

**KARADENİZ TEKNİK ÜNİVERSİTESİ \* SOSYAL BİLİMLER ENSTİTÜSÜ**

**BATI DİLLERİ VE EDEBİYATI ANABİLİM DALI**  
**UYGULAMALI DİLBİLİMİ YÜKSEK LİSANS PROGRAMI**

**THE EFFECTS OF HUMANISTIC ACTIVITIES ON THE AFFECTIVE DOMAIN**  
**OF THE LEARNERS IN ENGLISH LANGUAGE CLASSES**

**YÜKSEK LİSANS TEZİ**

**Zuhal KARDEŞLER**

**OCAK - 2010**

**TRABZON**

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**Karadeniz Teknik Üniversitesi - Sosyal Bilimler Enstitüsü'nce**

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**TRABZON**

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VITAE

## **02. Abstract**

This study is an action research which aims to find out the effects of humanistic activities on students' affective domain in English language classes. Humanistic activities were applied in this study because these activities allow students to share their feelings, experiences, interests, and memories with each other in the classroom. The research was carried out in Rize Anatolian Teachers' Training High School and it took six weeks. During that period, humanistic activities were applied two hours in a week in English language class. At the end of the study, a questionnaire was administered to the students to elicit their opinions about the humanistic activities. Also, the teacher kept a teaching journal after each activity to reflect the students' attitudes towards the humanistic activities from her point of view. The results from the questionnaire and the journal show that humanistic activities can be considered effective to address the affective domain of the learners in this study.

### 03. Özet

Bu araştırma hümanistik aktivitelerin İngilizce dersinde öğrencilerinin duygusal etki alanına etkisini bulmayı amaçlayan bir Aksiyon araştırmasıdır. Bu çalışmada hümanistik aktiviteler uygulanmıştır çünkü bu aktiviteler öğrencilerin sınıf ortamında duygularını, hayat tecrübelerini, ilgi alanlarını ve hatıralarını birbirleriyle paylaşabilmelerine fırsat vermektedir. Bu çalışma Rize Anadolu Öğretmen Lisesi'nde altı haftalık bir süre içerisinde gerçekleştirilmiştir. Bu süre esnasında İngilizce dersinde haftada iki saat hümanistik aktiviteler uygulanmıştır. Çalışmanın sonunda, öğrencilerin bu çalışmada kullanılan aktivitelerle ilgili görüşlerini almak için bir anket uygulanmıştır. Ayrıca, öğretmen her bir aktiviteden sonra öğrencilerin hümanistik aktivitelere karşı tutumlarını kendi bakış açısıyla yansıtmak için günlük tutmuştur. Anket ve günlük sonuçları, hümanistik aktivitelerin öğrencilerin duygusal etki alanlarına hitap etmekte etkili olarak düşünülebileceğini göstermektedir.

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## **CHAPTER ONE**

### **1. INTRODUCTION**

#### **10. Presentation**

Learning English as a foreign language is a difficult task for many students. Unfortunately, many students have had unpleasant memories in the language learning process and they lose their hope to be a good language learner. Some of them are afraid of not being able to speak fluently, and others worry about making mistakes in grammar. For some, they are not good enough to communicate with their classmates or they can't express their personal opinions using their foreign language. Therefore it can be said that there are many problems about English language learning and these problems prevent students to learn the language efficiently. The problems can only be solved if teachers and students work cooperatively. But how can this kind of cooperation be created to help our students?

As teaching is a purposeful and meaningful activity, and therefore teaching objectives should be identified beforehand and be determined in the planning stage. Ediger, Dutt and Rao (2003) define the objective as a statement or a form of category which suggests any kind of change. They add that educational objectives are generally in the category of statement. They go on to say that the teaching objectives are specific and psychological in nature and are selected on the basis of learning objectives. These teaching objectives are achieved in terms of change in learners behaviour. They think that these objectives are specific, direct and practical in nature and are very useful for teachers.

Bloom (1969, cited in Ediger, Dutt and Rao 2003) classifies the learning objectives into three categories. These are cognitive objectives, affective objectives and psycho-motor objectives. A goal of Bloom's Taxonomy is to motivate educators to focus on all three

domains, creating a more holistic form of education. As language learning process is very complex, English teachers should be more aware of the intellectual and emotional dimensions of their students. That means that teachers should address all the domains of the students, but especially the affective one. The affective domain describes learning objectives that emphasize a feeling tone, an emotion, or a degree of acceptance or rejection.

Martin and Reigeluth (1999) give the basic definitions about affective learning. For them, affective education refers to education for personal-social development, feelings, emotions morals, ethics. Affective development education refers to a deliberate process of intervention in the development of students. And lastly, affective domain refers to the components of affective development focusing on internal changes, processes or categories of behaviour within affective education.

Affective domain is vitally important in all aspects of learning and affective development should be included in education programs. This study aims to find out the effects of humanistic activities on the affective domain of the students' in the English language classes during a six week period. These activities are applied twice a week and at the end of the period, their opinions about the effect of these activities are elicited with the help of a questionnaire. The teacher also keeps a teaching journal to compare her opinion with the learners' view. Humanistic activities can be preferred as students can share their feelings, experiences, interests, and memories to each other with these activities. According to Moskowitz (1978), the key importance in using humanistic exercises is focusing on the positive aspect. Activities which emphasize identifying our strengths and those of others, developing a more positive self-image, giving and receiving positive feedback, and learning to understand ourselves and others better all contribute to this end.

## **11. Problem**

In this study, two major problems can be considered related to the affective domain in the English classes. First, the cognitive domain is emphasized more than the affective domain of learners in the curriculums. According to Garnett (1998), the cognitive domain dominates the curricular aspects of the formal education scene. He says that;

“The traditional emphasis of “schooling” is to learn, to do, to think, to develop more knowledge and skills. Assessment techniques and instruments are testimony of this domination, for these behaviors and objectives are the educational features which are measured and evaluated and form the basis for advancing from one grade to another or from one level to another. Administrators, parents, and the public often critique teachers themselves by requiring evidence of their knowledge of subjects and by their demonstrated instructional skill. The cognitive domain supports the core of all curricula” (p.375).

Secondly, the role of the affective factors in English language learning process is underestimated in some situations. Although teachers sometimes don't give importance to affective factors in the class, it is clear that they play a significant role in the learning process. For instance, if there is no motivation in class, there is no learning. If students have lack of self-esteem, they can not express themselves comfortably. Students can not dare to speak English if they cannot take the risk of making mistakes. It is clearly understood that a language teacher should consider both domains of the learners and take the affective factors into account during the learning process. Both dimensions of the students are important and necessary for better learning.

By applying humanistic activities in English language classes, this research expects that students happy about addressing their affective domain as well as cognitive domain. This means that they can share their opinions comfortably with their classmates, take risks and begin to speak English, cooperate with their group member without feeling shy, decrease their anxiety and increase their self-esteem. In short, students have a chance to be themselves by overcoming their affective problems during the language learning process.

## **12. The Purpose of the Study**

Based what we have said so far, then, the focus of this study is to find out the effects of humanistic activities on the affective domain of the students by using these activities in English language classes. Therefore, the major research question is

“What are the effects of humanistic activities on the affective domain of the students in English language classes?”

This study also addresses the following three minor questions:

1. What are the students’ reactions towards the humanistic activities applied in this research?
2. Using ‘humanistic activities’, is it achievable to appeal students’ affective domain in English language classes?
3. How do the students feel about affective factors that influence their language learning performance after the treatment?

This study aims to find the answers of these questions by applying humanistic activities to address students affective domain in the English language class.

## **13. The Significance of the Study**

There are many factors which are necessary to be successful in foreign language teaching such as the program, teacher, atmosphere, techniques, materials, methods and students. These elements should be in harmony to be successful. Teachers who work with teenagers know that sometimes it is hard to deal with them unless you find a good activity. It is clear that activities should attract the interest of students. In order to attract students’ attention, interest, participation and willingness, teachers can prefer activities which are related to the affective side of the learners. Humanistic activities can attract students attention and make them more active in the learning process as these activities are related to students interests and emotions.

This study investigates the role of humanistic activities and its effect on the students in English language classes. Students can be considered as a “whole” with all their dimensions and teachers should address the affective side of the students in order to make the learning process more enjoyable and profitable. Because of the reasons above, this study can be considered significant and worth studying.

#### **14. The Expectations of the Study**

In this research, by means of humanistic activities, the role of affective domain in the English language classes and its effect on students were underlined. The expectations were classified as below:

1. By applying humanistic activities in English language classes, the affective domain of the learners were put to use and this affected them positively.
2. During the six week period, the students grew more positive in their attitude and cohesiveness towards learning English with the help of these activities.
3. It was expected that when the students talked about themselves, there would be an increased attention and involvement towards the course.
4. With this kind of activities, students would interact with each other more than before. Social interaction among the students was fostered.
5. The importance of affective factors in language learning process was underlined.

#### **15. Limitations**

Unfortunately, there are many problems in foreign language teaching area and one of them is ignoring the affective factors in our classes and giving great importance to cognitive outcomes. As the research was about affect and students’ opinions about affective activities like humanistic ones, it was very hard to come to a clear-cut conclusion. Because of this, limitations might be classified mainly as follows:

1. The results for this research were only valid for Rize Anatolian Teachers’ Training High School.
2. This study was limited to the ninth grade students.

3. It was limited to intermediate level of learners.
4. These activities can not be suitable for all types of learners.
5. Addressing affective domain in classes is itself open to discussion and for some, dealing with students' affective side in classes is ridiculous.
6. Although the researcher compared students' responses to the questionnaire and her journal notes, it was very difficult to come to a conclusion about the effect of humanistic activities on the affective domain of the students.
7. Some students, especially the introverts, did not share their personal experiences with the other members and found the activities too challenging. They were not ready to be open affectively.

## **16. The Outline of the Study**

This study consists of five chapters. In the first chapter, the study is introduced by clarifying the problem, the background of the study, its purpose and significance. It also includes scope and limitations of the study and outline of the study.

Chapter two reviews the literature and consists of mainly two parts; affective domain and humanistic psychology. The role of affective domain in education and in foreign language learning and the relationship between affective domain and humanistic psychology are discussed in this chapter. Then the chapter makes clear why addressing affective domain through humanistic activities can be useful in the English language classes.

Chapter three outlines the methodology of the study, choosing the particular method, data collection instruments, and the stages in the data collection.

In chapter four, data coming from the questionnaire is analyzed and findings are presented as tables. Also, the notes that the researcher keeps are reflected.

Finally, chapter five summarizes the findings of the study to come to a conclusion and presents the contributions of the study.

## **CHAPTER TWO**

### **2. LITERATURE REVIEW**

#### **20. Introduction**

This study aims to find out the effects of humanistic activities on the affective domain of the students in English language class. In this chapter, three domains of education objectives are briefly discussed and the role of affective domain in education and especially in foreign language classes are mentioned. Humanistic education which is based on humanistic psychology concerns with the affective development of the student as well as the the cognitive development. Within this kind of education, the role of humanistic activities in order to foster affective domain of the students are discussed in this chapter.

#### **21. Three Domains of Educational Objectives**

Education has an important role to play in each and every nation but the ultimate aim of the education has always been under debate. In 1956, a committee of educational psychologists, based in American education, whose aim was to develop a system of categories of learning behaviour to assist in the design and assessment of educational learning created a taxonomy. It is Bloom's Taxonomy which refers to a classification of the different objectives that educators set for students. The taxonomy was first presented through the publication "The Taxonomy of Educational Objectives, The Classification of Educational Goals, Handbook I: Cognitive Domain," by Benjamin Bloom, M. D. Englehart, E. J. Furst, W. H. Hill, and David Krathwohl. The major idea of the taxonomy is that statements of educational objectives can be arranged in a hierarchy from less to more complex. Bloom (1964) states the ultimate aim of the education as;



“A major long range outcome of education is the development of a consistent philosophy of life by the student. A basic tenet of liberal education is that it is by means of intellectual effort-learning, reflection, inquiry-that a philosophy is formed. However, it is the attainment of a philosophy of life, of a code for governing all of one’s conduct that is the ultimate goal of education” (p.171-172).

In 1965, the book influenced almost every aspect of formal education, from the way curricula were designed at national and provincial ministries of education to the way teachers were evaluating student performance at the classroom level. Educational objectives provide the basis for building curriculum. Shields (2001) points out the aim of education curriculum as;

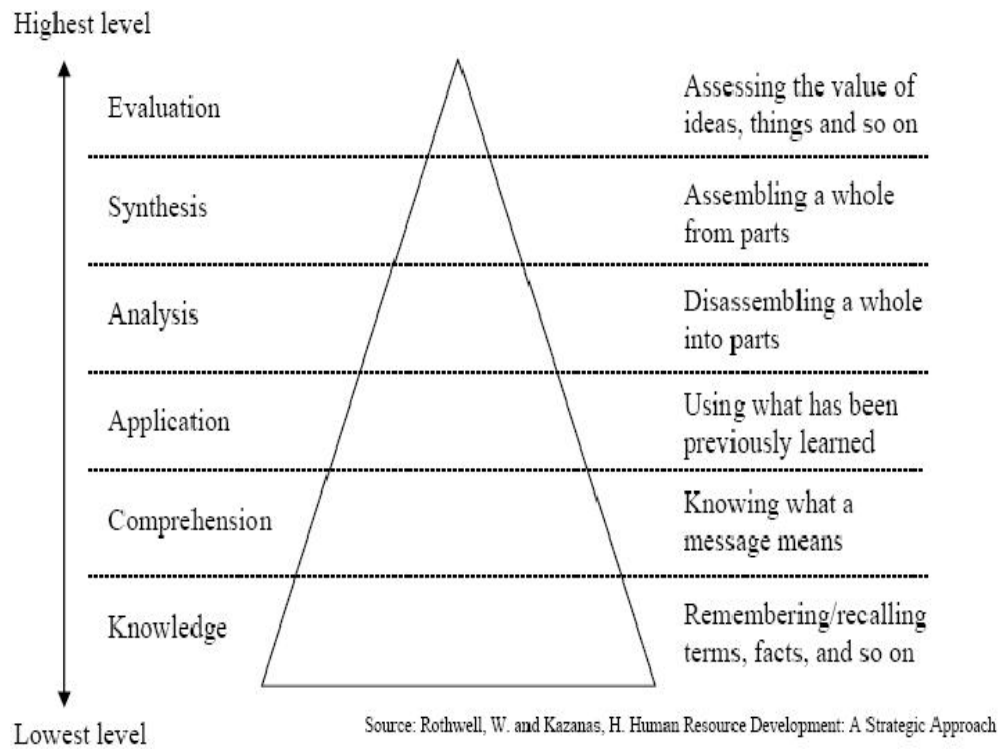
“Education curriculum attempt to develop personal and social values, to help develop caring and productive citizens, to develop knowledge and applicable life-long skills, and to help each learner develop to his or her potential. Teachers work with the students in their classes, trying to achieve these fine objectives” (p.377).

At the convention of the American Psychology Association in 1948, a group of college examiners considered the utility of a system of classifying educational goals for the evaluation of the student. They chose to identify it as taxonomy. Shields (2001) gives this brief historical note and add that the system is referred to as the taxonomy. Shields (2001) say that they saw value in taxonomy. First, they felt that it would be helpful to be able to clarify and tighten up the language pertaining to educational objectives. Second, taxonomy would offer a convenient system for describing and ordering test items, examination techniques, and evaluation instrument. Third, a classification system would enable educators to compare and study educational programs. Finally, they hoped that their taxonomy would reveal a real order among educational objectives.

The authors of Handbook II of the Taxonomy, Krathwohl, Bloom and Masia (1964) acknowledge the problem with their terminology;

“A true taxonomy is a set of classifications which are ordered and arranged on the basis of a single principle or on the basis of a consistent set of principles. Such a true taxonomy may be tested by determining whether it is in agreement with empirical evidence and whether the way in which the classifications are ordered corresponds to a real order among the relevant phenomena. The taxonomy must also be consistent with sound theoretical views available in the field. Where it is in consistent, a way should be developed of demonstrating or determining which alternative is the most adequate one. Finally, a true taxonomy should be a value in pointing to phenomena yet to be discovered”(p.11).

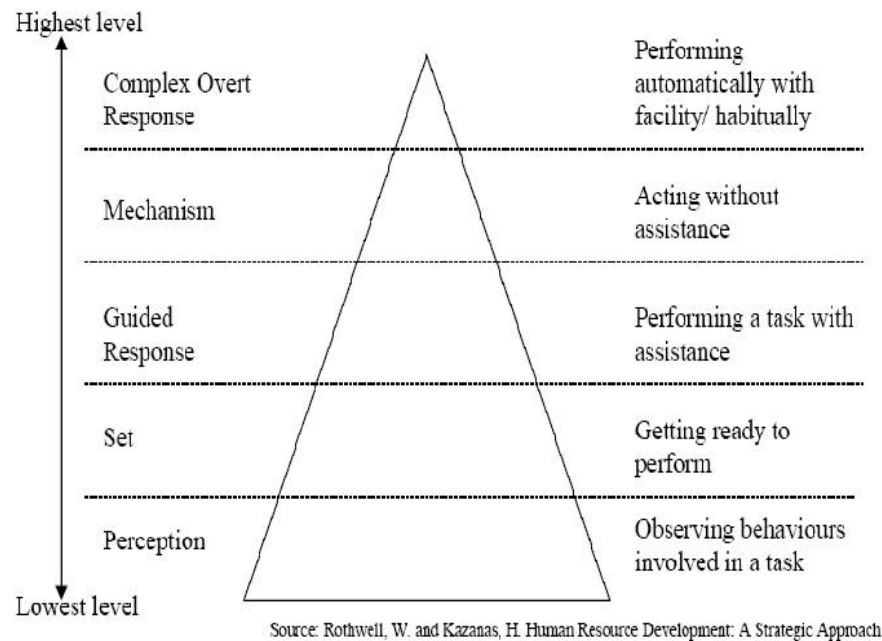
Shields (2001) points out that this hand book has been of great use to educators and researchers. Bloom's Taxonomy divides educational objectives into three "domains:" Affective, Psychomotor, and Cognitive. The cognitive domain involves knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills.



