in crossing them; Be prepared for a long journey and don't embark alone; Find partners; Be appreciative; Develop stewardship as an organizational ethic and practice; Mentally visualize a performance or its outcome, often focusing on what a successful performance feels like (Mental Imagery/Practice; Overcome various learning/teaching distances to increase learning; Do calisthenics/physical exercises to elevate livelihood; Treat all fellow learners and teachers with respect and fairness regardless of age, gender, race, ethnicity, national origin, religion, disability, etc.; Commit the time and energy to their studies necessary to achieve the goals and objectives of each course; Be on time for didactic, investigational, and clinical encounters; Communicate concerns/suggestions about the curriculum, didactic methods, teachers, or the learning environment in a respectful, professional manner; Self-regulate (students take responsibility for their own learning); they self- observe, self-assess and self-reinforce themselves.

Teacher's calling

Apparently, unless teachers increase their learners' goal-orientedness, make curriculum relevant for them, and create realistic learner beliefs, they will come up against a classroom environment fraught with lack of cohesiveness. And as Ellis (1985, p. 4) strikingly puts it, "...unless we know for certain that the teacher's scheme of things really does match the learner's way of going about things, we cannot be sure that the teaching content will contribute directly to language learning." Therefore, teachers are invited to heed the following:

The teacher first has to mend the psychology of students, so Needs Analysis is paramount; Sometimes it is not bad for a teacher to deliberately make mistakes to forge some room for tolerance;

Self-monitoring and automaticity should be promulgated; Learners should acquire sufficient analytic skills to perceive, categorize, and store the linguistic data; Students must be handed the awareness to develop a strong reason for learning; Teachers must pay attention to individual motivation even when dealing with a group or team effort; A teacher is to reduce Sheep effect – Reaction of a child to falling down depends on parent's reaction – through a compassionate class setting; Teachers should foster the belief that competence is a changeable aspect of development; Students must be allowed to contribute in the class tasks; A teacher can reduce classroom anxiety by making the learning context less stressful; A teacher should promote attributions to effort rather than to ability; Teachers must provide motivational feedback to arouse refractory students; A teacher can increase learner satisfaction; Teachers should endeavor not to quiet the rebel, but to rebel the quiet, and to draw the students out rather than quiet them down. (Fontana, 1992, pp. 42-43)

The instructor can help reciprocal teaching; Teachers are to encourage critical thinking and social negotiation; Good teachers give multiple representations of content—analogies, examples, etc.; Real teaching promotes student ownership of learning; Insightful teachers provide opportunities for scaffolding student's morale; Teachers are preferred to schedule the time artfully; They must balance intellectual and emotional components of leaning; Share feelings and thoughts with learners but not dominate them; Do mentoring, not just teaching; Respect people's inhibitions; Be innovative and improvisational (the teacher is not to be a slave to the material); Help them feel at home (as if they come to class and say "Home, sweet home!"); Treat all learners equally regardless of age, gender, race, ethnicity, national origin, religion, disability, etc. with respect and fairness (to make a myth of teacher's pet phenomenon); Establish an atmosphere of mutual respect, collegiality, fairness, and trust; Use multimedia to add spice and entertainment; Use L1 as a benefactor in fostering a positive affective

environment to restore student's security and class camaraderie, especially in countries where English is seen as hegemonic; Employ ethics in the EFL Classroom as a tool to blur the divide between student and teacher; Encourage learners to use their second language outside the classroom; Help learners identify their own preferred styles and strategies; Encourage learner choice and discover students' latent talents; Allow learners to generate their own tasks; Incorporate elements of surprise and suspense in your teaching, so that students get curious over the subject matter; The teacher should balance personality differences by ensuring an equal share of attention and opportunity to contribute; Teachers should not sound pedantic, but look pedagogic.

After word

This article has pecked on the less visible aspect of pedagogy; i.e. what goes on in the mind and soul of learners. A good teacher is like a healer who first has to come to a right pathological diagnosis and then administer his or her prescription to the class. In more explicit words, he or she must be cognizant of affective variables--and inhibitions, above all,--in his or her teaching. This piece of work is by no means immaculate, therefore it wishes to fuel the intent of coming researchers to perform a more thorough investigation in hopes of promoting EFL education, particularly in Iran. Perhaps Ernest Boyer can best wrap this article in his handsome metaphoric notion: "A poor surgeon hurts one person, a poor teacher hurts 130".

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Questionnaire
(Designed by the researchers)

Dear Researchee! Please expend your utmost honesty and responsiveness in answering the following questions to add an anonymous footprint on the route of education!

Data about attitude toward EFL learning with the orientation of INHIBITIONs:

1. In using the foreign language in conversation, I feel
hesitant / comfortable / confident / talkative / cooperative / shy / afraid
Why? ……………………………………………
……………………………………………………

2. When meeting speakers of English I
avoid conversation / switch to my vernacular / just listen / find faults / employ body language instead / use affected language / use jargon /volunteer to speak

3. Comment on your feelings about studying English.……………………………………………
……………………………………………………
……………………………………………………
……………………………………………………
……………………………………………………

4. What is the best and the worst thing about your language class? ………………………………
……………………………………………………
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……………………………………………………
……………………………………………………

5. What facet of English most absorbs you?
……………………………………………………
……………………………………………………
……………………………………………………
……………………………………………………

6. Describe the steps you take when applying English in whatever form.
……………………………………………………
…………………………………………………….
……………………………………………………

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……………………………………………………
……………………………………………………

7. How well do you know yourself? What kind of personality are you?
……………………………………………………
……………………………………………………

8. What social, cultural, or other hindrances are there in your learning procedure?
……………………………………………………
……………………………………………………
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……………………………………………………
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9. Describe your ideal academic setting?
……………………………………………………
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10. Describe an ideal teacher.
……………………………………………………
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11. How close or remote are you from a vintage student?
……………………………………………………
……………………………………………………
……………………………………………………
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……………………………………………………
……………………………………………………
……………………………………………………

12. Why should we study a foreign language at all?

To meet a new horizon / To satisfy the ego / To look down on others / For work / For prestige / for humanitarian reasons / Language for language's sake / Explain ……………………………………………
……………………………………………………
……………………………………………………

13. What is your feeling when a classmate performs fairly well?
Admiration / Jealousy / Envy / Nonchalance / Anger / Humility / Awakening

14. My performance in presence of others:
is facilitated / flutters / is impeded / is not affected at all / is exaggerated

15. In the class I
am passive / feel responsible / want to show off / don't feel bonded

Thank you, Folks!

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