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**SOCIAL AND EMOTIONAL LEARNING (SEL) IN EFL SPEAKING
CLASSES**

MA THESIS

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ABSTRACT

The aim of this study is to focus on the effects of social and emotional learning on speaking skill and explore if teachers' awareness of SEL skill has an effect on the development of students speaking skill. In this study the term "social and emotional learning" has been narrowed down to attitude the development of speaking ability in students.

The data was collected through questionnaires administered to English teachers, teaching at the same levels, and their students at Gazi University Preparatory School, Ankara, Turkey. The results were analyzed quantitatively and qualitatively. The questionnaires were developed by the researcher to measure two areas at the same time: social and emotional learning skill and speaking skill problems in EFL classes.

It is known that schools play an essential role in preparing children to become knowledgeable, responsible, caring adults. Behind each word lies an educational challenge (Elias,1997). So this study tries to emphasize the researcher the importance of SEL skills by which the teachers can foster their students to be knowledgeable, responsible, and caring ones.

The findings obtained firstly revealed that teachers possess EQ and SEL learning skills awareness, but not all of them have this awareness. In addition, lack of EQ awareness among students creates a lack of motivation among students who are not aware of why and what for they are learning English. Secondly, in the classrooms personal bonds between students and teachers are not strong enough which can effect learning and teaching.

Based on the findings, the researcher suggests further research, combining research on social intelligence and teaching methodology.

Key Words: Intelligence, Emotional Intelligence, Social Intelligence, Social and Emotional Learning Skill, Speaking Skill.

ÖZET

Bu araştırmanın amacı sosyal ve duygusal öğrenmenin konuşma yetisi üzerindeki etkisine odaklanmak ve öğretmenlerin sosyal ve duygusal öğrenme yetilerindeki bilgilerinin, öğrencilerde konuşma yetisini geliştirmede etkisinin olup olmadığını ortaya çıkarmaktır. Bu çalışmada kullanılan “sosyal ve duygusal öğrenme” daraltılmıştır.

Veriler, Ankara’daki Gazi Üniversitesinin Hazırlık okulundaki aynı düzeylere İngilizce öğretmenliği yapanlara anketler uygulanarak toplanmıştır. Sonuçlar nitelik açısından analiz edilmiştir. Anketler araştırmacının kendisi tarafından iki alanı ölçmek üzere geliştirilmiştir. Bu iki alan: İngilizcenin yabancı dil olarak öğretildiği sınıflardaki sosyal ve duygusal öğrenme yetisi ile konuşma yetisidir.

Bilindiği gibi, okulların çocukları bilgili, sorumlu ve itinalı yetişkinler olarak hazırlamada temel bir rolü vardır. Her kelimenin ardında eğitimsel bir meydan okuma söz konusudur. Dolayısıyla bu çalışma araştırmacıya sosyal ve duygusal öğrenme yetilerinin önemini göstermeye çalışmaktadır. Bunu yaparken öğretmenlerin öğrencilerini bilgili, sorumlu, ve itinalı kişiler haline getirdiklerini göstermektedir.

Bulgular, bütün öğretmenlerin duygusal zeka hakkında bilinçli olduklarını ama hepsinin bu durumu ortamlarına taşıyamadıklarını ortaya çıkarmıştır. Bunun yanı sıra öğrencilerin niçin ve neden İngilizce öğrendiklerini bilmemeleri yani duygusal zekadan yetersiz kalmaları sınıfların güdülenmemiş öğrencilerle dolu olmasına sebep olmuştur. İkinci olarak, sınıflardaki öğrenci ile öğretmen arasındaki bireysel bağların öğrenme ve öğretimi yeterince etkileyemediği görülmüştür.

Bulgulara dayanarak, araştırmacı sosyal psikoloji ve öğretim yöntembilimini birleştirerek daha ileri bir araştırmanın yapılmasını önermektedir.

Anahtar Kelimeler: Zeka, Duygusal Zeka, Sosyal Zeka, Sosyal ve Duygusal Öğrenme Yetisi, Konuşma Yetisi

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To my mother who is everything of mine.....