**Figure : 1**  
**Cognitive Domain**

**Source:** [http://learnwiki.org/wiki/images/e/e5/Cognitive\\_Domain.JPG](http://learnwiki.org/wiki/images/e/e5/Cognitive_Domain.JPG)

The cognitive domain's hierarchy begins with straightforward acquisition of knowledge, followed by more sophisticated cognitive tasks of comprehension, application, analysis, synthesis, and evaluation. The affective domain, in its earliest taxonomy, takes one from receiving, responding, valuing, and organization through characterization.



**Figure : 2**

**Psychomotor Domain**

**Source :** [http://learnwiki.org/wiki/images/8/87/Psychomotor\\_Domain.JPG](http://learnwiki.org/wiki/images/8/87/Psychomotor_Domain.JPG)

The psychomotor domain relates to the learning of physical movements and progresses through the levels of reflex movements, fundamental movements, perceptual abilities, physical abilities, skilled movements and expressive movements. (Shields 2001)

Eiss and Harbeck (1969) talk about the domains that Krathwohl and Bloom separated into three. They say that;

“The cognitive domain deals with knowledge and understanding. The affective domain deals with values, attitudes, and interests. The psychomotor domain deals with relatively simple motor skills like walking, as well as the more complex skills of talking and writing” (p.4).

Although all of the three domains must be considered in designing a learning model, Eiss and Harbeck (1969) underline that the primary concern is with the affective domain.

## 22. Affective Domain

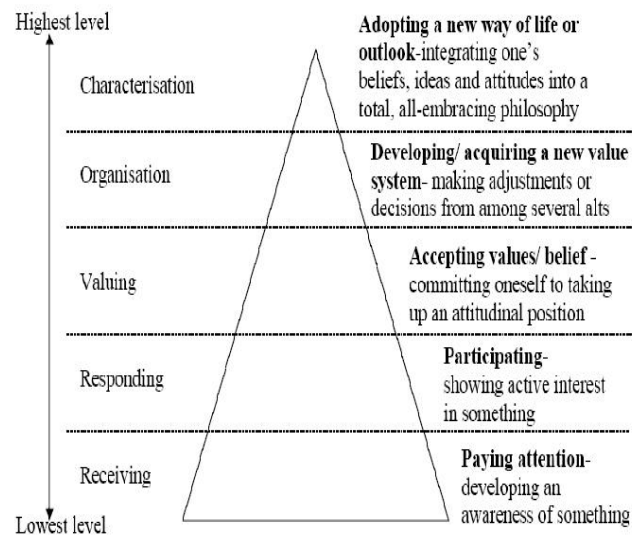
Education is one of the most important and complex process. Bernat (2004) gives the popular notion that education is carried out by one person- a teacher, standing in front of a class and transmitting information to a group of learners who are willing to learn. According to Bernat (2004), this popular notion simplifies the complex process of education because the process involves an intricate interplay among the learning process itself, the teacher's intentions and actions, the personalities of the learners, their culture, reservoirs of background experiences, perceptions and beliefs, the learning environment, and a host of other factors. It could be summarized that various cognitive and affective processes play an important role in the learning context. For many researchers, the study of affect has become increasingly popular recently. In common sense, the study of affect includes anxiety, confidence, self-esteem, motivation, attitudes to learning, etc. Stevick (as cited in Finch 2001) warns against viewing it as the latest "philosopher's stone" of applied linguistics and language teaching. Bernat (2004) claims that "affect" was first reflected in the writing of Dewey, Montessori, and Vygotsky in the first part of the 20<sup>th</sup> century, and gained importance with the growth of humanistic psychology in the 1960's. Bernat (2004) goes on to say that the work of C.R Rogers has become increasingly relevant to a discipline that recognizes the importance of affect on the learning situation. Affective factors relate to the learner's emotional states and attitudes toward the target language. Research on affect in language learning is still strongly influenced by Bloom's taxonomy.

Skills in the affective domain describe the way people react emotionally and their ability to feel another living thing's pain or joy. Affective objectives typically target the awareness and growth in attitudes, emotion, and feelings. The affective domain describes learning objectives that emphasize a feeling tone, an emotion, or a degree of acceptance or rejection. Affective objectives vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience. (Krathwohl et al, 1964)

In his taxonomy of affective domain, Krathwohl gives the descriptions of each step.

- Receiving is being aware of or sensitive to the existence of certain ideas, material, or phenomena and being willing to tolerate them. Examples include: to differentiate, to accept, to listen (for), and to respond to.
- Responding is committed in some small measure to the ideas, materials, or phenomena involved by actively responding to them. Examples are: to comply with, to follow, to commend, to volunteer, to spend leisure time in, to acclaim.
- Valuing is willing to be perceived by others as valuing certain ideas, materials, or phenomena. Examples include: to increase measured proficiency in, to relinquish, to subsidize, and to support, to debate.
- Organization is to relate the value to those already held and bring it into a harmonious and internally consistent philosophy. Examples are: to discuss, to theorize, to formulate, to balance, to examine.
- Characterization by value or value set is to act consistently in accordance with the values he or she has internalized. Examples include: to revise, to require, to be rated high in the value, to avoid, to resist, to manage, to resolve.

The figure below represents the five major stages to the affective domain, too.



**Figure : 3**

### **Affective Domain**

**Source:** [http://learnwiki.org/wiki/images/5/51/Affective\\_Domain.JPG](http://learnwiki.org/wiki/images/5/51/Affective_Domain.JPG)

According to Eiss and Harbeck (1969), most of the instruction in schools is built upon receiving and responding levels. They say that without the two, no educational system can be developed. Another point they emphasize is that no learning could take place in an individual until he became aware of the stimulus. This is the lowest level listed by Krathwohl in his analysis of the affective domain, but Eiss and Harbeck (1969) think that it is not necessarily the level at which effective learning takes place. When it comes to valuing level, Eiss and Harbeck say that this level has played a greater part in the learning process than most educators have been willing to admit. About this stage, Eiss and Harbeck say;

“Maturing individuals, particularly in their adolescent years, develop a value system that is often unchanged even when they become adults. It may be argued that each individual has the right to develop his own set of values and to live by them. Class discussion is an excellent way to develop a sense of values. Often the teacher does not have to point out the “good” and “bad” aspects of the arguments given. If the students have the opportunity, they will do this for each other and develop their own values in the process”  
(p.10).

Throughout the history, many models of affective domain were developed. Krathwohl, Bloom, and Masia (1956) developed one of the first taxonomies of educational objectives for the affective domain. Krathwohl, Bloom, and Masia (1964) then added such affective constructs as attitudes, appreciation, and valuing within the hierarchy for the affective domain. According to Bohlin (1998), this enhanced taxonomy had many gaps and did not contain many other important affective domain constructs. Gephart and Ingle (1976, cited as Bohlin, 1998) proposed a broader descriptive taxonomy of the affective domain. Bohlin (1998) argues that this model encompasses more of the affective model but it still omits several concepts usually placed within, or linked to, constructs in the affective domain (such as motivation, confidence, and attributions) and is limited in use for researchers and designers of instruction. Keller (1983) presented a macro-model for the relationship of motivation, performance and instructional influence. Keller (1983) also developed a model

for the design of motivating instruction. This model was later named ARCS—an acronym for its four categories of attention, relevance, confidence, and significance. Martin and Briggs (1986, cited in Bohlin, 1998) published an award-winning book on integrating the affective and cognitive domains. The authors presented an instructional design model using audit trails for integrating the two domains. Later, Bohlin, Milheim, and Viechnicki (1993), integrating factor analyses of data from the motivational needs of learners with the macro and ARCS models presented by Keller, proposed a prescriptive instructional design model for motivating instruction-learner interaction. Bohlin (1998) claims this model had some promise for designers but it did not entirely provide a more comprehensive coverage in the affective domain, which was needed.

According to Bohlin (1998), the previous models and theories structures are comprehensive; however they individually lack the scope of the enough of the affective domain to help designers of instruction and research. Bohlin (1998) mentions the importance of a comprehensive model that would provide designers and researchers with a means for considering a greater number of affective variables when planning the research and design of instruction. Bohlin (1998) proposed a new model: Model of Learner-Instruction Interactions in the Affective Domain. This model aims to show the interactive relationship of instructionally important factors such as attributions, confidence, attitudes, motivation, and values. The constructs of this model are anxiety, arousal, attitude, attributions, beliefs and opinions, confidence, expectancy of success, interests, motivational level, motives, perceived relevance, satisfaction, self-efficacy, and values. Bohlin (1998) explains the applications of this model. First, it could be used as a model for the planning of instructional interventions. Another use of the model might be for the researcher investigating the affective variables. Third, some constructs are directly determined by others such as attitudes by beliefs or confidence by attributions. The model, therefore, suggests that if teachers want to change the attitudes of students, then they should work on the underlying beliefs of that attitude. A fourth in which this model can be used is to examine how instruction might affect specific affective variables. Bohlin (1998) confesses that this model is not an instructional or prescriptive model. “Model of Learner-Instruction Interactions in the Affective Domain” can provide descriptive information on affective constructs. Bohlin (1998) hopes that this model can increase the knowledge base



of those practitioners and theorists who are interested in instruction and research in the affective domain.

## **220. Affective Domain in Education**

Curriculum design and review is a continuous, cyclic process. It involves making decisions about how to give effect to the national curriculum in ways that best address the particular needs, interests, and circumstances of the school's students and community. It requires a clear understanding of the intentions, values and expectations of the community. It is known that cognitive domain is more emphasized than affective domain of learners in the curriculums. There are many reasons for it. According to Shields (2001), the classification of the educational objectives of the affective domain is more challenging. First, they are not stated as precisely as are those of the cognitive domain and educators are not as clear to the learning experiences appropriate to these objectives. Second, the behaviors themselves are difficult to describe. Third, the testing procedures for measuring the satisfaction of these educational objectives are not as well as developed. Garnett (1998) focuses on the same problem that affective domain has not enjoyed such a dominant role in curriculum development, as witnessed by the paucity of assessment of achieved behaviors and objectives (interests, attitudes, values) in the traditional education evaluations and measurements. This domain focuses on behaviors and objectives which are more difficult to measure because so many human feelings and emotions, which are the evidence of behavioral change, are internal.

Garnett (1998) gives an example from the usual classroom scene. In the usual classroom scene, the teacher begins with presenting to the students some information, some language or culture-based piece of knowledge. Then the teacher checks for understanding of this new information/knowledge, followed with an activity in which the learners are involved in applying this knowledge in an appropriate manner- an oral response, a written exercise which they execute at the chalkboard or while seated at the desk, a performance of the language or culture lesson to be demonstrated, and so forth. In terms of the cognitive domain, the teacher is directing the students from knowledge to comprehension to application, in that order. According to Garnett (1998), the cognitive domain dominates the curricular aspects of the formal education scene. The traditional

emphasis of “schooling” is to learn, to do, to think, to develop more knowledge and skills. Assessment techniques and instruments are the testimonies of this domination, for these behaviors and objectives are the educational features which are measured and evaluated and form the basis for advancing from one grade to another or from one level to another. Administrators, parents, and the public often critique teachers themselves by requiring evidence of their knowledge of subjects and by their demonstrated instructional skill. The cognitive domain supports the core of all curricula.

Outcomes which emphasize a feeling tone, an emotion, or a degree of acceptance or rejection may be difficult to teach or measure. Pierre and Oughton (2007) claim that affective outcomes vary from simple attention to selected phenomena to complex but internally consistent qualities of character and conscience. Further, emotions are messy and unpredictable. Exercises connected to students’ emotions may release feelings and memories from no-school life that educators are uncomfortable dealing with. There are many reasons of this situation. Many of the materials existed are about the performance and achievement in the cognitive domain. Pierre and Oughton (2007) claim that tests of cognitive knowledge can be marked right or wrong, but emotions exist on a continuum. Teachers also learn that a largely cognitively-oriented classroom is more predictable and controllable than an emotionally-expressive one. They assume that by paying attention to cognitive outcomes, the affective ones are magically being furthered. Krathwohl et al.(1969) deny this assumption that affective behaviors develop when appropriate learning experiences are provided for students much the same as cognitive behaviors develop from appropriate learning experiences. Pierre and Oughton (2007) say that a third factor may stem from increasing diverse students. Values and attitudes are rooted in belief systems, which are built on cultural, religious and moral learning. They (2007) admit that as they began to explore the questions raised by classroom implementation in the affective domain, they realize that it is the undiscovered country in curriculum and teaching. It is not that affective outcomes are ignored in formal documents, but rather the exploration of them in teaching and evaluation strategies that is ignored.

There are effective instructional strategies to promote attitude formation and change. Pierre and Oughton (2007) think that effective attitude instruction should involve the learner emotionally, and demonstrate the required behaviors that is consistent with the

desired attitude and when possibly reinforced can bring about the desired changes. Humor, fun, delight, surprise, and even confusion can all have a place in students' affective progress. Instruction that provide learners with an opportunity to express or act out the target attitude, and the responds to that expression with positive reinforcement will move them towards the changed behaviors.

Every learning objective must be associated with one of these three domains; cognitive, affective and psychomotor. Shields (2001) says that an educator or trainer asks what it is that he or she wants his or her learners to know or to do or to feel at the conclusion of the education or training program. Knowledge of learning within three domains is fundamental to the art of formulating appropriate learning objectives.

Previous studies in the area generally focused on the cognitive aspect of learning process and there are a few studies dealing with the affective domain. In our country, Aydın, Bayram, Canıdar, Çetin, Ergüney, Özdem and Tunç (2009) conducted a research about the views of English language teachers on the affective domain of language teaching in Turkey. In this study, teachers' views were identified considering their experience and their teaching contexts. They were also asked the reasons –If they had any- for not addressing the affect in their classes. A questionnaire was developed and the data were collected from 149 Turkish EFL teachers. According to the results of this study, Turkish EFL teachers give importance to the affective side of language learning in their own classes. Experienced teachers believe that methodology knowledge is more important for a teacher than dealing with the affective domain of language teaching. On the other hand, novice teachers know the importance of emotions in language classes but do not feel themselves equipped with the necessary skills in dealing with crowded classes is a part of their methodology knowledge. The responses both experienced and novice teachers gave to the questionnaire items regarding their roles as teachers reveal that all most all of the Turkish EFL teachers participating in the study believe that they have an important role in their students' life that they should be good models for their students and help their students express their feelings that they have a role in students' feeling themselves good in the classroom and that their awareness of their own strengths and weaknesses helps them guide students better.

From the study, it could be inferred that Turkish EFL teachers perceive their role not only as someone who teaches students the language, but also the person who tries to help students' personal development, by presenting them a good model and also by including emotions while learning a foreign language. They are aware that providing knowledge to students is not enough, they also need to consider how students feel in the learning environment as well as to encourage their personality development.

Aydın et. al (2009) also deduce from the results that school context, students, teachers and environmental factors have been reported as the reasons for not being able to address the affective domain. Students' lack of motivation or raising conditions due to the characteristics of Turkish culture also affect the language classes. Focusing on cognition more than emotions, teachers' inadequate knowledge or inexperience has also been reported in the study.

Considering the study conducted by Aydın et al, (2009), it is clear that language teachers in Turkey, although 149 teachers may not reflect the whole group, are aware of the importance of affective domain of language teaching and try to address this dimension in their own classes. This study is very important in that it gives information about the importance of affective domain in English language classes and the views of the teachers towards this dimension.

Another study about affective domain was conducted by Gömleksiz (2003) in Firat University in Elazığ. The study aimed to develop a valid and reliable Likert type attitude scale to measure the ideas and attitudes of the students in affective domain towards English course. To realize that aim, Gömleksiz (2003) developed a 91- item "Attitude Scale on Affective Domain in English Classes". Related literature, experts' ideas and students' opinions were used while developing the scale. The data obtained from 310 students studying at Firat University were evaluated by using factor analysis. The attitude scale contained 38 positive and 18 negative items. This findings show that the scale is a reliable one.

Emotions and feelings are very important to understand how students feel. These emotions and feelings form interactions and relationships among class members. Griffith

and Nguyen (2005) state that students need to be able to communicate, value, organize and characterize to efficiently utilize and make sense of what they have learned. Griffith and Nguyen (2005) refer to the difficulty in achieving even the highest levels in the cognitive domain if teachers don't teach and develop those complementary skills in the affective domain. Griffith and Nguyen (2005) conducted a study to determine the effectiveness of the education preparation program in the College of Education and Human Development. 70 students, who had recently finished their clinical semester of student teaching, were asked to complete a "Student Teaching Needs Assessment" during the last week of their educator preparation program. Students were asked to complete a Likert based survey evaluating their student teaching experience. "The Student Teaching Needs Assessment" was used to measure their feelings of preparation in the areas of communication and addressing the affective domain in their instruction.

Griffith and Nguyen (2005) indicate that the data provided insight into the current trends in public schools. The findings show that many student teachers did not find time to teach affective skills. Before starting student teaching, 68% of respondents felt they had knowledge and skills necessary to teach affective skills. After a ten-week student teaching period, only 39% of the respondents had the chance to teach affective skills. They conclude that students need to be taught in three domains, cognitive, psychomotor and affective. They also think that some further research is needed to determine how the lack of teaching affective skills affect students, test scores, and the final education product.

In today's world, many researches are interested in the affective side of learners in education and how addressing these affective factors can benefit to learning process. Every learning objective must be associated with one of these three domains; cognitive, affective and psychomotor. As Shields (2001) says knowledge of learning within three domains is fundamental to the art of formulating appropriate learning objectives. Students and teachers' attitudes towards affective domain have been researched in the field and it seems that further researches will be done as there are a few studies dealing with this issue.

## **221. Affective Domain and Foreign Language Learning**

Language education is the teaching and learning of a language. It is a branch of applied linguistics. Innovation in foreign language teaching began in the late 19th century and became very rapid in the 20th century. It led to a number of different and sometimes conflicting methodologies, each trying to be a major improvement over the previous or contemporary methods. There are many methods of teaching languages and teachers are trying to choose the best method for their students. On the other hand, according to Horwitz (1990), the question of “What is the best method of language learning?” changed to “What is the best method for a particular type of student?” This means that learner variables are emphasized more and should be taken into consideration.

Horwitz (1990) talks about the learner differences that can be divided into three categories: cognitive, personality, and affective. Cognitive variations refers to “variations in processes common to all human learning, in learning styles that differ across individuals, and strategies employed by individuals to attack problems in particular contexts” (p.78). Horwitz (1990) thinks that these variables refer to differences in the ways individuals’ process information and interact with the learning environment. He goes on to talk about the personality variables that refer to stable personal predispositions for interacting with environment. He gives his opinion about affective differences which is now of particular interest to foreign language teachers. According to Horwitz (1990), attending to students’ emotional reactions to language learning has become a recognized component of foreign language instruction. For him, the learner’s emotional make-up is related to his affective characteristics and includes factors as anxiety, motivation to learn, and attitudes toward the target language. He (1990) points out that there is no clear-cut boundary between cognitive, personality and affective variables so there must be some interaction among them. He goes on to say that although all these three variables play a role in language learning, certain kinds of learning activities seem to have a greater affective consequences than others. According to his observations, students feel comfortable when doing structured foreign language activities such as worksheets or pattern drills, but they feel uncomfortable when asked to speak spontaneously in the foreign language. Thus, Horwitz (1990) concludes that affective concerns would seem to take on primary importance within the current proficiency-centered approaches, where

students are asked to speak spontaneously in the foreign language and anticipate actual interactions in the target culture.

The process of education is very important and complicated. Similarly, language learning is very complicated. Bernat (2004) points out that language learning is not an abstract exercise in memorizing vocabulary and applying grammatical rules. He goes on to say that various cognitive and affective processes play an important and integral role in the language learning context. According to Bernat (2004), many of the major developments in the language teaching in the past years have related to the need to acknowledge affect in language learning. He gives examples from the methods that take into account the affective side of the language learning in a central manner. These are Suggestopedia (aims to reduce anxiety by creating a non-threatening environment), Silent Way (the learner must take responsibility), Community Language Learning (the group must decide what to learn), and Total Physical Response (aims to engage the learner physically, putting the learner under no pressure and allowing to speak when ready). He goes on to say that, the Natural Approach, in a similar way, takes affect into consideration in a prominent way and this approach is designed to minimize the stress. We can understand from the examples that any foreign language teaching method which does not consider the affective reactions of the learner to language learning is not complete.

Bernat (2004) rejects the notion of cognitive-centeredness of language learning research and says that foreign and second language educators are currently beginning to recognize the importance of the learner's role in the both the cognitive and affective domain in the language learning process. He notes that the affective side of learning is not in opposition to the cognitive side. When both used together, he says that the learning process can be constructed on a firmer foundation. He claims that neither is more important, and neither can be separated from each other. In order to educate "whole person", he thinks it is necessary to unite cognitive and affective domains. Bernat (2004) gives a brief note from the history and says that in the late 1970's and 1980's foreign and second language teacher trainers and writers expressed similar concerns. They were Stevick, Rinvolucri, Moskowitz, Galyean who were searching for ways to enrich language learning by incorporating aspects of the affective dimension of the learner.

This part presents information about the objectives of education and three domains. It can be inferred from the statements above, then, that the ultimate aim of education is to give a chance to students to personalize themselves and gain a life philosophy throughout education at schools. It is clear that there are many recent studies about the affective domain of learning and factors that address the affective side of the learners. Although all of the three domains are important in learning process, affective domain is highly critical and should not be ignored. The affective domain plays a significant role in the language learning classroom. It is within the power of language teachers to address the affective concerns of their students. As all of us know teachers have important roles of students' life. There are teachers who influenced our life and inspire us to love or dislike learning process. We may not remember exactly what they taught us but we know that they encouraged us to see ourselves as talented learners. Those teachers addressed the affective domain in their teaching strategies. The knowledge of how to teach is as important as the ability to address students' affective side.

## **222. Affective Factors**

The field of foreign language teaching is related to human psychology and human psychology is closely related to the affective factors. There are many studies which are interested in the influences of affective factors and the relationship between the language learning and affective factors. Affective factors are emotional factors that influence learning. They can have a negative or positive effect. Negative affective factors are called affective filters, which is an important idea in theories about second language acquisition. A learner's attitude to English, to the teacher, to other learners in the group and to herself are all affective factors and have an impact on how well one learns.

The role of affect in language learning is gaining more and more attention. Wang (2005) classifies some of the important affective factors. He says that affective factors in language learning are divided into two types: one is individual factors including anxiety, inhibition, extroversion-introversion, self-esteem and motivation, etc; the other is rational factors comprising empathy, classroom transaction, and cross-cultural processes and so on. Birjandi, Bagheridoust and Mosallanejad (2006) stress the importance of the affective factors and add that efficacious teachers are sensitive to the following affective needs of



students: Self-concept, Self-esteem, Self, Self-Actualization, Attitude, Extroversion and Introversion, Anxiety, Inhibition, Risk Taking, Empathy and Sympathy, Motivation and Motivation and Teaching.

Anxiety is, perhaps, the most obstructive factor in learning the process and it is not clearly known how foreign language anxiety comes into being. Wang (2005) thinks that it may be caused either by personal factors or learning situation. He also talks about research evidence which shows it is related to the repress distress in the past. The personal hurt, failure, and others' negative attitudes, etc, especially in the childhood. Wang (2005) is sure that anxiety makes learners nervous and afraid and thus contributes to poor performance; this, in return creates more anxiety and even worst performance.

According to Wang (2005), language anxiety falls into two categories: state/situational anxiety and trait anxiety. He says that State/situational anxiety appears in responses to a particular situation or event. For example, a student is asked to perform an action or to make an oral speech before the class. At this time, the anxiety is in a passing state. Ideally, as time goes on, this anxiety will diminish in degree. But if it occurs repeatedly, then it becomes a trait anxiety. Once the anxiety becomes a trait that it will hinder language learning.

Some types of anxiety are facilitating while some others are debilitating. According to Bekleyen (2004), facilitative anxiety helps people do better and debilitating anxiety hinders the process of successful language learning. Birjandi et al, (2006) observed that some students become super conscientious over-achievers; others succumb to tensions and fears and become under-achievers; the others who are unable to cope with the stress and self-doubt decide to terminate their second-language learning experience.

Language learning consists of developing skills as writing, listening, reading and speaking. Bekleyen (2004) states that some of the researchers who deal with Foreign Language Acquisition investigated the role of anxiety on the development of different skills. According to the studies that Bekleyen (2004) cites, students generally report that speaking in the foreign language classroom produces the highest level of anxiety. Readers sometimes feel isolated when they are supposed to read alone. When it comes to listening,

since learners want to understand every word they hear, they feel frustrated when there are some unknown words. Some students also feel a certain amount of anxiety in grammar courses due to various factors. They may have a fear of not sounding as good as the other students in the class. The fear of evaluation or being criticized by the teacher can cause anxiety among students. Poor writing skills again can be the source of anxiety. Bekleyen (2004) notes many various techniques, classroom practices and recommendations that have been used in the classroom to reduce anxiety. She concludes that teachers should be aware of the role of affect in Foreign Language Learning and try to diminish the level of debilitating anxiety by using different techniques offered by the researchers.

Another affective factor is self-esteem which is a term used in psychology to reflect a person's overall evaluation or appraisal of his or her own worth. Rubio (2007) defines it as

“a psychological and social phenomenon in which an individual evaluates his/her competence and own self according to some values, which may result in different emotional states, and which becomes developmentally stable but which is open to variation depending on personal circumstances” (p.5).

Brown (2001) points out that self-esteem principle is the principle of “I can do it” and states that at the heart of learning is a person's belief in his or her ability to accomplish the task. Wang (2005) also states that self-esteem is a kind of self-judgment of worth or value which is a basic requirement for successful cognitive and effective activity. It is important to be concerned about learner's self-esteem but the first step has to be aware of our own self-esteem and understand what self-esteem is. There is no doubt that self-esteem is crucial for personal and academic growth.

Humans have two gifts that animals lack: one is language, and the other is self-awareness. After the age of two or so, humans start to have some ideas of who they are and how they want others to see them, and so they develop a self. According to Birjandi et al.(2006), “Self-concept” affords the personality theorists a possible way of explaining behavior. In other words, it is the self image that each individual has. According to self

theories, how people see things determine how they act, but these perceptions are not unconnected; they have a central theme and organizing force. The way individuals see themselves shape how they see everything else.

The other individual factor is language ego. According to Wang (2005), language ego refers to the relation between peoples' feelings of identity, individual uniqueness and value (their ego) and aspects of their first language. On the other hand, the degree to which one keeps the aspects of his personal experience separate is called ego boundaries, which falls into two types: thick ego boundaries, thin ego boundaries. The learners with thick boundaries prefer to compartmentalize their experience clearly. They like to separate themselves from the outside world and are slow to accept the new knowledge. They are likely to have a clearly structured curriculum and conscious approaches to learning, and reject the ambiguity of language. The learners with thin ego boundaries do not purposely compartmental their experience. They believe in their intuition and tend to have content-based learning where the focus is on what is being said rather than how it is said. They prefer the non-linear approaches to learning and tolerate the ambiguity. Wang (2005) claims that these ego boundaries do well to foreign language learning while thick ego boundaries are on the opposite.

Brown (2001) says that the language ego principle might also be affectionately called the "warmth and fuzzy" principle: all second language learners need to be treated with affective tender loving care. He gives some clues to bring some relief to this situation and provide affective support. These are the possibilities that Brown (2001) offers:

- Overtly display a supportive attitude to your students. while some learners may feel quite stupid in this new language, remember that they are capable adults struggling with the acquisition of the most complex set of skills that any classroom has ever attempted to teach. Your "warm and fuzzy" patience and empathy need to be openly and clearly communicated, for fragile language egos have a way of misinterpreting intended input.
- On a more mechanical, lesson-planning level, your choice of techniques and sequences of techniques needs to be cognitively challenging but not overwhelming at an affective level.

- If your students are learning English as a second language, they are likely to experience a moderate identity crisis as they develop a “second self”. Help such students to understand that the confusion of developing that second self in the second culture is normal and natural.

Empathy, which literally translates as 'in feeling', is the capability to share another being's emotions and feelings. Wang (2005) explains that empathy means putting oneself into someone else's shoes of reaching beyond the self and understanding and feeling what another person understands or feels. He thinks that it contributes to the attitudes that people have towards a person or a group with a different language and culture from our own, and it may contribute to the degree of success with which a person learns another language. Birjandi, Bagheridoust and Mosallanejad (2006) agree with the common terminology of empathy as the process of “putting you into someone else's shoes,” of reaching beyond the self and understanding and feeling what another person understands or feels. They consider language as one of the primary means of empathizing, but nonverbal communication facilitates the process of empathizing and must be overlooked. In more sophisticated terms, empathy is usually described as the projection of one's own personality into the personality of another in order to understand him or her better. Communication requires a sophisticated degree of empathy. In order to communicate effectively, you need to understand the other person's affective and cognitive states.

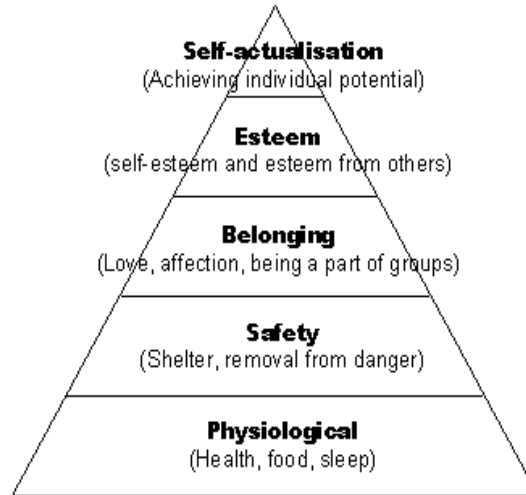
Risk-taking is one of the affective factors. Linguists defined it as an ability of being eager to try out new information intelligently regardless of embarrassment. According to McCarthy (2005), language learners are willing to absorb new knowledge from their teacher spontaneously but the question is how to interact with teacher? The easiest manner is to take the risk. She considers risk-taking as a crucial interactive process to learn a language in the ESL/EFL classroom and if a language learner interacts with the teacher automatically, he/she can acquire a foreign language without any difficulty. McCarthy (2005) thinks that risk-taking is one of qualities in the affective domain of the personality factors and associated with success in language learning. Risk-taking is an important characteristic of successful learning of a foreign language.

Motivation is one of the most important affective factors in foreign language classes. Dörnyei (1998) states that although 'motivation' is a term frequently used in both educational and research contexts; it is rather surprising how little agreement there is in the literature with regard to the exact meaning of this concept. In common sense, sparking student motivation is an important part of teacher's function.

In this part, not all but some of the important affective factors are mentioned. Affective domain is related to teaching and learning in the classroom and affective factors are an important dimensions of the teaching /learning process. Affective domain includes affective factors and their impact on students. Teachers should be sensitive to the following affective needs of students: Self-concept, Self-esteem, Self, Self-Actualization, Attitude, Extroversion and Introversion, Anxiety, Inhibition, Risk Taking, Empathy and Sympathy, Motivation. Affective factors are emotional factors that influence learning so they play an important role in the learning process.

### **23. Humanistic Psychology**

Humanism is originally a psychological term. It emphasizes the importance of the inner world of the human being and places the individual's thoughts, feelings and emotions at the forefront of all human developments. There are three prominent figures in this field. Erick Erickson is generally accepted as developing his theory from Sigmund Freud, but Erickson (1963, cited in Wang 2005) thought that "human psychological development depends not only on the way in which individuals pass through predetermined maturational stages, but on the challenges that are set by society at a particular times in their lives". This is called the fundamental "epigenetic principle". Another figure is Abraham Maslow who proposed a famous hierarchy of needs.



**Figure : 4**

**Maslow's Hierarchy of Needs**

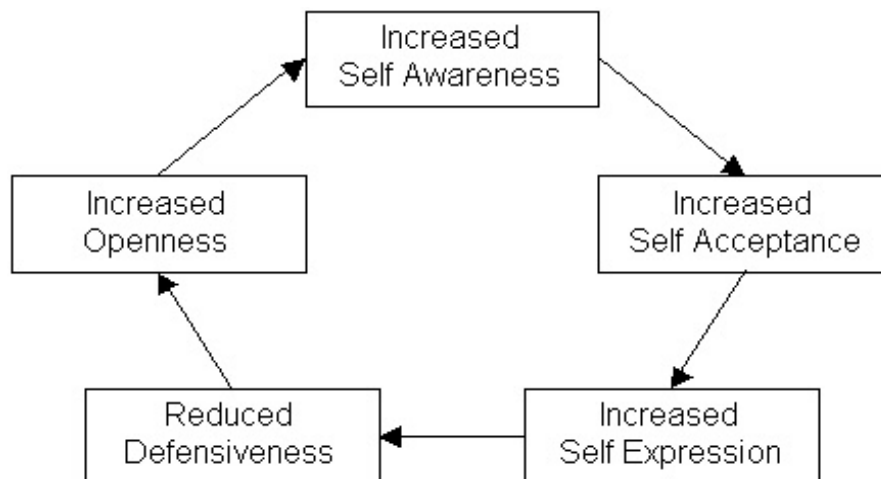
**Source:** [http://www.timlebon.com/maslow\\_files/image002.gif](http://www.timlebon.com/maslow_files/image002.gif)

Maslow's hierarchy of needs is also predetermined in order of importance. It is often depicted as a pyramid consisting of five levels: the lowest level is associated with physiological needs, while the uppermost level is associated with self-actualization needs. The higher needs in this hierarchy only come into focus when the lower needs in the pyramid are met. The lower four layers of the pyramid are what Maslow called "deficiency needs" or "D-needs". Wang (2005) informs that deficiency needs are directly related to the person's psychological or biological balance, such as the requirements of food, water or sleep. Being needs are related to the fulfillment of individual potential of development. Humans need to feel a sense of belonging and acceptance, whether it comes from a large social group or small social connections. This need for belonging can often overcome the physiological and security needs. All humans also have a need to be respected, to have self-esteem, self-respect. In Maslow's hierarchy of needs, the need for self-actualization is the final need that manifests when lower level needs have been satisfied

The third one is Carl Rogers, who advocated that human beings have a natural potential for learning. According to Wang (2005), this will take place only when the subject matter is perceived to be of personal relevance to the learners and when it involves active participation of the learners. Harper and Row (1977) say that Rogers identifies himself with the movement known as humanistic psychology, being one of the founders of the American Association for Humanistic Psychology. According to Harper and Row (1977),

humanistic education includes two major aspects: the general psychological conditions for all learning and affective education, or concern with the affective development of the student as well as the student's cognitive development. They think Rogers (cited in Harper and Row 1977) has focused upon the first. For him, the general psychological conditions apply to affective development as well as cognitive development. They inform that Rogers proposed an approach to education which focuses on teaching as a facilitative interpersonal relationship, in which the facilitator is characterized by three basic attitudes or conditions: empathic understanding; respect, positive regard, prizing, or trust; and realness, genuineness and he provided a systematic psychological foundation for what is becoming known as humanistic education. The point is humanistic education doesn't neglect or minimize cognitive or intellectual development. Affective development centers upon interpersonal relationships.