TABLE OF CONTENTS

ABSTRACT.....	iii
ÖZET.....	v
ACKNOWLEDGEMENTS.....	vi
TABLE OF CONTENTS.....	ix
CHAPTER I.....	1
INTRODUCTION.....	1
1.1. Background of the Study.....	1
1.2. Purpose of the Study.....	2
1.3. Limitations of the Study.....	4
CHAPTER II.....	5
REVIEW OF THE LITERATURE.....	5
2.1. From IQ to EQ.....	5
2.2. The Importance of Emotional Intelligence.....	9
2.3. Social and Emotional Learning.....	12
2.4. Students and Teachers' Problems in Speaking Classes Within an SEL Framework.....	19
2.5. Improving Students Efficiency in EFL Classes by using SEL Skills.....	30
CHAPTER III.....	41
RESEARCH METHODOLOGY.....	41
3.1. Research Design.....	41
3.2. Informants.....	42
3.2.1. Teachers.....	42
3.2.2. Students.....	42
3.3. Data Collection Instruments and Procedures.....	43
3.3.1. Teacher Questionnaires.....	43
3.3.2. Student Questionnaires.....	45
3.4. Data Analysis Procedures.....	46
3.4.1. Teacher and Student Questionnaires.....	46

CHAPTER IV.....	47
DATA ANALYSIS.....	47
CHAPTER V.....	75
CONCLUSIONS.....	75
5.1. Conclusion.....	75
5.2. Implications for further Study.....	78
REFERENCES.....	80
APPENDICES.....	87
Appendix 1.....	89
Appendix 2.....	91

CHAPTER I

INTRODUCTION

This chapter contains three parts. The first part provides a contextual background to the study. The second includes the purpose of the study and the research questions and the final part describes the limitations of the study.

1.1 Background of the Study

As we begin the new millennium, our society faces a number of economic, health-related, cultural and educational challenges. Most agree that solutions to society's most vexing problems will require citizens to possess not only well-developed intellectual abilities, but also equally impressive social and emotional skills. (Pfeiffer & Steven 2001). Among the above challenges, this study takes interest in social and emotional learning skill.

The importance of children's role both in society and educational areas can be felt when society and education are considered together. By facilitating social skill development in young children, children are able to acquire skills for all future life situations (Anderson & Prawat, 1983). For the past two decades, there has been an increasing awareness of emotional development in society and education. In attempting to understand emotional development, researchers have begun to focus on emotional intelligence. Therefore, emotional intelligence has been known as a key element in psychological research. In recognition of its expanding usage, henceforth the American Dialect Society selected "emotional intelligence"(EQ) as the most useful new words or phrases in 1995 (Mayer, Salovey, & Caruso,1999). Since then

the relationship between emotional and social intelligence has got attentions among psychologists.

With the advent of emotional intelligence, there has been an increasing interest in emotions in education (Cherniss 2000; Cobb and Mayer 2000; Kelly and Moon 1998; Mayer and Cobb 2000; Pfeiffer 2001; Gibbs 1995). Hence, the emotions of teachers at school and students in and outside the classroom has led many scholars to discuss how to benefit from social and emotional learning to raise the quality of education. Labeled as “social and emotional learning” (SEL) skills, such skills look at ways to solve developmental issues within the classroom in order to promote students cooperation and alleviate discipline problems. Facing schools, emotional intelligence and social and emotional learning has got the main attention nowadays. “Social and Emotional Learning” (SEL henceforth) skills have proven effective in increasing students’ interpersonal social skills in the classroom (Finely, et al., 2000; Gore, 2000). These skills teach the students self-regulations, self-monitoring, and social skills and they are an affective method of reducing negative social interactions and increasing academic achievement.

1.2 Purpose of the Study

Social and emotional learning (SEL) is the process by which parents and educators teach children the non-academic knowledge and skills that they will need to be successful, productive, and caring individuals throughout their lives.

“By strengthening and increasing social and emotional educational opportunities, we will increase our children’s capacity to learn, give them the tools to aspire to personal and professional achievements, and enable them to experience personal satisfaction.” (Stern , 2002, p.3) From this point of view, the research done in this area shows that SEL lays a basis for academic learning.(Grossman, et al., 1997, in Smith, 2002,p.2).

Based on Stern's idea strengthening social and emotional skills increases children's capacity of learning. "It is also believed that through social and emotional learning, children's EQ is bolstered, giving them an enormous edge in their personal and professional futures" (Stern, 2002, p.1). Thus, with the idea that social and emotional skills can be learnt and enhanced at any age, many schools, especially in the United States, have been implementing and infusing social and emotional learning competency building to their daily curriculum (Stern, 2002).

It is the goal of this study to review skills to focus on the effects of social and emotional learning skills on speaking skill in their EFL classes and explore whether teachers' awareness of SEL skills has an effect on the development of students speaking skill. The teacher facilitates this process until the students are able to achieve the solutions without help. The facilitator's role is to focus on behaviors, desires and feelings rather on the good or bad child (Dinwiddie, 1994).

Along with this thematic background, this study investigates the following research questions as follow:

1. Are the students in English classes aware of "social and emotional learning" (SEL) skills?
2. If so, how did they obtain this awareness?
3. What are the students' speaking problems in English classes related to SEL skills?
4. What key skills of SEL are being used in order to address students' speaking problems?

1.3 Limitations of the Study

The study may have been limited by the following conditions:

1. There is no scientifically sound, objective measure of the EI construct so it makes it difficult to interpret test scores with any confidence. It is simply impossible to know what are the legitimate parameters of EI without objective, reliable and independently validated measures.
2. There might be a prejudice manner of the students toward their teachers while answering the questions.
3. The questions are conducted and transferred in Turkish to the students and English to the teachers.
4. The majority of the students ranged an age of twenties. Emotional intelligence is assumed to improve with age (Bar-On & Parker, 2000, ;Goleman,1995), therefore the data collected from this group may have been influenced by the age of the students.
5. The “emotional intelligence” (EQ) is a self-report instrument with good reliability and validity (Bar-On, 2002, pp. 87-142; Bar-On & Parker, 2002, pp.363-386); however, due to the nature of a self-report instrument, students in this study may have mis-marked an answer by accident.

CHAPTER II

REVIEW OF LITERATURE

This study investigates the role of emotional and social learning in particular the effects of emotional and social learning on the speaking skill in EFL classes. The review of literature supporting this study begins with the meaning and different terms of intelligence. The second section involves a general discussion of EQ and IQ, distinguishing the differences between them. The third section demonstrates the importance of emotional intelligence. The final section includes the students' speaking problems in EFL classes and the influence of using SEL skills in EFL classes. It is believed that the reviews in these four sections will help establish the thematic background for the study and further support, the need for exploring the necessity of SEL skill as a key skill in EFL classes.

2.1 From IQ to EQ

In this study the word "Intelligence" has been studied before because of its critical role that it serves within the study of psychology as a science. Considering "social and emotional skills" (SEL) as a key element of this research we may refer to Stern (2002) who defines SEL in this way that the field of social and emotional learning (SEL) has emerged from new understandings of the nature of biology, emotions and intelligence and their relation to success and happiness. This view sheds light on the subjects such as "Intelligence", "emotion" and "different kinds of intelligence" to clarify the concept of SEL underlying the subjects above. The first question is "what the meaning of intelligence is?"