Harper and Row (1977) define significant learning as the learning related to the development of the whole person. It is the learning which is personal and experiential and which makes a difference in the person. They go on to say that significant learning involves the whole person and requires that we change our focus in education from cognition to a combination of the cognitive and affective, and from teaching and the teacher to learning and the learner.



**Figure : 5**

**Carl Rogers' Humanistic Psychology**

**Source:** <http://www.primarygoals.org/Diagrams/images/AcceptanceCycle.jpg>

The most important principles of Roger's theory are:

1. Every individual is the centre of continually changing world of experience.
2. The organism reacts to a field as it is experienced and perceived. This perceptual kind is, for the individual reality.
3. The organism has one basic tendency and goal to actualize, maintain, and the experiencing organism.
4. The best vantage point for understanding behavior is from the internal frame of reference of an individual.
5. As a result of interaction with the environment, and particularly as a result of evolutionary interaction with others, the structure of self is formed. The self is an organized, fluid, but consistent conceptual pattern of perceptions of characteristics and relationships of the "I" or the "me", together with ranks attached to these concepts.
6. Most of the ways of behaving that are developed by the organism are those that are consistent with the concept of self.

According to Birjandi, Bagheridoust and Mosallanejad (2006), Rogers' theory has more of an affective focus than a cognitive one. It really poles apart from the scientific analysis of Skinnerian psychology. The salient feature of Rogers' theory was the study of the "whole person" as a physical and cognitive, but primarily emotional being. Rogers (cited in Birjandi, Bagheridoust and Mosallanejad, 2006) believes that learning will be enhanced if there is an interpersonal relationship between the learner and the teacher. In other words, If the context for learning is properly created, individuals can learn everything they need. Teachers have to set the optimal stage for learning, being quite sympathetic to the learner and acting as a counselor to solve their potential problems. In such an environment, the learners need not to protect themselves from failure, from criticism, from competition with other peers, and possibly from punishment. The learners approach the learning task through non-threatening environment in which the learner's individuality and self receives the primary focus.



## 24. Humanistic Activities

We all know that whenever people are learning a foreign language, they are faced with feelings of uncertainty, insecurity and even fear so teachers always look for activities that help students to overcome these feelings. Teachers want to help their students to be themselves, to accept themselves and to be proud of themselves. In this respect, to foster a sense of “caring and sharing” in the foreign language classroom, humanistic activities are used to promote growth not only in the target language but in other areas of personal development and human relations like giving students the chance to talk about themselves in personally relevant ways. Humanistic ideas in education are widely known since in the 60s and 70s. The work of well-known psychologists such as Rogers or Maslow put forward the theoretical bases for the humanistic movement. The writings of the proponents of humanistic language teaching such as Moskowitz (1978), Rinvoluceri (1982), Stevick (1990) and Arnold (1999) focus on cognitive, affective and the physical needs of the learner, and several alternative methods for language teaching have offered different ways of putting all these ideas into practice.

Moskowitz (1978) thinks that affective education is effective education. It works on increasing skills in developing and maintaining good relationships, showing concern and support for others, and receiving these as well. It is a special type of interaction in itself, consisting of sharing, caring, acceptance, and sensitivity. She goes on to say that It facilitates understanding, genuineness, rapport, and independence. Humanistic education is a way of relating that emphasizes self discovery, introspection, self-esteem, and getting in touch with the strengths and positive qualities of ourselves and others. It enables learning to care more for ourselves and others. In addition to this, humanistic education is fun. According to her, humanism promotes the following values in education:

- The importance of providing a supportive environment that encourages learning
- The idea that personal growth as well as cognitive growth is the school's responsibility
- The importance of affective factors such as motivation and self-esteem
- The idea that the best kind of learning is through self-discovery

- The idea that human beings really do want to actualize their potential (cf McGregor's Theory Y)
- The importance of healthy relationships within the class emphasizing respect and empathy
- Within this approach the teacher is expected to play the following kinds of role:
  - (S)he is interested in the students as people and not just in the subject
  - (S)he is flexible and tolerant
  - (S)he is positive and encouraging, constantly trying to build students' self-confidence
  - (S)he is a guide and counselor, not just for language-learning, but for life
  - (S)he is a partner "caring and sharing" in class work

Mora & Pinto (2003) stress the importance of humanistic exercises in the English classroom where students will interact with each other when they have something important to share. Meaningful contextual interactions help students to understand that English as a foreign language can be used as a real means of communication and not only as a tool to linguistic concepts. They think that the use of humanistic activities help students to be exposed to new vocabulary and grammatical concepts and students will know more about themselves and their classmates while using the second language. With these activities, teachers find that more is involved than the practice of new linguistic concepts; it has been observed that the relationship among the members of the group and their own attitudes towards the tasks proposed is changing. Students can share their feelings, experiences, interests, memories, daydreams and fantasies to each other with the help of humanistic activities. It has been found that students are motivated.

Moskowitz (1978) underlines that a problem in cooperating humanistic activities in foreign language classes is that foreign language teachers themselves are largely untrained and inexperienced in humanistic activities. The whole notion is "foreign" to most language teachers. She states that they may have fears and be reluctant about going into this realm, even though it can be a deeper, more satisfying one for all. According to Moskowitz (1978), the key importance in using humanistic exercises is focusing on the positive aspect. Activities, which emphasize identifying our strengths and those of others, developing a more positive self-image, giving and receiving positive feedback, and learning to

understand ourselves and others better all contribute to this end. She goes on to say that they help develop powerful interpersonal skills which are often lacking in our communication but which can be learned. Building on the positive strengthens growth and can help students overcome some of the shortcomings. In traditional classrooms, learners usually spend many hours doing mechanical exercises in the second language before trying to encode their thoughts into the foreign language. Humanistic activities, however, favors the exchange of learners' personal experiences and therefore, create situations where students can work towards their fluency in the second language.

“We feeling” of the class is highly important in foreign language classes. Dörnyei and Murphey (2003) think that ‘we feeling’ is a key factor in determining every aspect of the group’s life. If students can work together, the cohesiveness among them can be fostered. Dörnyei and Murphey (2003) point out positive features of cohesive groups. Students in cohesive groups:

- Provide active support to each other.
- Pay attention to one another.
- Remain in the group and convince others to join.
- Observe group norms and resist group disruption.
- Participate in group-activities willingly and are happy to cooperate with each other.
- Work easily with a variety of their peers, and therefore workgroups can be changed in a flexible manner.
- Actively participate in conversation and are ready to share personal details.
- Use ‘we’ and ‘us’ more frequently and sometimes even develop a special jargon.
- Have more competitive relations with outsiders.
- Express more satisfaction with the group experience.
- Participate with each other in out-of-class activities.

In this chapter, the notion of humanistic psychology, humanistic education and the activities used in this type of teaching that address both affective factors and cognitive ones are discussed. Humanistic activities are preferred in this study because these kinds of activities can be seen as a valuable tool to address students’ affective side; their emotions, attitudes, motivation, anxiety, etc. They help to improve students’ moods, and the classes

develop in a more peaceful and friendly way. They can be useful in attracting students' attention on English. These activities are also beneficial for improving students' social interaction. They can foster students' self esteem and confidence by knowing and expressing themselves and their feelings. In short, with these activities, we can find a new way to help students learn not only English but also about themselves.

## **CHAPTER THREE**

### **3. METHODOLOGY**

#### **30. Introduction**

This chapter of the study introduces the context in which the study was carried out, research method, sampling, setting, data collection instruments and procedures used in data collection. The chapter also explains the procedures used in data analysis.

#### **31. Nature of Research**

The aim of this study is to find out the effects of humanistic activities on the affective domain of the students in English language class. Because of this very nature of the study, it can be said that the study is qualitative in nature. On the other hand, the study is also quantitative in that the findings are represented in tables in percentages.

The main aim of this study was to obtain a description of students' attitudes towards learning English after using humanistic activities in the English language classes. In this sense, this research is descriptive and developmental in nature.

Charles (1988, cited in Varlı, 2001) identifies six types of educational research: historical, descriptive, correlational, causal-comparative, experimental, and research and development. According to Charles, "descriptive research describes conditions, situations and events of the present," (pp. 7-8), and developmental research "focuses on the development and evaluation of a new product" (p. 12). Charles further argues that developmental research has two stages. First, a product is developed, and second, the new product is evaluated for its effects. Because one of the purpose of this study is to find out about students' opinions after using humanistic activities in the language classes, then we can say that this research is descriptive in nature. Accordingly, the design of the

methodology of this research is based on the principles of descriptive research. According to Kane (1984, cited in Varlı, 2001), “the first step in any research is to find out what is happening or what has happened. This involves describing attitudes, behaviors, or conditions, and is called descriptive research” (p.13). According to Herbert (1990, cited in Varlı, 2001), descriptive research describes certain characteristics of populations as well as seeking relationships between variables. Therefore, the main characteristics of descriptive research are to describe, clarify and interpret existing situations, conditions and events (Hopkins, 1976; Charles, 1988, cited in Varlı, 2001) by using people, documents, places, reports, scales, observation, interview, questionnaire, standardized tests, other measuring instruments and other written documents as the sources of information. The data obtained through descriptive methods can be qualitative or quantitative (Hopkins, 1976; Kane, 1984; Charles, 1988; Anderson, 1990, cited in Varlı, 2001). In this research both qualitative and quantitative data were obtained. Allwright and Bailey (1994) say that;

“The terms ‘quantitative’ and ‘qualitative’ are also applied to both the data collection and data analysis phases of an investigation. That is, the data themselves can be quantified, as when an observer counts the frequency of certain behaviors, or when a researcher uses learners’ test scores as an outcome measure in a process-product study. Any sort of measurement that yields numerical information generates quantitative data. On the other hand, some data are not the product of measurement or counting and thus do not result in numerical information. These sources of data can include prose descriptions, photographic records, life histories, school records, diaries, interviews, audio and videotapes, and transcripts. Various combinations of quantitative and qualitative data collection and analysis are possible” (p.65).

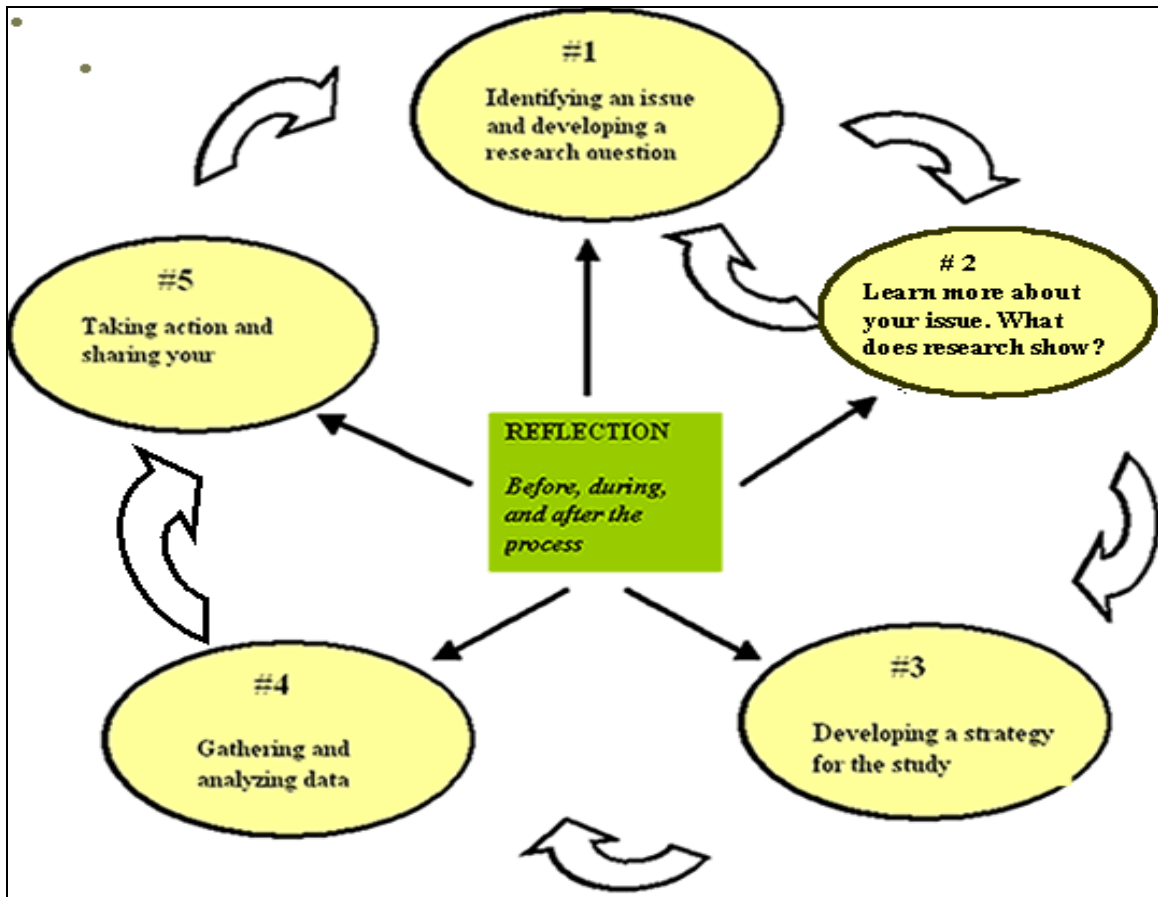
The study also employed elements of survey research, e.g., questionnaire. The general term survey is used for several information-gathering techniques (Kane, 1984) and survey research methods are widely used to gather data in descriptive research (Nunan, 1992; Cohen & Manion, 1994; Czaja & Blair, 1996, all cited in Varlı, 2001). These

methods collect data to be used to describe, define, and explain a group's attitudes, opinions and characteristics of people (Babbie, 1973; Kane, 1984; Brown, 1988; Herbert, 1990; Fink, 1995b, all cited in Varlı, 2001).

Based on the nature of the research, this study is mainly an action research. According to Hopkins (2002), action research combines a substantive act with a research procedure; it is action disciplined by enquiry, a personal attempt at understanding while engaged in a process of improvement and reform. Stephen Kemmis (1983, cited in Hopkins, 2002) defines the action research as

“a form of self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of (a) their own social or educational practices, (b) their understanding of these practices, and (c) the situations in which the practices are carried out. It is most rationally empowering when undertaken by participants collaboratively, though it is often undertaken by individuals, and sometimes in cooperation with ‘outsiders’. In education, action research has been employed in school-based curriculum development, Professional development, school improvement programs, and systems planning and policy development” (p. 43).

With the help of action research, teachers can look closely at their classrooms, reflect on their practice, develop their own questions, strategies and interventions-create an environment of renewal and improvement. The process also allows teachers to model being reflective and proactive in addressing classroom issues and concerns. Figure 6 shows the procedures in the action research.



**Figure : 6**

### **The Action Research Process**

**Source:** <http://www.sitesupport.org/actionresearch/images/actionresearchprocess.gif>

The action research process employs five steps or components according to this figure. Firstly, the research topic should reflect an issue of importance. The study can impact student learning, seek to develop new teacher habits, or address an important issue such as parent involvement. After deciding on a topic, the researcher need to read more about it—looking in particular at other studies that might guide the research strategy. Once a topic is identified and a research question developed, the researcher must begin the task of determining what she/he is going to do in the classroom to affect a change. This stage is about developing a strategy or intervention. Once intervention strategy is identified, the researcher will need to think about what overt, observable behaviors can be measured to determine if the intervention has an impact. When the research has been completed, the researcher should return to the research questions. Were they answered? Were the results



what he/she expected? Who does he/she want to share the findings with? Then, the researcher must look at the data from an objective viewpoint. Do the data support the question? Is the change "significant"—at least from the researcher's point of view? How will the data be represented—in a chart? graphic? In the end, the researcher reflects upon his/her experience and the usefulness of the process for improving teaching and learning.

This study aims to find out the effects of humanistic activities on the affective domain in English language class with a small number of students, and the sample class represented the case. Action research was adopted for this purpose as the researcher developed a focus, explored the research alternatives, decided how to gather the data and how to analyze it to reach the final conclusion. The study is both qualitative and quantitative in nature because the researcher administered a questionnaire at the end of the treatment to elicit the students' opinions about the humanistic activities and she closely observed the sample and kept field notes about the perceptions, reactions and attitudes of the students towards humanistic activities which were applied in this research.

### **32. Setting and Participants**

This study was carried out in Rize Anadolu Öğretmen Lisesi, which is in the city center. The school is regarded as the most successful High School in Rize with respect to the university entrance exam scores. Students have a chance to enroll this school after an exam and they complete their high school education after four years. Students take a 10-hour English course in their first year. After that, they have a 4-hour English course in a week until they graduate from this school. Their language level is pretty good but their language proficiency is varied due to the fact that they have different educational backgrounds. They all learn English at school. The sample group in this research was 9/B Class. There were 28 students; 13 of them were male and 15 of them were female. The researcher teach English to this class ten hours a week.

According to Dörnyei (2003), the most common sample type in second language research is a convenience or opportunity sample, where an important criterion of sample selection is the convenience for the researcher. If we decide, for example, to study a class

group because we have good contacts with the particular school, that would be a case of convenience sampling. Cohen, Manion and Morrison (2000) state that

“Convenience sampling involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained. Captive audience such as students or student teachers often serve as respondents based on convenience sampling. The researcher simply chooses the sample from those whom she has easy access” (p.102).

In this study, convenience sampling was used as the researcher had an easy access to her students and could focus on her sample group and their opinions about the treatment without any difficulty.