Intelligence has been defined in many ways, resulting in the basic idea that intelligence is composed of a broad set of abilities. Weschler (1958) defined intelligence as an individual's capacity to act purposefully, think rationally, and

respond effectively to the environment. This definition encompasses the distinctions that have been made historically in the field of intelligence research, including Thordike's distinctions among abstract, mechanical, and social intelligence (Thordike, 1920), Cattell's theory of "crystallized and fluid intelligence" (Cattell, 1963, 20), as well as more contemporary theories such as Gardner's personal intelligence (1983). The theory is that intelligence involves a common core of factors including problem solving, verbal ability, and social competence (Sternberg, Conway, Detron, and Bernstein, 1981). These traditional theories of intelligence, although quite varied, share a small number of agreeable attributes. They all agree that intelligence is goal-directed mental activity that is marked by efficient problem solving, critical thinking, and effective abstract reasoning (Neisser, Boodoo, Bouchard, Boykin, Brody, Ceci, Halpern, Loehlin, Perloff, Sternberg & Urbina, 1996; Sternberg, 1986; Stoddard, 1943).

Although a majority of theorists postulate a hierarchically-arrayed model of human intelligence, a growing number of critics contend that traditional views of intelligence place too great of an emphasis on giving undue weight to mental abilities that are at a premium in academic performance and are too narrowly construed. (Ceci & Williams, 1997; Cole, Gay, Glick & Sharp, 1971; Sternberg & Wanger, 1993).

Since then, the traditional theories of intelligence mostly focused on the cognitive aspect of intelligence such as memory and problem-solving. The primary focus of these theories was on intended mental abilities which normally do not change (Kappan, 1998). Nonetheless, as early as 1940, there were researchers like Wechsler (1943), who embraced broader conceptualisations of intelligence and recognised that the noncognitive aspects were also important. Wechsler (1943, 18) used the terms "intellective" and "non-intellective" elements to refer to affective, personal, and social factors. Other researchers such as Thordike and Stern (1937) used the term "social intelligence" for the same purpose (cited in Cherniss, 2000). The views of these few scholars were neglected until Gardner (1983) argued for "multiple intelligence." Gardner (1983) believed on different ways to be intelligent and pointed at seven primary types of intelligence: (1) verbal, (2) mathematical-

logical, (3) spatial, (4) kinaesthetic, (5) musical, (6) interpersonal, and (7) intrapersonal (cited in Pfeiffer, 2001). His expanded views of intelligence, especially the intrapersonal intelligence “the cognitive ability to solve internal problems” (Carvin, 2000), and the interpersonal intelligence “the ability to interact with others, understand them and interpret their behaviour” (Carvin, 2000, p.1). These views shed light on the issue and gave some researchers like Mayer and Salovey (1990, 1997) and Goleman (1995) a different perspective to elaborate upon the existing definitions of intelligence as “Emotional Intelligence (EQ)” (Pfeiffer, 2001).

Similarly, it can be said that through social and emotional learning children's emotional intelligence (EQ) is bolstered, giving them an enormous edge in their personal and professional futures. (Stern, 2002). Studies show that EQ is the best predictor of a child's future achievement; better than any other single factor. EQ is a better predictor of success than IQ and technical skills combined. (Stern, 2002)

With respect to Stern's observation of success, a question comes to mind. What are the differences between IQ and EQ and which one is important to achieve educational success?

Research has suggested that some people are more successful in their careers than others even when they have had equal educational and experiential opportunities (Michael and Rock, 1988; McDowell & Bell, 2000; Stuller, 1997). One explanation for these disparities may relate to differences between “intellectual intelligence” (IQ) and “emotional intelligence” (EQ). IQ measures academic competencies or one's ability to use knowledge in making decisions and adapting new situation (Bar-On, 1997). On the other hand, EQ is a measure of emotional and social competencies or one's ability to identify emotional expressions in oneself and others (Goleman, 2001; Hettich, 2000). Although both can be improved through training and changed over time, EQ is a distinct form IQ in that it is one's ability to regulate emotions in response to environmental stimuli (Sutarso, 1996; Bar-On, 1997). EQ has been popularized as a learned skill that is a better predictor of life success than intellectual

attainment or technical ability (Goleman,1995). It has also been studied not only in workplace but also in education. Interventions with students who lack social and personal skills utilize EQ components in the curriculum (DuPont, 1998; Elias, Bruene Bulter , Blum, & Schuyler, 1997; Finely, Pettinger, Rutherford, & Timmes,2000; Gore, 2000).