### **33. Data Collection and Instruments**

The aim of this research was to elicit students' opinions about humanistic activities in order to address their affective domain. It took six weeks and the students in 9/B were exposed to 'humanistic activities' twice a week. The humanistic activities used in this study were extracted from the book "Caring and Sharing" by Moskowitz (1978). The name of the activities used in this study and their aims are demonstrated on the Table 1.

**Table : 1****The Names of the Humansistic Activities Used in This Research and Their Aims**

<b>ACTIVITY</b>	<b>AFFECTIVE AIM</b>	<b>LINGUISTIC AIM</b>
1. THE SHAPE I'M IN	To encourage students think introperspectively To learn about oneself by association To note how identical symbols evoke different responses in people	To practice the vocabulary of shapes To practice the vocabulary which relates to describing shapes To practice the use of adjectives
2. ONE, TWO IN MY BAG	To communicate positive feelings to everyone in the class To provide a great deal of positive feedback for everyone in the class To allow good feelings which may not have been expressed as yet to be exchanged among students	To practice writing in the first and third persons To read silently and orally messages containing adjectives describing positive feelings
3. I LIKE YOU BECAUSE	To have students give and receive positive feedback To look for the good in others	To practice adjectives describing positive qualities
4. TALKING PICTURES	To help students identify with the feelings of other To encourage empathy for others To stimulate the imagination	To motivate students write something original
5. SEARCH FOR SOMEONE WHO	To warm up the group To get students to mingle with many other students and want to talk with them To learn more about others in the class For fun and excitement	To practice conversing in a variety of tenses which students have studied To practice the interrogative form To respond to questions in the affirmative and the negative
6. MY HOUSE AND ME	To find out more about oneself by means of association	To review the vocabulary of rooms of a house To practice the vocabulary of feelings
7. WEATHER FORECAST	To encourage students to be aware of their feelings in various situation	To practice the vocabulary associated with the weather
8. WHAT MAKES YOU ANGRY	To help to understand the basis for much of one's anger To become more introspective about anger To note commonalities in what makes people angry	To write and speak on a topic about which people have strong feelings
9. FUN IS	To assess what one considers to be fun or enjoyable To determine to what extend fun is an active part of our life	To practice using the gerund
10. MY IDEAL SCHOOL DAY	To have students think about what their desires for school actually To call on the imagination	To practice the future and the conditional tenses
11. SONGS THAT SAY A LOT	To connect pleasant memories with the medium of music	To practice the vocabulary of the feelings To practice the past tense
12. CHILDHOOD FAVOURITES	To recall pleasant childhood memories To exchange these memories with others	To practice nouns and possessive adjectives To practice asking and answering questions To practice past tense

Both qualitative and quantitative data were collected in this research. The quantitative data coming from the questionnaire was collected and analyzed by SPSS program. Qualitative data were obtained from the teaching journal notes which were kept by the researcher after each activity in order to compare the students' points of view and the researcher's opinions about the treatment. By this way, both quantitative and qualitative data were gathered and analyzed to come to a conclusion.

### **330. The Questionnaire**

The aim of this research is to elicit students' opinions about humanistic activities and these activities effect on the affective domain of the students. In order to collect data about the topic, the study employed a questionnaire as a data collection tool. According to Dörnyei (2003), the main attraction of questionnaires is their efficiency in terms of a resercher time, researcher effort, and financial resources. He notes that;

“By administering a questionnaire to a group of people, one can collect a huge amount of information in less than an hour. They are also very versatile, which means that they can be used successfully with a variety of people in a variety of situations targeting a variety of topics. As a result, the vast majority of research projects in the behavioral and social sciences involve at one stage or another collecting some sorts of questionnaire data” (p.10).

The questionnaire used in this research consisted of three parts. The first part elicited students' using different skills in English. Allwright and Bailey (1994) state that;

“Most researchers include background information about their subjects, so that the readers can compare them with their own students. This information is sometimes given in prose descriptions, or lists of facts, and other times as ‘descriptive statistics’ which summarise the learners’ age, language proficiency, test scores, and so on. As a reader, you can use

these and other descriptive statistics to help you judge how similar the people in the study are the learners you are concerned about” (p.50).

The responses from the first part can help the readers judge whether or not the findings of the study may generalise to their own situations. The second part elicited some features of humanistic activities and students’ opinions about these basic features. In this part, students’ opinions about the importance of emotional and psychological state of the learners, attitude and motivation towards a course, ‘whole person’ concept, traditional teaching methods’ impact on creativity, self confidence and class atmosphere were mentioned briefly. Finally, the third part elicited the students’ opinions about humanistic activities used in this research. This part was highly important because it allowed the researcher to see whether the treatment served the purpose or not. In this part, the issues of communication with the classmates, sharing the opinions with the class, support, self-confidence, relationship with the teacher, class atmosphere, risk-taking, group work, anxiety were taken into account. The main aims of these three parts can be seen in Table 2.

**Table : 2**  
**The Main Aims of Each Part in the Questionnaire**

<b>The titles of the parts</b>	<b>The Main Aims of each part</b>
<b>A. Skills in English</b>	To understand which skills students think that they are good at or bad at
<b>B. Some features of humanistic activities</b>	To learn how students think about the main issues about humanistic activities
<b>C. Students’ opinions about humanistic activities</b>	To get students’ opinions about the treatment

After a six-week treatment, the questionnaire was administered to the students to elicit their opinions about the humanistic activities and percentages were calculated for the items in the questionnaire.

### **331. Piloting the Questionnaire**

Piloting is important for getting information about how long the questionnaire takes to complete, checking the questions are not ambiguous and instructions are clear and If necessary, eliminating questions that do not yield useful data. Dörnyei (2003) states that the pilot test can highlight questions:

- whose wording may be ambiguous
- which are too difficult for the respondent to reply to
- which may, or should be, eliminated because, contrary to the initial expectations, they do not provide any unique information or because they turn out to measure something irrelevant;
- which – in the case of open-ended questions – are problematic to code into a small set of meaningful categories.

In this study, five students were chosen to pilot the questionnaire before administering it. Students had difficulty to understand some of the items so the researcher made these items more clear to the respondents. For instance, students found “I hate learning English” too strong and this item changed into “I don’t like learning English”. Another item contained two different opinions “I like talking and meeting with foreigners” and it was revised as “I want to meet native speakers of English”. Students felt uncomfortable with the statement “I feel embarrassed to take part in the speaking activities” and item becomes “I sometimes feel embarrassed to speak in English course”. Students had difficulty in figuring out what “learners’ own experiences” meant and this item was simplified according to the respondents (See APPENDIX B). Some of the items were revised in order to make them more clear and acceptable for the respondents.

### **332. Teaching Journal**

Some teachers or educators reflect their ideas or observations on a piece of paper to evaluate both the teaching and the learning process. According to Gebhard & Nagamine (2005), a ‘teaching journal’ is regarded not only as a recording tool of teachers’ thoughts, ideas, and practices, but also as a tool to promote teachers’ reflective teaching. They go on

to say that teaching journals have been used in the TESOL field for both pre-service and in-service teachers to promote reflection and awareness and to explore their teaching beliefs and practices.

After each activity, the researcher kept teaching journal that focused on the questions prepared beforehand by the researcher. In order to be well-organized, the researcher prepared these questions for herself to answer after an each activity. Table 3 shows the questions that the researcher prepared.

**Table : 3**  
**Teaching Journal Questions**

<p><b>Pre – Activity Observation</b></p> <ol style="list-style-type: none"> <li>1. What was the reaction of students while I was introducing the activity?</li> <li>2. Did they like the activity? Was it related to their interest?</li> </ol> <p><b>While – Activity Observation</b></p> <ol style="list-style-type: none"> <li>3. Did students participate the course voluntarily?</li> <li>4. What was the proportion of mother tongue and target language use?</li> <li>5. What difficulties did they seem to have?</li> <li>6. How did they manage their difficulties?</li> <li>7. Were there any pauses, hesitations, silences?</li> <li>8. How did they react against teacher’s correction?</li> </ol> <p><b>Post – Activity Observation</b></p> <ol style="list-style-type: none"> <li>9. Did the teacher succeed in reaching the goals she set before the course?</li> <li>10. How did students feel after the activity?</li> <li>11. Were students willing to express their opinions and feelings about the activity in the end?</li> </ol> <p><b>My Golden Question:</b> After six weeks period, was there a notable change in students’ desire to learn English?</p>
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The researcher reflected her opinions about the effect of the treatment on students through these notes and Table 8 in Chapter 4 shows the general idea from these notes.

## CHAPTER 4

### 4. FINDINGS

#### 40. Introduction

This chapter of the study presents the findings of the study. The percentages of the responses of students to the questionnaire items were computed and presented in tables. The data coming from the questionnaire were analysed with SPSS (v.15.0). The tables are followed by an explanation and interpretation of the findings.

This part also presents the journal notes that the teacher kept during the treatment.

#### 41. The Analysis of the Questionnaire

The questionnaire used in this study were composed of three parts. The first part of the questionnaire elicited students' use of different skills while learning English. (Table 4). In this part, students were asked to choose from yes, no, no idea.

**Table : 4**  
**The Percentages of the Questionnaire (First Part)**

<b>A) SKILLS IN ENGLISH</b>	<b>YES (%)</b>	<b>NO (%)</b>	<b>NO IDEA (%)</b>
1. I am good at English grammar.	39,3	17,9	42,9
2. I can understand what I read in English	53,6	10,7	35,7
3. I can understand what I hear in English	32,1	21,4	46,4
4.I can write in English	75,0	-	25,0
5. I can speak English	50,0	3,6	46,4
6. I can communicate a native speaker.	39,3	14,3	46,4



Item 1 in Part A elicited students' opinions on whether they are good at English grammar or not. The responses show that 39% of the students think that they are good at English Grammar while 17.9% think they are not good at Grammar. On the other hand, 42.9% have no idea about their skill in Grammar. Item 2 elicited from students whether they understood what they read in English. 53% of the students think that they can understand what they read in English. On the other hand, 35% of them have no idea and 10% of them do not think they can understand what they read in English. Item 3 elicited from students whether they understood what they heard in English. According to the responses, 32% of the students can understand what they hear in English but 46, 4% of them don't think they can understand what they hear in English. Item 4 elicited students' opinions about their writing skills. 75% of the students say that they can write in English and 25% of them say they have no idea about their writing skill. Item 5 elicited students' opinions about their speaking skills. Half of the students think they can speak English and the other half have no idea about their speaking skill. Item 6 elicited from students whether they can communicate with a native speaker. Responses show that 39,3% of the students say they can communicate with a native speaker but 46% of the students have no idea about this Item. As it can be seen from the findings, there are mix perceptions about the skills among the students. It can be considered as normal because students vary in their skills while learning English. The second part of the questionnaire consisted of six items and elicited information about some of the important features of the humanisitic activities. Students were asked to put a tick if they agreed with the statements (Table 5).

**Table : 5**  
**The Percentages of the Questionnaire (Second Part)**

<b>B) SOME FEATURES OF THE ACTIVITIES</b>	<b>Tick (%)</b>	<b>Empty (%)</b>
1.Students' emotional and psychological state can also be evaluated during leaning process	89,3	10,7
2. The attitude and motivation towards a course effect the success of this course.	96,4	3,6
3. Students should be accepted as a whole person	64,3	35,7
4. Traditional teaching methods affect students' creativity badly.	57,1	42,9
5. Getting support from teacher and friends increases the self-confidence of a student.	96,4	3,6
6. The class atmosphere will become a safe place if there is cohesiveness between the class members	67,9	32,1

The first Item in the scale elicited whether students agree or disagree with the idea that students' emotional and psychological state can also be evaluated during learning process. 89, 3% of the respondents agreed and only 10, 7% disagreed. This shows that the students want their teachers to give importance to emotional and psychological states of them. Item 2 elicited students' opinions about motivation and attitude towards a course effect the success of this course. 96, 4% of the students agreed that the attitude and the motivation towards a course affect the success of this course. Only 3, 6% of the respondents disagreed with this statement. As for the third statement, 64, 3% of the respondents agreed that students should be accepted as a whole person. On the other hand, 35, 7% of them disagreed. This shows that there are mix perceptions about this statement. Item 4 elicited students' opinions about the effect of traditional teaching methods on creativity. 57, 1% of the respondents think that traditional teaching methods affect students' creativity badly. On the other hand, 42, 9% of them do not share the same opinion. As for the fifth statement, 96, 4% of the students agree that getting support from teacher and friends increases the self-confidence of a student. Only 3, 6% of them disagreed and this shows that majority of the class think that cooperation is good for self-confidence. Lastly, Item 6 in the scale elicited whether students agreed or disagreed with the idea that the class atmosphere will become a safe place if there is cohesiveness between the class members. 67, 9% of the respondents say that the class atmosphere will become a safe place if there is cohesiveness among the class members. On the other hand, 32, 1% of them disagreed. Although there are some disagreements, the responses indicate that students are mostly positive about the humanistic activities that address their affective domain. Responses show that the students in this study give great importance to the affective factors. For instance, they think that motivation and attitude towards the course effect the success and they are not in favour of traditional teaching methods which affect their creativity badly. According to the responses, it can be seen that students are aware of the importance of self-confidence and cohesiveness in the class. They also strongly support that students' emotional and psychological state can also be evaluated during learning process. All of these issues in this part are the main elements of humanistic activities and the students support the main ideas of humanistic activities. The last part of the questionnaire (Table 6) involved students' opinions about the activities that were applied to them during the six weeks.

**Table : 6**  
**Descriptive Statistics of the Questionnaire (Third Part)**

<b>C) STUDENTS' OPINIONS ABOUT HUMANISTIC ACTIVITIES</b>	<b>Strongly Agree (%)</b>	<b>Agree (%)</b>	<b>Neutral (%)</b>	<b>Disagree (%)</b>	<b>Strongly Disagree (%)</b>
1. I could communicate with my friends more comfortably	17,9	67,9	14,3	-	-
2. It was enjoyable for me to know my friends' opinions and feelings	21,4	60,7	14,3	3,6	-
3. Getting support from my friends increased my self-confidence	21,4	53,6	14,3	10,7	-
4. I could state that the relationship between the teacher and the students was much more effective	25,0	46,4	14,3	14,3	-
5. Classroom atmosphere was more enjoyable.	32,1	42,9	17,9	7,1	-
6. It was not uncomfortable to share my own experience with the class	28,6	53,6	17,9	-	-
7. I took part in the activities more during this period	21,4	39,3	17,9	14,3	7,1
8. Group work facilitated the class atmosphere.	32,1	46,4	10,7	7,1	3,6
9. My anxiety related to becoming unsuccessful from this course diminished	14,3	28,6	39,3	14,3	3,6
10. I managed to take risk and consequently, I could involve the learning process more	10,7	39,3	25,0	14,3	10,7
11. My classmates didn't joke about my personal sharing with the class	32,1	57,1	10,7	-	-

The first Item elicited from students whether they could communicate with their friends more comfortably. 67, 9% of the students agreed and 17, 9% of them strongly agreed with the statement that they could communicate with their friends more comfortably. Item 2 was about sharing the students' opinions and feelings with the class. 60, 7% of the respondents agreed and 21,4% of them strongly agreed that it was enjoyable for them to know their friends' opinions and feelings. Only 3,6% of the students disagreed and 14,3% of them had no idea about this item. The third Item elicited from students whether getting support from their friends increased their self confidence. 53,6% of the respondents agreed and 21,4% of them strongly agreed with the statement that getting support from their friends increased their self-confidence. On the other hand, 14,3% of the students had no idea about this Item and 10,7% disagreed. As for the fourth and the fifth statement, most of the students stated that the relationship between the teacher and the students was much more effective and

classroom atmosphere was more enjoyable. Although 17, 9% of the respondents had no idea about the sixth Item, majority of the class think that it was not uncomfortable for them to share their personal experiences with their class members. There were some mix perceptions about the seventh Item. Item 7 elicited students' opinions about their taking part in the activities more during the treatment. 39, 3% of the respondents agreed and 21,4% strongly agreed that they took part in the activities more during the treatment. On the other hand, 20% of the respondents disagreed or strongly disagreed with this statement. As for the eighth statement, most of the students think that group work facilitated the class atmosphere. Only 10% of the students disagreed or strongly disagreed. The ninth Item in the scale elicited from students whether their anxiety related to becoming unsuccessful from this course diminished or not. Nearly half of the students say that their anxiety diminished during the treatment but 39, 3% of them had no idea about this statement and nearly 20% of the respondents disagreed with this statement. Item 9 elicited from students whether or not they could manage to take risk and involve in the learning process more. Half of the respondents say that they managed to take risk and could involve the learning process more than before. On the other hand, 25% of them had no idea and nearly 25% of the students disagreed or strongly disagreed with this statement. Lastly, Item 11 elicited students' opinions whether or not their classmates joked about their personal sharing. Almost all the respondents stated that their classmates didn't joke about their personal sharing with the class.

The responses showed us the students' opinions about the effects of humanistic activities on the affective domain of the students' in English language class. It can be deduced from the percentages that students were generally positive about the activities that address their affective domain. During the treatment, students declared that they could communicate with their friends more and it was enjoyable for them to know their friends' opinions and feelings. With the help of the group works, students agreed that there was a cohesive atmosphere and as they got support with their friends and the teacher, their self confidence increased during the treatment. Wang (2005) says that anxiety is the most obstructive factor in learning the process and it is not clearly known how foreign language anxiety comes into being. He thinks that it may be caused either by personal factors or learning situation. According to the responses, nearly half of the students agreed that their anxiety related to becoming unsuccessful from the course diminished. When it comes to

risk-taking, McCarthy (2005) thinks that it is one of qualities in the affective domain of the personality factors and associated with success in language learning. Risk-taking is an important characteristic of successful learning of a foreign language. Not all but half of the students agreed that they managed to take risk and they could involve the learning process more. These responses prove that most of the students found these activities useful and enjoyable.