In yet another study, Goleman (1995) investigated that IQ and emotional intelligence and argued that they are not opposing competencies, but rather separate ones. People all mix intellect and emotional acuity; people with a high IQ but low emotional intelligence or low IQ and high emotional intelligence are, despite the stereotypes, relatively rare. Indeed, “there is a slight correlation between IQ and some aspects of emotional intelligence- though small enough to make clear these are largely independent entities.” p.44

Comparing IQ with EQ , it may be argued that our IQ may help us understand and deal with the world on one level, but we need our emotions to understand and deal with ourselves and, in turn, others. Without an awareness of our emotions, without the ability to recognize and value our feelings and act in honest accordance with those feelings, we cannot get along with other people, we cannot get ahead in the world regardless of how smart we are, we cannot make decisions easily , and we are often simply at sea, out of touch with our sense of self (Segal 1997, p. 8). So without EQ, IQ will always fall short. In other words, IQ predicts only how we’ll do on paper, how we measure up to standards set by someone else but EQ helps us set our *own* standards. That is because EQ illumines our inner world. People who are emotionally intelligent know the difference between what’s important to them and what’s important to someone else; they also know the difference between what they need to survive and a passing whim. “Most important, they can weather life’s thousands of set backs. They have a sense of proportion that the “brainiest” among us often lose at a young age. A very important difference between EQ and IQ is that we can change our EQ but we are stuck with our IQ forever. How much EQ we can develop over a lifetime is determined by only one thing- motivation which is one of the domains of social and emotional learning” (Micheal and Rock, 1998: 25)

At a more specific level, it is asserted that “Traditional IQ contributes, at best, about 20% to the factors that determine life success.” The remaining 80% are garnered from other factors, most of which fall under the umbrella of EQ.” (Goleman, 1995: 40). Indeed, it is concluded that a general intelligence, including a component of emotional intelligence, may be a more powerful predictor of important life outcomes than intellectual intelligence alone. (Mayer, Caruso, and Salovey 1999).

So this might lead us to this question how much emotional intelligence is important for learning successfully at schools?, hence the discussion of the next section which starts with the importance of emotional intelligence.

2.2 The Importance of the Emotional Intelligence

Nowhere is the discussion of emotional intelligence more pressing than in schools, where both the stakes and the opportunities seem greatest. For example Salovey (1995) presents that the idea that we want to teach people a richer understanding of their emotional life, to help them achieve their goals seems interesting. However, he adds, “what I would oppose is training conformity to social expectations.” The danger there is a “right emotional response for any given situation—laugh at parades, cry at funerals, sit still at church.” “You can teach self-control,” says DR Alvin Poussaint, professor of psychiatry at Harvard Medical School. “You can teach that it’s better to talk out your anger and not use violence. However, is it good emotional intelligence not to challenge authority”? One aspect of students is their emotions, and within schools and society as a whole, this aspect has often been overlooked. Students are measured in terms of their performance and grades. They are assessed on how well they can play, act, draw, sing, and etc. However, an intrinsic aspect of students as well as all of us, and one that is usually not assessed, is what has been defined as emotional intelligence. Emotional intelligence is now considered by many as being essential for successful living

(Goleman, 1995: 42). Teaching students about their emotions and how they deal with others as well as their own actions can be very helpful in their educational success and their learning.

Although emotional intelligence has been adopted as a relatively new concept, it has always, even if largely unacknowledged, been a part of humanity. It is a novel area with regard to research, especially with regard to testing emotional intelligence and in establishing the role of emotional intelligence in EFL classes . This raises the interesting question “why is emotional intelligence getting so much attention today?” The answer, or part of the answer, perhaps lies in the recognition that our individuated and self-centered society is looking for a different perspective to assess achievement and success. The new buzz word is no longer IQ, but EQ.

In integrating this perspective with EFL classes, it is important to acknowledge the benefits of recognizing emotional intelligence among students and understanding how it may impact their speaking skill and development. It seems that there is an increasing need to address the emotional health of our students. The challenge in addressing this issue, however is learning how to manage students in terms of healthy emotional development.