#### **42. Findings of the Teaching Journal**

After each activity, the researcher kept teaching journal notes that focused on the questions which were prepared beforehand. The teaching journal notes are given below:

##### **Activity 1: The Shape I'm In**

This activity (See Appendix A) aims to make students realize how identical symbols evoke different responses in people and encourage students to think introspectively. It also aims to teach vocabulary about shapes and some sort of adjectives describing the feelings.

As it is understood from its name, it is a very different activity and is used to foster students' imagination. After handing out the worksheets about the shapes, students were explained that this activity was about their perceptions, feelings and opinions about the shapes on the paper. After the students were grouped, they were expected to make a choice among the shapes with the group members and decide what they had in common with the figure they chose. The shapes were a triangle, a circle, a square, a hexagon, and a zigzag line.

Students seemed very willing during deciding the figure together and discussing their various opinions. (For Students' Responses see Appendix C) They enjoyed the activity because they had a chance to express their opinions and learn how their group members thought on the same topic. They cooperated with their group members. Students sometimes had difficulty in finding the words which expressed their opinions in Turkish. There was a help corner at the bottom of the paper and they used the adjectives there. Some of the students preferred to use different adjectives Except two groups, all of them chose the

zigzag figure. This figure was found to be ‘extraordinary, amazing, independent, crazy...’ than other figures. They explained that the figure reflected the feelings of teenagers and they resembled the figure themselves as it was found rebellious. Each group talked about the figure that they had chosen in turn and stated why they had chosen it. It was astonishing to see the pleasure they shared with each other and it was a different experience for the teacher, too.

The goals of the course that were set before were accomplished. As it was stated before, the activities had two purposes: the linguistic ones and the affective ones. Because students practiced the vocabulary of shapes and the vocabulary which relates to describing the shapes. They also used many various adjectives by using their dictionaries. On the other hand, with the help of group work and group discussion, students learnt more about themselves. Students seemed to realize how identical symbols evoked different responses in people. In the end, students commented that the activity was colorful and fun. Some of the introverts in the class felt more relaxed because of the group work. This shows that such an activity increases student participation and communication.

### **Activity 2: One, Two, In My Bag**

Communication is the most important tool in order to establish a pleasant classroom atmosphere. This activity was valuable because students could exchange the ideas about themselves. They could communicate positive feelings to everyone they wished in the class.

Before starting the activity, students were asked the following questions:

- Would you like to learn what people think about you?
- How often do you share your feelings with your friends?
- Do you like hearing positive things about you from your friends?

Students seemed to be curious and they tried to answer the questions sincerely although they had a limited vocabulary. They were expected to write short messages to each person in the class, especially the positive things. They wrote the messages. Some of the boys

didn't want to participate because they found nothing to write so they had one week to write and they could get help from the teacher. After writing, students placed their messages in the schoolbags of themselves. The schoolbags were like mailboxes and students liked this idea very much.

After a week, the teacher checked whether they wrote messages or not. The answer was satisfactory as most of the students did the task carefully. The most meaningful and delightful messages were shared during the course and students seemed very interested while their classmates were reading their favorite messages. Some of the messages, especially from the girls, were very emotional (See Appendix C for Students' Responses) Student A wrote to Student B:

"I like you Misra. You are peaceful. Your face is soft and clean. You are different. Because sometimes you're calm, sometimes you are amazing and interesting. Talking with you isn't boring. I like your eyes very much. It is very big and beautiful. You're slim. So, I appreciate to you sometimes. You are warm-hearted and helpful. I hope, you like my writing for you".

As it can be seen, these two girls cared not only the personality features of themselves but also the physical appearance. They are teenagers and they give great importance to their physical appearance. Student A used the adjectives 'amazing, interesting, beautiful, warm-hearted and helpful' in order to reflect her opinions to Student B and Student B enjoyed this message and shared her feelings with us. Some of the adjectives students preferred were; talented, energetic, talkative, sensitive, successful, clever, peaceful, clean, adventurous, brave, competent, effective... etc. Students wrote interesting sentences to each other, some of which are below:

From the girls:

- You are different from other girls.
- You play volleyball well.
- I like you because you are feminist.

- You are very speaking so you aren't your food in the afternoon.( she means her friend is so talkative that she doesn't have enough time to finish eating her lunch)

From the boys:

- You do cold jokes
- You are crazy
- You are handsome and exciting
- If you talk little, it will be better
- You are angry and strong

Students generally don't like writing activities but this activity aroused their interest towards writing in English and they accomplished the task although some messages were not well written.

### **Activity 3: I Like You Because**

This activity, like the previous one, is really useful to revise the adjectives and make students use them in their writings. Students had an opportunity to let each other what they had thought about each other. This was a speaking activity but some students wanted to write their thoughts because they felt more disciplined while noting their thoughts down. Students moved in the class and chatted with their classmates. Some of them switched off and started to speak Turkish and the teacher warned them not to do that. To tell the truth, classroom management was not easy as students were standing in every corner of the class. After the activity, the teacher checked some of the notes of the students to control their participation in the course. From the notes, it was clear that students used the adjectives and communicated in a friendly way. (See Appendix C)

This activity was interesting and fun but controlling the class was not so easy as it sometimes turned out to be a battle between the students and the teacher. Students' motivation, participation and interest were great and it was beneficial for students' communicative skill.



#### **Activity 4: Talking Pictures**

In common sense, all the teachers expect their students to be imaginative and creative. We expect them to write or speak something original and new. This activity was very valuable for this purpose as students wrote different stories with their group members by looking at the photos. They chose one photo and focused on one person and wrote a short story from the eyes of this person. They thought like this person and they became this person. They were really enthusiastic during the group work.

They tried to speak Turkish and asked a few questions about some English words. They were encouraged to write the story together and to use their dictionaries when necessary. Sometimes they spoke Turkish but wrote in English. The groups discussed the kinds of feelings that the pictures brought in them. The leaders of the groups read their short stories loudly. Some of the titles of the stories were:

- My dream's Ceremony
- Terrible Morning
- Mean Dude
- Poor Family

Students were excited while sharing their stories with the class and wanted to take their classmates' attention on their story. It turned out to be a competition and they also wanted the teacher's opinion about the best story. 'Mean Dude' was chosen as the best story as it was found funny.

Although there were many grammar mistakes in the stories, students tried to write something from their perspectives and something that belonged to them. Different grammar points were used and they looked up the new words in the dictionaries.

#### **Activity 5: Search For Someone Who**

This activity, like the other ones, aims to create a friendly atmosphere in the class and make students understand each other better. In this activity, students interviewed each other by asking questions on the paper that were given to them. The student who could get

the most questions answered on the interview sheet became the winner. After handing out the sheets, they tried to understand the meaning of each sentence and some of them demanded help from the teacher and the teacher provided the necessary instruction. They had seven minutes to ask the questions to each other and they continued asking until they heard 'yes' from their classmates. Some of the items on the paper were changed after a discussion with the students. For instance, instead of asking 'who has eaten a frog fish', the teacher and the students preferred to ask 'who has eaten entrails' and also they changed the item 'who visited Rome' to the one 'who has visited Ankara'. This would be the better as the items should be in accordance with the life of the students. Students liked these questions best:

- who would go to the moon if invited by an astronaut
- who is trying to break a habit
- who talks to plants
- who wears size 38 shoes

They had difficulty in finding someone who dislikes chocolate in the class. Students were mingling around the class asking questions in English. It was somehow not easy to make them quiet. During these seven minutes, they were like in a competition and never stopped talking to each other. They took part in the activity willingly. The winner was a female student as she got 14 'yes' answers from her friends. Students learnt new words and practiced the question form by using different tenses. The most important thing was that they spoke English and they had fun.

### **Activity 6: My House and Me**

In common sense, our homes are the places that we like best. This is the same for our students because before the bell rings, they are ready to leave the class all the time. Students liked talking about their feelings about their homes in this activity. They knew the vocabulary of the house except the words; den, porch, and attic. After they had learnt the meanings of them and grouped with their classmates, they started to find out what they thought about the rooms of their houses and why they thought like that. They wrote down

their feelings and discussed their choices with their group members. Some interesting comments are as follows:

Student 1 Male: The kitchen – meals because there are meals and I am hungry when I return home.

Student 2 Male: The bedroom – sleep because I feel tired

Student 3 Female: The basement – fear because there are insects in the basement

Student 4 Male: The balcony – jumping because I want to jump from our balcony

Student 5 Female: The balcony – rain because I like rainy days

The last question was about their favorite parts of the house and why they had chosen there. Here are some of the responses below:

Student 3 Female: I like living room because I spend my time there.

Student 5 Female: My favorite place is the balcony because I feel energetic myself there.

Student 6 Female: My favorite part of the house is the balcony because I like watching the street.

Students, even the introverts, expressed their opinions. As they knew the vocabulary and the form of the structure, they spoke and the activity turned out to be a feast. They spoke English and corrected each other before warning them. They wrote in English, spoke English and exchanged their feelings without hesitation. In this activity, students used their different skills in English and they revised what they had learnt about the parts of the house before by having fun.

### **Activity 7: Weather Forecast**

The words related to the weather were studied two days ago so students remembered the words and became more interested in the activity. After handing out the activity sheets, students were expected to respond to a number of situations by describing how they would feel in each through the use of weather terms. They liked the idea and started to find a suitable adjective for each item as soon as the teacher had explained the activity. Some of the well known adjectives were given on the paper and students were informed to use

various adjectives they wished. The activity was not difficult; on the other hand, it was easy for students. They gave interesting answers. Some of them are as follows:

- I feel thunder when a teacher scolds me
- I feel foggy right before an important test
- I feel hot and sunny when someone compliments me

They found the items on the paper interesting and stated their opinions both orally and verbally. They wrote short and simple sentences and spoke them aloud in front of the class. All the class enjoyed the activity and wrote something on the paper. Some of the students, especially the girls, were more comfortable to share what they had written. They weren't aware of speaking English but they were speaking it. With this activity, they had fun and used the terms about weather.

### **Activity 8: What Makes You Angry**

This activity aims at finding the common issues of students that make them angry. They were expected to write and speak English in the end and share the things with their classmates. The teacher introduced the topic by talking about the things that made her angry like checking the exam papers, getting up early, having terrible headache. Students guessed the aim of the activity. For each activity, they were grouped with different students in order to cooperate with different students in the class. They discussed and wrote down the things that made them angry. As the topic was interesting, they liked writing and talking about it. Some of the sentences that students wrote are as follows:

- Lies
- The other people use my clothes without permission
- I have to clean the house
- Baby's crying
- People spitting on the flour
- Rude people

Of course, there were many grammatical mistakes but they tried to write something in English and used their dictionaries. In the end, one person from each group read loudly the lists that they prepared. Students seemed really curious about what other groups wrote and listened to them carefully.

They spoke mostly in English but some of the uninterested students tried to communicate in Turkish. The teacher tried not to interact with them as far as possible for the reason that they could correct themselves and cooperate with each other. The teacher had no difficulty in classroom management because students did the task with great joy. They worked with their group members, prepared a list together, shared what they had produced and communicated with their classmates about their lists. Students were not only learning English but also having fun. In this activity, students shared the common things that made them angry. They were highly interested in what their classmates said and this aroused the curiosity and interest in the class.

### **Activity 9: Fun Is**

Human beings enjoy doing the things that make us fun. In this activity, the teacher would like her students to write the actions or the things that they found fun with their group members. They were expected to practice gerunds by using it. Before students were placed into groups of four, they wrote the things on their handouts individually. After that, they shared what they had written with their group members one by one and finally with the whole class if they wanted.

This activity was definitely enjoyable and productive for students to write something English. The topic was also beneficial for sharing ideas and attracting the attention of the whole class. As usual, students were grouped, they cooperated with each other, and there was a peer correction among them. Some of the sentences were wrong because there were translation mistakes. They laughed a lot when they understood what they wrote like 'running after a girl'.

**Activity 10: My Ideal School Day**

Students and teachers are always complaining about the weak physical and social facilities of schools and they think they deserve better conditions for education. This activity allows students to write their expectations from the schools and discuss the things that they write with their classmates. While writing, they can revise the usage of Simple Present Tense and Future Tense.

They sat comfortably and the teacher wanted them to close their eyes only to imagine the actions that were read aloud. (The sentences were also written on the handouts to be as clear as possible). The teacher tried to make them ready for the writing of their ideal school. When they felt ready, they began to write. The topic was highly appealing for the students since they felt as if there were lots of things that could be written but they had difficulty in writing long sentences and the teacher said: The shorter, the better.

They made some grammar mistakes. After writing what came to their minds, they were grouped and discussed the things that they noted down. After the discussion, the teacher encouraged them to share some of the ideas with the class. A number of the ideas were really humorous and created a warm atmosphere in the class. (See Appendix C)

At the end of the lesson, students were asked to state their opinions about the activity. Their responses were mostly satisfactory. In this activity, they wrote and spoke in English and they had fun. They learnt the feelings and emotions of their classmates. Although they were told to use the Simple Present Tense or Future Tense, some of them preferred to use the Simple Past Tense instead. It was because they mostly concentrated on the ideas they planned to write and forgot the linguistic aim of the activity. However, they used their imaginations, cooperated with their friends and wrote sincerely. It was an enjoyable activity for them.

**Activity 11: Songs That Say A Lot**

Human beings are born with the ability of learning, comprehending and feeling. They are all natural instincts. As human beings, we need to be realized and understood by other

people and we use the words to communicate. There is also another language: the music. No matter what culture we are from, everyone loves the music. It is a part of our daily life. It is also a very useful tool in education, especially in foreign language teaching and learning.

Sarıçoban and Metin (1998) think that songs offer a change from routine classroom activities. They are precious resources to develop students abilities in listening, speaking, reading, and writing. They can also be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives, and adverbs. Songs also provide a non-threatening atmosphere for students, who usually are tense when speaking English in a formal classroom setting.

As stated above, songs are very useful for language teachers to increase the motivation of students. In this activity, by the help of their favourite songs in the past, students can recall some memories and have a chance to share them with their classmates . In this activity, they practised the Simple Past Tense and vocabulary about the feelings through their favourite songs in the past. In two days time, students completed the task and shared their memories and the music with the class. It was clear that many of them liked writing and talking about memories. A few students refused to read aloud what they had prepared and the teacher didn't force them to share. When asked them why, they confessed that they didn't like talking about themselves.

Students generally mentioned the first time they had listened that song and the relationships at the time of the popularity of that song. They remembered their previous school, their old friends, teachers, accidents, families or funny memories. One of them is as follows:

“My Feelings About This Song(Beni Yak): While I was listening to “Beni Yak” song, I remembered which I had a classroom last year. Because my friends and I liked this song last year. Also, we singed it every time. This song is very special for me. When I was listening to it, I missed my old friends and I was sometimes crying”.

In this activity, there was no peer correction because they prepared their assignment at home. Although there were some mistakes, they wrote very sincerely. There was only one problem. It was the background music. Some of the students focused on the music and gave up listening to the person on the board. Whispering the lyrics and talking about the song with their partners seemed much more interesting to them.

### **Activity 12: Childhood Favourites**

This activity aims to make students recall some of their pleasant childhood memories and exchange them with their classmates by using the past forms of the verbs. After students were divided into groups, they asked and answered the things on the handouts about their childhood. For example;

Student A: What was your favourite toy?

Students B: It was a teddy bear. And you?

Student A: It was a ball.

Everyone in the group asked and answered some questions to their group members. Some of the students had difficulty in remembering their favourite things in the past. On the other hand, some remembered those days very clearly. The teacher wanted them to note their friends answers on their handouts in order not to forget. They wrote only the key words and produced the sentences orally. They communicated with each other mostly in English. In general, their favourite

- a) toys were teddy bears and cars
- b) holidays were different for each student
- c) foods were chicken, meatballs, chocolate, cake
- d) hobby was walking around with a friend, etc...

This activity provided students to cooperate with each other and enriched the communication among the students. They found the topic interesting to talk and sometimes, unfortunately, chatted with each other in Turkish. At the end of the activity, students said that they liked the activity and group work. They found the activity different,



funny and pleasant. In this activity, they practised the past form of the verbs, talked and wrote about their past memories. Although there were some grammar mistakes and noise in the class, the activity was useful for the students.

In this chapter, students' responses to the questionnaire items were analysed and the notes that the teacher kept after each activity were presented in detail. They were compared and contrasted in order to come to a conclusion in the conclusion and discussion chapter.

## **CHAPTER 5**

### **5. DISCUSSIONS and CONCLUSIONS**

#### **50. Introduction**

This chapter includes the discussions of the findings and the conclusion of this study. In the discussions part, the findings from the questionnaire and teaching journal notes are evaluated in order to reach a conclusion about the effects of humanistic activities. In the conclusion part, there is an overall evaluation of the findings regarding the research questions. This chapter also includes the limitations of this study and the recommendations for the further studies.

#### **51. Discussions of the Findings**

In this study humanistic activities were applied to find out the effects of the affective domain of the students in English language classes. After the treatment, the questionnaire about the effect of humanistic activities in English language classes was administered. According to the findings, nearly all of the students had positive attitudes towards these kinds of activities. Students think that their emotional and psychological state should be taken into consideration during the learning process. They wanted to be considered as whole persons, which means that both dimensions of the learners have to be evaluated. As we all know, affective factors are highly important in language learning. According to the findings, we can see that humanistic activities can be useful for dealing with the affective factors. For instance, many students think that their self-confidence increased and there was a positive change regarding to their anxiety while learning English. They found group works facilitating and they said that they could communicate more comfortably. One of the most important findings was that students in this study think that classroom atmosphere became more enjoyable with these activities.

After the application of the humanistic activities for six weeks, it is worth mentioning some basic issues depending on the researcher's notes. The researcher prepared a frame to reflect her own ideas about the activities and their effect on the students in this study.

**Table : 7**

**The Effects of the Humanistic Activities on Students in This Research**

<b>ADVANTAGES</b>	<b>DISADVANTAGES</b>
1.They foster the communication and social interaction among students in the class.	1. They are generally used for revision of specific grammar issues instead of introducing something new.
2. Students can cooperate with each other and understand the importance of 'groupthink'.	2. Some of the students focus on their thoughts much more than using English.
3. The activities are found interesting and students involve in the activities willingly. They also practise vocabulary and grammar topics they have learnt before.	3. Group work becomes somehow dangerous to manage the class and the teacher has to be alert all the time. Think of a class mingling around everywhere.
4. Students share their life experiences with their classmates and that causes being a cohesive group.	4. There are disagreements among groups or students caused by the different responses to the situations.
5. As the activities are thought-provoking, students have a chance to express the inner world inside them.	5.A few students find these activities too personal and not educating and they are not as willing as the others to participate in the class.
6. By exchanging their opinions with the whole class, they learn not only the common things but also the differences among people.	6. Some of the students do not want to share their personal experiences or opinions because of their personalities.
7. For the help of group works, some of the introverts have courage to participate the activities.	7. The background music distracts some of the students' attention and they don't concentrate on the activity.
8. Although students make mistakes, they are eager to express their feelings using English.	
9. They were motivated to study English. They wrote and spoke English while expressing themselves.	

The table shows both the advantages and the disadvantages of using humanistic activities in English classes according to the researcher. These kinds of activities may not suit every type of teacher, class or situation. For instance, classroom management is very

important and the teacher should always keep an eye on students to check whether they are doing their task or not. Also, some students may give great importance to the emotions or personal things and forget the main aim of the activity. Nevertheless, teachers can try humanistic activities by bearing in mind their advantages. With these activities, cohesiveness between the class members and the performance of the class members can increase. As they share something about themselves, they feel more secure and care their friends sharings, too. From the researcher's point of view, these activities bring some positive change in the class and students seem motivated while learning English.

## **52. Conclusion**

In today's world, everything is changing very rapidly and teachers should keep up with these changes in every field of life. Teachers should be the model of societies and they have the most important job; educating people and make them ready for the world out of classrooms. For many researchers, the study of affect has recently become increasingly popular and the role of the affective domain in education gains importance. Emotions and feelings are very important to understand how students feel because these emotions and feelings form interactions and relationships among class members. We should not ignore the affective side of learners and the affective factors that influence language learning process. In this study, humanistic activities were preferred to find out the effects of humanistic activities on the affective domain of the students. The findings and the teaching journal notes reveal that these activities are efficient to address students' affective domain in English language classes by reflecting their opinions, having a chance to increasing their self-confidence, sharing and caring the ideas of their classmates, using their imaginations and enjoying the learning process by expressing themselves.

## **53. Limitations**

In this study, it is hard to generalize the results of this study as there are some limitations in it. Firstly, students were only exposed to these activities in a short time and doing an action research in this limited time may not be enough for reaching definite conclusions. Secondly, there are many arguments about the effects of humanistic activities in learning process and some of the researchers find them artificial. Therefore, applying

these activities in English language classes can be found unrelated and pointless for some of the researchers. Thirdly, these kinds of activities may not suit every type of teacher, student or situation because the teacher who prefers them should be very careful about the outcomes. But still, teachers who give great importance to the affective domain in the learning process can try these activities in their own teaching circumstances to see the possible results.

#### **54. Recommendations**

In today's world, many researches are interested in the affective side of the learners in education and how addressing these affective factors can benefit to the learning process. According to Griffith and Nguyen (2005), students need to be able to communicate, value, organize and characterize to efficiently utilize and make sense of what they have learned and teachers are the ones who are responsible for fulfilling this. In common sense, efficacious teachers are sensitive to the following affective needs of students in the learning process. Students and teachers' attitudes towards affective domain have been researched in the field but it seems that further researches are needed to elaborate on the role of this domain in foreign language teaching and learning. New studies can be carried out to see the effects of the activities that address the affective domain in foreign language classes and the possible benefits of these activities can be discussed. The reasons why many teachers can not apply to these activities in their teaching can also be researched. Teachers and learners opinions' about affective domain and the activities that foster this domain can be elicited with the help of the questionnaires.

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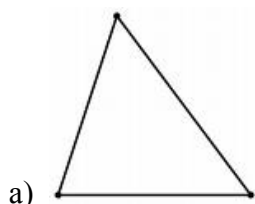
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## APPENDICES

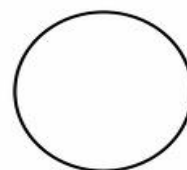
### APPENDIX A. Activities

#### 1. THE SHAPE I'M IN!

A) Quickly decide which one do you like best?



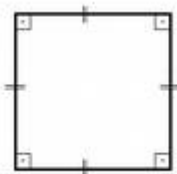
Triangle



Circle



Zigzag line



Square



Hexagon

B) Discuss why you chose the figure with your group.

-How do you feel about the figure you chose?

-What have you got in common with your group?

(You can use any adjectives you want to express your opinions)

As a group, we have chosen .....

**Help:** You may use these adjectives if you wish.

(different, interesting, rebellious, peaceful, exciting, regular, fascinating, amazing, fashionable, emotional, ordinary, ...etc)

**2. ONE, TWO IN MY BAG**

- Write your short messages to your classmates. (Your opinions or feelings about that person)
- Send them to their mailbox ( their bags)
- If you wish, you can write your name below your message.
- In the end, choose your favorite messages and share with us.

**GOOD LUCK ☺**

**EXAMPLE:**

**Ülkü writes a message to the teacher:**

I like you, my teacher because you are very thoughtful, lovely, beautiful and also clever (more than Bill Gates).

You never shout with us when we don't do our project work.  
Trust me you are the best one!

(Of course, I am waiting notes like that, be careful ☺ )

**3. I LIKE YOU BECAUSE .....**

- ❖ Today, we are going to do a very different activity.
- ❖ We are human beings and we have both positive and negative sides.
- ❖ I would like you to talk to at least two of your classmates.
- ❖ Ask them how they feel about you.
- ❖ Note the feelings and opinions of your friends for you.
- ❖ In the end, you can share interesting ideas with the class about this activity and the things about you.

**HELP : You can use these statements :**

**I like you because.....**

**I am very happy to be your friend because .....**

**You have ..... character.**

**The best things about you are .....**

**To tell you the truth, you are really .....**

## 4. TALKING PICTURES

A) There are six pictures below.



A) As a group, choose a picture.

a) Focus on a person in the photo.

b) Describe the person you chose with details. (clothes, gestures,...)

c) Write a short story about this person. ( Think that you are that person)

d) You can share your story with us in the end



## 5. SEARCH FOR SOMEONE WHO .....

**Interview with each other by asking the questions below.**

**Speak to only one person at a time until you hear 'yes' and write his/her name.**

**Then continue interviewing.**

**After seven minutes, let's see who has the most questions answered.**

1. like to garden .....
2. owns a bike .....
3. plays the piano .....
4. has two brothers and a sister .....
5. wears a size 38 shoe .....
6. goes to bed after midnight .....
7. dislikes chocolate .....
8. rarely watches television .....
9. jogs .....
10. has eaten frogs' leg .....
11. likes spinach .....
12. talks to plants .....
13. would like to be a disk jockey .....
14. was born on Wednesday .....
15. has won a race or a contest .....
16. has visited Rome .....
17. has owned a turtle .....
18. has gone scuba diving .....
19. saw a scary movie last week .....
20. will visit a relative next month .....
21. is trying to break a habit .....
22. would like to save more money .....
23. went skiing during the past year .....
24. will celebrate birthday next month .....
25. would go to the moon If invited by an astronaut

*Search for someone who ...*



## 6. MY HOUSE AND ME



Name:

Date:

Beside each room in the house, write a word which sums up your feelings about that room or a part of the house. In the comment column, explain why you associate this word with the part of the house.

At the bottom of the list, state what your favorite room or a part of the house is and why it is special for you.

Parts of House	Word Association	Comment
1. The living room	.....	.....
2. The dining room	.....	.....
3. The kitchen	.....	.....
4. The bedroom	.....	.....
5. The bathroom	.....	.....
6. The den	.....	.....
7. The porch	.....	.....
8. The garage	.....	.....
9. The basement	.....	.....
10. The attic	.....	.....
11. The garden	.....	.....
12. The balcony	.....	.....

**My favorite part of the house is the .....**

**Because .....**

## 7. WEATHER FORECAST

A) Write the adjectives about weather below the pictures.



B) There are some questions below.

Ask these questions with each other.

While answering, use the adjectives related to the weather.

Here we start.

How do you feel:

1. when you see a good movie?
2. when someone compliments you?
3. when you have to get up early?
4. when you are talking to someone who is the opposite sex whom you like?
5. when you come to class prepared with the assignment?
6. when you come class unprepared?
7. right before and important test?
8. when you have done well an important test?
9. when you are with your best friend?
10. when you see two of your friends arguing with each other?
11. when a teacher scolds you?
12. when you have a lot of homework?

**Example: - How do you feel today?**

**- I am hot and stormy.**

HELP: You can use these adjectives: *hot, warm, cool, chilly, freezing, bright, dark, quite, windy, foggy, clear, rainy, snowy, cold, icy, lighting, stormy,*



## 8. WHAT MAKES YOU ANGRY???

- With your group, make a list of things which make you angry.
- After writing down, share things you wrote with the class.

The things that make us angry:

1.	.....
2.	.....
3.	.....
4.	.....
5.	.....
6.	.....
7.	.....
8.	.....
9.	.....
10.	.....
11.	.....
12.	.....
13.	.....
14.	.....
15.	.....

Exchange with your list to the other groups and compare their lists and yours  
See what have you got in common? And discuss the items with your group members.



## 9. FUN IS .....

A) Do we have enough fun in our lives? & Can we have more fun than we do now?

To find out, we are all going to complete a very simple statement with as many endings as we can think of. The statement is 'Fun is .....

Make a list of things you like to participate in or have happen that are fun for you. The longer the list, the better. Your statements will sound like this:

<p>Fun is ...</p> <ol style="list-style-type: none"> <li>1. going ice skating</li> <li>2. lying in the sun when the wind blows gently</li> <li>3. being with my best friend</li> <li>4. ....</li> <li>5. ....</li> <li>6. ....</li> <li>7. ....</li> <li>8. ....</li> <li>9. ....</li> <li>10. ....</li> <li>11. ....</li> <li>12. ....</li> <li>13. ....</li> <li>14. ....</li> <li>15. ....</li> </ol>
--

- Is it fun to talk about fun? & Do you enjoy this activity?





## **10. MY IDEAL SCHOOL DAY !**

### **A) Get comfortable and listen to me carefully.**

“You are now going to have an enjoyable fantasy. You are going to experience the ideal school day from the time you awaken in the morning until you leave for home at the end of the school day. So you can imagine that it is time to get up to go to school. You stretch and yawn and feel happy, for you know a good day is ahead...As you get dressed, you feel a new excitement in you and you dress faster than usual...You eat a delicious meal with all your favorite breakfast foods...And now you leave for school...on the way you see some of your friends and you continue together. You enter the building now and walk through the halls. The bell rings for the school day to begin. Go to your regular classes’ one at a time and make the school day an ideal one for you. Go now and see what happens...The school day is drawing to a close so finish up their ideal school day shortly. When you are ready, come back to this room, open your eyes, and remain silent.”

**B) Now, you are ready to tell us your ideal school day. ( If you wish, you can have some time to write down your fantasies.)**



**11. SONGS THAT SAY A LOT**

**A) Which songs are special for you?**

- Do you have any memory about these songs?
- How do you feel about these songs?

**B) Bring cassettes' or CDs' of these songs and let us hear the melodies in the class.**

**C) If you want, you can share your feelings with us. Answer these questions:**

- **Why do you like this song?**
- **What makes it special to you?**
- **How do you feel while listening to it?**

**SONG NAME:** .....

**MY FEELINGS ABOUT THIS SONG**.....

.....

.....

.....

.....

.....

.....

.....



## 12. CHILDHOOD FAVOURITES

We have a number of childhood memories that made us happy in some way. As we get older, we tend not to think about them very much. Today, we are going to recall some of our favorite things from childhood.

In your groups, take one category at a time. The first person will ask the second person a question, such as ‘What was your favorite candy?’ the second person answers and then asks the same question.

When you finish all of the questions on the handout, add some of your own categories to the list and take some extra turns using them.

WHEN YOU WERE A CHILD, WHAT (OR WHO) WAS YOUR FAVOURITE:

1. Toy? Why?
2. Holiday? Why?
3. Food? Candy? Why?
4. Book or story? Why?
5. Place to go? Why?
6. Song? Why?
7. Outfit?
8. TV Program? Why?
9. Hobby? Friend?
10. Grownup (other than family?)
11. Teacher? Why?

B)What do you think of this activity? Do you enjoy sharing your past experiences with the class?

## APPENDIX B. The Questionnaire about Humanistic Activities

My Dear Students,

We have used humanistic activities in our lessons twice a week. I would like to learn your opinions about these activities after six weeks. I hope you will give true and sincere answers to the items below. Thanks for your contribution.

Zuhal Kardeşler

**A) Please tick one of the options according to you for each of the sentence.**

SKILLS IN ENGLISH	YES	NO	NO IDEA
1. I am good at English grammar			
2. I can understand what I read in English			
3. I can understand what I hear in English			
4. I can write using English			
5. I can speak English			
6. I can communicate a native speaker.			

**B) SOME FEATURES OF HUMANISTIC ACTIVITIES (Tick if it is TRUE for you)**

1. students' emotional and psychological state can also be evaluated during learning process	
2. the attitude and motivation towards a course effect the success of this course	
3. students should be accepted as a whole person	
4. Traditional teaching methods affect students' creativity badly.	
5. Getting support from teacher and friends increases the self-confidence of a student.	
6. the class atmosphere will become a safe place if there is cohesiveness between the class members	



**B) STUDENTS' OPINIONS ABOUT HUMANISTIC ACTIVITIES****(Please tick one of the options according to you for each of the sentence)**

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
----------------	-------	---------	----------	-------------------

1. I could communicate with my friends more comfortably

--	--	--	--	--

2. It was enjoyable for me to know my friends' opinions and feelings

--	--	--	--	--

3. Getting support from my friends increased my self-confidence

--	--	--	--	--

4. I could state that the relationship between the teacher and the students was much more effective

--	--	--	--	--

5. Classroom atmosphere was more enjoyable.

--	--	--	--	--

6. It was not uncomfortable to share my own experience with the class

--	--	--	--	--

7. I took part in the activities more during this period

--	--	--	--	--

8. Group work facilitated the class atmosphere.

--	--	--	--	--

9. My anxiety related to becoming unsuccessful from this course diminished

--	--	--	--	--

10. I managed to take risk and consequently, I could involve the learning process more

--	--	--	--	--

11. My classmates didn't joke about my personal sharing with the class

--	--	--	--	--

## APPENDIX C. The Responses of The Students

## 1) THE SHAPE I'M IN

1) As a group, we have chosen zigzag line.  
We chose it because it is crazy. It's more rebellious than other. It's attractive. It reflect our personality. It's not ordinary as others. It's very exciting and marvellous.

2) As a group, we have chosen square.  
We chose it because it is regular. It gives peace us. We feel ourselves in safe. It seems very low. It is permanent shape.

3) As a group, we have chosen zigzag line.  
We chose it because it rebellious, interesting and different. It is telling the independent. It is claiming the eternity. It is amazing.

4) As a group, we have chosen zigzag line.  
We chose it because it is very interesting and amazing. It is telling our emotions. It isn't ordinary. It is more different than the other shapes. It is ~~and~~ more rebellious and charming than the other. ~~It is~~ We think, it is ~~perfect~~ teenagers favourite shapes. (4eps)

5) As a group, we have chosen zigzag line.  
We chose it because it reflect them independent. It is different and interesting. It makes us happy.

6) As a group, we have chosen hexagon.  
We chose it because it is amazing and ordinary. It is similar to Triangle, Square and zigzag line.

7) As a group, we have chosen ? (zigzag line).  
We chose it because it is very amazing and interesting. It is telling our emotions. It isn't ordinary. It is more different than the other shapes and more rebellious and charming than other shapes. We think, it is teenagers favourite shape.

ONE, TWO IN MY BAG

Girls messages to each other:

① Rabia is very talented and energetic and very talkative. She draw model pictures very much. I hope, she will be a designer. She like drawing. She sometimes can be sensitive. She like ~~the~~ History lesson and she is successful in this subject. I hope, she will be successful with this facilities very much. But she talk little, it will be better.

② Elif  
 You are good friend. I'm meeting you for two years. You are beautiful and clever. Shortly, I very like you. I wried short because the time finish  
 —D

③ I like you Misra. You are peaceful. Your face is soft and clean. You are different. Because ~~you~~ sometimes you're calm, sometimes, you're amazing and interesting. ~~I don't~~ Talking with you isn't boring. I like your eyes very much. It is very big and beautiful. You're slim. So, I appreciate <sup>to you</sup> sometimes. You're warm-hearted and helpful :) I hope, you like ~~my~~ writing for you.

④ Aysegül : You ~~are~~ ;  
 Your  
 You are adventurous, energetic and courageous. You want to be a leader in your life. I love this your ~~quality~~. You are competent and effective ~~at~~  
 bacarili Hacernur yandi

5) Orge

I like you. Because you are my best friends.  
 You are very speaking so you don't hear food in the  
 afternoon. You are a clever but you are a little studying  
 lesson. You are very watching TV. You are good  
 friend. You do cold joke.