According to Salovey and Mayer (1990), emotional intelligence involves abilities that may be categorized into five domains:

- 1) Self-awareness- observing oneself and recognizing a feeling as it happens.
- 2) Managing emotions-handling feelings so that they are appropriate; realizing what is behind a feeling; finding ways to handle fears and anxieties, anger, and sadness.
- 3) Motivating oneself- channeling emotions in the service of a goal; emotional self control; delaying gratification and shifting impulses.
- 4) Empathy-sensitivity to others’ feelings and concerns and taking their perspective, appreciating the differences in how people feel about things.

- 5) Handling relationships- managing emotions in others; social competence and social skills.

When one looks at the five domains summerized above, they have a wide range of useful implications for students in high school and university as well as EFL classes. These domains can assist in fostering a strong form of development in body, mind and spirit for each student. One of the challenges in terms of emotional intelligence in schools is how, where, and when to foster it. Many might argue that this is something that should be done at home or left up to parents. Indeed, much of the emotional development in students stem from their interactions at home with parents and sibilings. However, the reality of today's world is that students are less and less impressed by their parents, and more an more impressed by their peers, television, mass media, and their school environment. Therefore, school is an apportune environment to provide or teach life skills within each of the five domains of emotional intelligence. Inaddition, schools are the first place, and the place where the largest part of socialization takes place for students.

So far the role of emotional intelligence and how much it is important has been considered in this research. But still there is a base question whether EQ is the only factor in learning successfully or are there any other integrated intelligences? If so, what are the relations between them?

It is argued that "one significance of emotional intelligence is that it permits the development of social intelligence. Social intelligence involves the intricate knowledge and understanding of other people and their social interactions. Accurately assessing peoples' reactions in social contexts and facilitating positive social outcomes is the hallmark of those with high social intelligence." (Kelly & Moon 1998: 745). Both emotional and social intelligence are interdependently related. Emotional intelligence is a mechanism regulating the internal experience of the self and social intelligence is a mechanism regulating the external world of interpersonal relationships. The development of social can not occur in the absence of emotional intelligence and the best indicator of emotional growth lies in the

continued development of the social being. Simultaneously, effective social interaction can facilitate emotional awareness and control by providing practice with a wide range of emotion –provoking situation.(Elias et al, 1997).

Following Goleman (1995) who expanded and emphasised the view of emotional intelligence as a tool of success in learning and researchers like Mayer and Salovey (1996), who put emphasis on social intelligence, scientist like Elias (1997) came up with the concept of “social and emotional learning”(SEL) skill claiming that it is an essential skill which should be used at schools to foster children for a successful learning.

2.3. “Social and Emotional Learning” (SEL) Skills

It is known that schools play an essential role in preparing children to become knowledgeable, responsible, caring adults. Behind each word lies an educational challenge. For children to become knowledgeable, they must be ready and motivated to learn, and capable of integrating new information into their lives. For children to become responsible, they must be able to understand risks and opportunities, and be motivated to choose actions and behaviors that serve not only their own interests but those of others. For children to become caring, they must be able to see the beyond themselves and appreciate the concerns of others; they must believe that to care is to be part of a community that is welcoming, nurturing, and concerned about them (Elias & Tobias, 1996).

The challenge of raising knowledgeable, responsible, and caring children is recognized by nearly everyone. Few realize, however, that each element of this challenge can be enhanced by thoughtful, sustained, and systematic attention to children’s social and emotional learning (SEL). “There is a rising tide of understanding among educators that children’s SEL can and should be promoted in schools.” (Langdon, 1996: 78). So how does social and emotional education fit in schools? And by SEL what teachers expect their students to achieve?

Social and emotional education is defined as the missing piece, that part of the mission of the school that, while always close to the thoughts of many teachers, somehow eluded them. “Now, the elusive has become the center, and the opportunities to reshape schooling are upon teachers.” (Elias ,1997:54).