6) Hacemur

I like you very much. You won't forgotten by me. Never...  
 Because, you speaks very good. You are very friendly.  
 You are interested in sky like me. I like speaking  
 with you about stars.

7)
 

- You are best friend
- You are funny
- You are thoughtful.
- You have got nice face

8)
 

You're very good volleyball  
 player. You're crazy about  
 volleyball.

Merve

9)
 

You are lovely. You are very  
 energetic. You like everybody.  
 You are helpful. Sometimes  
 you are crazy. :)

10)
 

You're a very good friend.  
 I love you. And you are  
 a feminist. I like this. But  
 you play football very bad  
 EYNEP → Merve

11)
 

You are different from  
 other girls. I think you  
 are very beautiful.

12)
 

You like playing foot-  
 ball! You are lovely.  
 You're ~~my~~ my best  
 friend.

Merve

13)
 

You are beautiful  
 You are lovely.  
 You play volleyball well :)

Zelira

## Boys messages to each other: (One, Two, In My Bag)

① Burak! You are handsome and exciting. You are never do homework.  
You like <sup>playing</sup> basketball. You are my best friend.

② Macar  
You are angry and very strong. You like playing basketball.  
You are good friend.

③ Yusuf! You are handsome and short. You are usually do homework. You like playing computer games.

④ Burak  
You are clever and you like computer. You are good friend. You are lovely and handsome.

⑤ Sonulca  
I like you, my friends. <sup>Some times</sup> Maybe you are calm but you are good my friends.  
You ~~are~~ look like cool and clever.

I LIKE YOU BECAUSE.....

Unknown

1) I like Neta because she is honest

- I like Neta because she is adventurous.

- In the end, Neta can share interesting ideas with the class about this activity and the things about you.

- I like Neta because she is very aggressive.

2)

ANSWER:

I like you because you are warm hearted and optimistic.

I'm very lucky to be your friend because you are thoughtful and sincere.

You have a good character.

The best things about you are friendly.

3) I like you because you are joyful and honest. I am very happy to be your friend because you are with me when I have in trouble. You have warm hearted character. The best things about you are thoughtful.

4) Other

- I like you because you are friendly.

- I am very happy to be your friend because you are curious.

- You have adventurous character.

- The best things about you are joyful.

To tell you the truth you are really determined.

5)

Hilalim:) )

I like you because you are friendly.

I am very happy to be your friend because you are joyful.

To tell you the truth, you are really sincere.

Aysha

## TALKING PICTURES

### Students' Stories:

1)

#### MY DREAMS CEREMONY

Picture: 3

I'm very happy and exhausted, because today is wedding ceremony. I went to hair-dresses. I prepared for my wedding ceremony. Everybody tell me: "You look like fally!" My relatives are giving me gifts. Everybody is amused. Everything is very perfect - untill now. I hope we are to be happy forever.

2)

Picture 1

#### - TERRIBLE MORNING -

Hi, my name is Cagdas. I have an exam this morning and it is terrible! Because I didn't study in today. I went to party last night. I drank a little bit more. I had headache and I took painkiller. Now, I don't know what to do. I have a good idea. The boy in front me looks like a clever boy.

Selin - Deniz - Okan

3)

#### Mean Dude

Oh my god, pleaseee, i hate this special days. I'm so old and everybody's coming my house to kiss my hand. And i have to give them pocket money. So on this days, i always go bankrupt. I have 19 children and 88 grandson/daughter. Poooooor meeee!

Picture=5

4)

#### Picture 4

Hi Everybody. My name is Emrah. I have a family we are not very rich and I have to work for my family. My father died but legends never die. He is devoted himself for us. My uncle leads a rich life. He spend his money with beautiful girls. I don't like he. So I don't play football my friend. I'm looking they. I hate my life.

## Talking Pictures

### 5) Religious Festival, (5. picture)

Ayşe is a young and very honey girl. She looks very happy today. Because today is religious festival's day. So she wore her cleanest and 'best dress'.

#### Story

I'm very happy today. This morning asked my mother "What are we going to do today?" My mother said me firstly we have breakfast, visit our neighbours, finally we visit your grandfather. I looked forward to time.

19.00 o'clock

We went to my father's home in Antalya. My grandfather saw me and he was happy. I hugged him and kissed his hand. He gave me presents and candies. It was a very nice day. I like my grandfather.

### 6)

I put on wedding dress and bride's veil. Because I wedding today. I am happy and exciting. My friends came to my wedding and to wear jewelry.

Ben



## 1) WHAT MAKES YOU ANGRY? (Students' Answers)

1)

1. Lies
- + 2. Being irresponsible in a work
3. Taking low notes from exams
4. Gossiping about a person
5. Being scattered
6. Not being concerned
7. Not having a aim
8. Talking <sup>with</sup> high sounds
- + 9. Hearing car horn sound
10. Infringine the traffic rules.
- + 11. The difficult exams
- + 12. Turning on mobile phone in cinema or theatre
- + 13. Exposing injustice
- + 14. Three false answers cause my one true answer <sup>lose</sup>
15. Vagabond childrens

2)

1. Lies
2. Talkatives
3. Can't tell yourself
4. The other people use my cloths without permission
5. I have to clean the house
6. Baby's crying
7. People gossip about me
8. I was woken up early at weekends
9. I was watching my favorite film, My father turns on it.
10. I was telling important thing, My friend don't lesson me.
11. People spit on the floor
12. People smoke in close place
13. The buses are very crowded.
14. The people are rude
15. making donkey jokes

3)

1. lies
2. Besiktas's losing a match
3. Fenerbahce's winning a match
4. Getting low a marks
5. Washing dirty dishes
6. not sleeping well
7. not watching "stavok telleri"
8. Crying
9. arguing
10. My something's lasting
- 11.



# FUN IS ..... (Some of the Groups' writings)

1

Fun is ...

1. going ice skating
2. lying in the sun when the wind blows gently
3. being with my best friend
4. eating... strawberry and chotathes
5. giving a present me by my friends
6. complementing me
7. playing... water war
8. Seeing scenery
9. gossiping with my friends
10. passing exams
11. doing... pijama party
12. eating popcorn while I was watching film
13. Walking on the beach
14. buying a lot of clothes
15. going my favorite singer's concert

2

Fun is ...

1. going ice skating
2. lying in the sun when the wind blows gently
3. being with my best friend
4. doing water war with friends
5. Camping with friends
6. Taking stone from sea's bottom
7. cheerfulness which does in summer
8. Concerts which takes by famous singers
9. Games which includes adrenalin
10. Taking parties which does with friends
11. Skiing on high mountain
12. Days that not having exams
- 13.
14. Not being exam in day
15. Eating popcorn in evening with cola



3

Fun is ...

1. going ice skating
2. lying in the sun when the wind blows gently
3. being with my best friend
4. Swimming
5. watching film in darkness
6. being free lesson
7. eating foods
8. getting on gondola
9. driving car fast
10. walking on the beach
- 11.
- 12.

4

Fun is ...

1. going ice skating
2. lying in the sun when the wind blows gently
3. being with my best friend
4. making gossip with my friends
5. swimming in the sea
6. playing snowball
7. watching film
8. sleeping very much
9. falling in love
10. starting summer holiday
11. listening music
12. reading exciting books
13. Eating food

5

Fun is ...

1. going ice skating
2. lying in the sun when the wind blows gently
3. being with my best friend
4. playing computer games
5. watching Komedie Deken and Aurpa Darsi
6. meeting my girlfriend
7. playing basketball and football
8. watching American box
9. reading books
10. watching horror films
11. rally sports
- 12.
- 13.
- 14.
- 15.

6 Fun is ...

1. going ice skating
2. lying in the sun when the wind blows gently
3. being with my best friend
4. playing volleyball
5. sleeping
6. curing after a girl
7. empty lessons
8. going to cinema with my best friend
9. listening punk rock songs
10. pajamas parties
11. escaping from school
12. walking on beach
13. go on a holiday in Paris
14. take in present from someone



## MY IDEAL SCHOOL DAY

1)

### THE SCHOOL WHICH IS IN MY DREAM

Today is Friday. The weather is sunny and everybody is free. Students are free about coming into to lessons. Sometimes the lessons are empty. Students are playing water war. Students read books everyday. Students go to camps on Friday. Students study in the garden. The school have got Physik, Chemist, Biologie laboratories and we study in there. The school canteen is very big and very comfortable. The school garden is very big and green places. Finish, students are very happy.

2)

When I am ready, I come back to room and I feel very happy. Because my friends propose me a birthday party. It's surprise for me. They decorate to class for the birthday party. Balloons are everywhere and very nice music is playing in the classroom. And I see the most important object. It is a birthday cake! My friends take a photo when I cut the birthday party. We eat cake and dance! This is my best birthday party and best day of the school.

3)

Today is Monday;  
I get up seven o'clock in the morning. I stretch and yawn and feel happy. I get dressed. I have a breakfast then I go to the school. First lesson is English. We watch the film in the lesson. It is very enjoyable. Then there is Maths lesson. The teacher doesn't come the school. That is, There is not Maths lesson. I and my friends play "is top" in the garden or play voleyball and basketball in the sports salon. Then we have a lunch. The lesson start at 13:00 o'clock. The lesson is life! There is teacher's work. We have a chat. we play games. Following lesson is psychology. The Teacher explains lesson during five minutes. Then, we have a chat. And cymbal rings. We go to home. And happy end.  
=>=>=>

④

## THE SCHOOL WHICH IS IN MY DREAMS

Today is Thursday. Students are free about their clothes. They don't have wear uniform. First, we are going to mathematics class. All lessons class is different. This situation is good. The teacher didn't give lesson. Then we went to German class. But the lesson is empty. So I am very happy. Then we went to wide buffet in canteen. And we could take our foods comfortably. Then we went to pool in sport hall. We swim a long time. That was perfect. Now, we have Physics lesson. We are going to laboratory and meet other students. This is good. Because other students gets socialize to us. The lesson finished. Now I am going to home.

⑤

I come to school by bus. First lesson is Chemistry. It's very boring. We didn't have Chemistry. Four were. We hear to she didn't come to school and we be happy. After lesson is free too. I go to sport saloon with my friends. We play basketball. And we have lunch. We play volleyball in sport saloon again. Next lesson is English. Zuhul teacher lets us for going to laboratory. I go to laboratory with Merve and we finish our English work in two hours. And bell rings. Next lesson is National Security. The teacher doesn't tell lesson. And there isn't door keeper in front of door. We escape :)

:) )

First lesson is Biologie. Biologie is interesting and nice. Following lesson is Math. Lesson's subject is Trigonometry. I like Math and Biologie. I played volleyball in afternoon. Then we went to geography class. But the lesson is empty. I was happy. Again, I went to sport hall and I played volleyball. Volleyball is very relaxing. When I was tired, I went to canteen. I ate hamburger and I drunk cola.

### 3) SONGS THAT SAY IT W I

1) SONG NAME: Saguk Kivet "KOLERA"  
 MY FEELINGS ABOUT THIS SONG I like saguk kivet I first listened rap music I listened rock music last years. But I was listening saguk kivet when I started follow rap music. Then I like rap music and rap singer (Kolera with Sapapa) while I listening saguk kivet I feel happy and energetic. I first met while I was going to school, I was listening rap song (saguk kivet). Now I like rap music and I listening rap music and I like Sapapa and Kolera.

Elif Ayten Toraka

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2) SONG NAME: BENI YAK  
 MY FEELINGS ABOUT THIS SONG While I was listening to "Beni Yak" song, I remembered which I had a classroom last year. Because my friends and I liked this song last year. Also, we singed it every time. Namely, this song is very special for me. When I was listening it, I missed old my friends and I was sometimes crying.

3) SONG NAME: Smile Your Fate  
 MY FEELINGS ABOUT THIS SONG I like Tarkan's song "smile your fate". Because I like Tarkan and the song is very good. I think the song's words are very meaningful. When I listened to it, I feel happy. I understand, necessary smile my fate.

4) SONG NAME: "ASK" or "SOR".....  
 MY FEELINGS ABOUT THIS SONG.. My favorite song was Sor. Or-  
 tau's song Sor. I loved this song. I went to travel when I was  
 twelve years old. I missed my family and I was sitting in room.  
 I was very sad. My friends came and they saw me. They turned on  
 the TV for to happy me. "Sor" was singing on TV. I listened  
 it and I was be happy. So I loved it when I listened it.  
 always. I am happy. I think, it is really beautiful song.....

5) SONG NAME: Election..... Song.....  
 MY FEELINGS ABOUT THIS SONG.....  
 My old class wrote this song. My old friend.....  
 was candidate. Our class wrote this song.....  
 to her..... won the election. And electors chose  
 him to school president assistant. This song  
 was effective to him school president  
 assistant.....

6) SONG NAME: Gul ki Sargitar.....  
 MY FEELINGS ABOUT THIS SONG.. I have a funny memory.....  
 on this song. On last Monday when the school finish we.....  
 got in our school bus when we arrived Peer. My friend.....  
 his name is Eren. started up then. The driven stop suddenly  
 and Eren is fallen down when we looked him he was  
 stel on the floor. <sup>Everyone</sup> ~~Everyone~~ was laughing at that  
 time.....

## CHILDHOOD FAVOURITES (students' writings)

1

WHEN YOU WERE A CHILD, WHAT (OR WHO) WAS YOUR FAVOURITE:

1. Toy? Why? car, remote controlled car
2. Holiday? Why? holiday which go 8 days ago, two years ago
3. Food? Candy? Why? fast food, chocolate
4. Book or story? Why? every things, kirmizi kashkeli dr
5. Place to go? Why? Izmir, Kuz adasi
6. Song? Why? she don't remember, Agretmerim
7. Outfit? gardener jeans
8. TV Program? Why? Fas duri, ringa kaplumbagalar
9. Hobby? Friend? her cousin
10. Grownup (other than family?) Ezgi
11. Teacher? Why? Yaman
12. Relative? my cousin

2

WHEN YOU WERE A CHILD, WHAT (OR WHO) WAS YOUR FAVOURITE:

- | ISLAM  | TANSU                  |
|--|------------------------|
| 1. Toy? Why? <u>A red car</u>                            | <u>Teddy Bear</u>      |
| 2. Holiday? Why? <u>Kastamonu</u>                        | <u>Ankara</u>          |
| 3. Food? Candy? Why? <u>Puding</u>                       | <u>cake</u>            |
| 4. Book or story? Why? <u>Aladdin in shirt / Lambesi</u> | <u>Kul Kedisi</u>      |
| 5. Place to go? Why? <u>uncle's house</u>                | <u>uncle's house</u>   |
| 6. Song? Why? <u>Gilpenke</u>                            | <u>anun arakesi ur</u> |
| 7. Outfit? <u>coat</u>                                   | <u>Red dress</u>       |
| 8. TV Program? Why? <u>Teletubbies</u>                   | <u>Tom and Jerry</u>   |
| 9. Hobby? Friend? <u>Serkan</u>                          | <u>Puba</u>            |
| 10. Grownup (other than family?) <u>Hakan</u>            | <u>Puba</u>            |
| 11. Teacher? Why? <u>Polat</u>                           | <u>Sultan</u>          |
| 12. Relative? <u>It's grandfather</u>                    | <u>Her cousin</u>      |
|  | <u>Puba</u>            |



3

WHEN YOU WERE A CHILD, WHAT (OR WHO) WAS YOUR FAVOURITE:

1. Toy? Why? ball car favep = favourite toy was car
2. Holiday? Why?
3. Food? Candy? Why? chicken meat balls
4. Book or story? Why? Gineh Kedi P/ins go
5. Place to go? Why? Istanbul Trabzon
6. Song? Why?
7. Outfit?
8. TV Program? Why? Cartifekt / Sirtler
9. Hobby? Friend? walk with friend / play football friend
10. Grownup (other than family?) Yasin cousin / Arzu cousin
11. Teacher? Why? Yasin Albayrak Erta AK
12. Relative? cousin grandmother

4

WHEN YOU WERE A CHILD, WHAT (OR WHO) WAS YOUR FAVOURITE:

- |                                  | Hani                       | <del>Selen</del>   | Can                               |
|----------------------------------|----------------------------|--------------------|-----------------------------------|
| 1. Toy? Why?                     |                            | Toy bear           | Gun                               |
| 2. Holiday? Why?                 | Havas Ist. 10 years ago    | <del>Antalya</del> | Antalya                           |
| 3. Food? Candy? Why?             | chese                      | Suger              | Poldo size                        |
| 4. Book or story? Why?           | Harry Potter               | child heard        | <del>Harry Potter</del> w/ friend |
| 5. Place to go? Why?             | —                          | —                  | —                                 |
| 6. Song? Why?                    | Kuz Kuz                    | Dragonball w       | Dragonball w                      |
| 7. Outfit?                       | uniform                    | —                  | —                                 |
| 8. TV Program? Why?              | Sirtler                    | Polaron            | Baybale                           |
| 9. Hobby? Friend?                | Play computer and football | Play computer      | ride bicycle                      |
| 10. Grownup (other than family?) |                            |                    |                                   |
| 11. Teacher? Why?                | selma Alder                | Melita             | Molla Orhan Yunur                 |
| 12. Relative?                    | All of them                |                    |                                   |

## **VITAE**

Zuhal Kardeřler was born in İzmir in 1982. She graduated from the department of ELT, Gazi University, in 2004. After graduation, she started to work Kocatürk College in Manisa. In 2005, she was appointed to Rize High School as an English teacher. Presently, she has been working in Rize Anatolian Teachers' Training High School.

She is especially interested in Russian literary works and she is keen on playing the guitar and drama. She is married.