As can be observed from the detailed account above, educators at all levels need explicit plans to help students become knowledgeable, responsible, and caring. This can be done through four major domains of SEL. The first one is **life skills and social competencies** which include *generic* life, health, citizenship, and workplace skills. Examples include self-control, stress management, decision making, problem solving, conflict resolution, appropriate assertiveness, social skills, listening, self-expression and other communication skills, and skills related to identify and spiritual development. This last competency includes such things as knowing how to access one’s creativity; how to set academic, career, and relationship goals; and how to discover constructive personal meaning and purpose.(Elias et al. 1994; Gardner 1993, Goleman 1995).

The second domain of SEL includes **Health-promotion and Problem-prevention Skills**. It teaches students the skills and strategies needed to make wise decisions, develop positive values, generate alternatives, deal with group pressure, work cooperatively, and avoid fights- skills that are better learned through role playing and other small- group participatory activities than through lectures. It includes participation in physical activity programs that foster lifelong exercise habits. The third domain is **Coping skills and Social support for transitions and crises**. These skills involve children’s capacity to deal with stressful life events. The creation of support systems of caring adults and peers to help students handle challenging situations and circumstances is an important element in any SEL program. So-called “event-triggered services”- that is, those initiated upon the occurrence of critical life events-need to be available. These services are designed to *prevent* children from experiencing severe behavioral or learning disruptions as a result of events such as parental separation and divorce or making the transition to

middle school. In this domain, students need specialized skills to help them address the personal and interpersonal turmoil and conflict that accompany significant life change and loss. Students need to know how to cope, how to reduce tension, and where to look for support. And finally, the fourth domain of SEL is **positive, contributory service**. We live in a time of changing social institutions, and the schools have a critical role to play in preserving children's sense of belonging and purpose. Students are seeking to feel a sense of positive relatedness and community, whether as a complement or an alternative to having strong religious or family guidance. A key to attaining this outcome is positive, contributory service (Brandt 1991, Gonzalez 1991, Lewis 1991).

As important as the four domains of SEL, there are six elements of SEL which effect students learning, too. One of them is **self-awareness** or **self-advocacy**. Self-awareness is the ability to recognize and name one's feelings and to understand their cause. It includes attention to one's internal state, as well as thoughts or feelings about that state (Canfield,1990). Without self-awareness, we would move about like amoebas: reaching to our environment but unable to attach meaning or reason to our emotional responses or communicate them. Students are sometimes such amorphous creatures in the class. They face a variety of new and unfamiliar demands and expectations throughout their course. Often these are confronted for the first time, independent of counsel or parental advocacy. Emotional responses run vast and deep feeling overwhelmed by the number of pages to be read in a week, anger at a professor's refusal to bend the rules, anxiety over an exam, disappointment in a failing grade, frustration about a parking space, or concern about making it to class on time. Such stressors are in addition to the everyday concerns related to family, friends, housing, finances, and work. Exacerbating matters, students are often in a state of sleep and nutritional deprivation. (Elias et al, 1997).

Self-aware students are able to reflect upon and recognize their own state of being and be clear about the causes of their feelings. Interpersonal contact, with teachers and peers, is enhanced by self-awareness. The capacity to advocate for oneself may be viewed here as well. At EFL classes, we expect our students to

express their needs, explain their dilemmas, and ask for certain considerations , all in a socially acceptable way. Students need to be assertive without being demanding. Those who are capable reap the benefits. Indeed, knowing how to “ask nicely” does go along way. Though we pride ourselves in being data based and objective, students who interact politely and clearly express their needs or concerns are more apt to receive consideration. Those who fall short or are passive in the expression of their needs are at a keen disadvantage. They must accept what is set forth, even if, indeed, it is inaccurate or unfair.

The second element of social and emotional learning is known as **Self-Regulation** of Emotions which is an ability to tolerate and manage feelings and it enables students to thwart stress from overtaking experiences (Elias,et al.,1997; Linehan, et al., 1988).At EFL classes teachers sometimes face students who get stressful when they want to express themselves. In order to solve this problem teachers may need this element to balance their students’ feelings. “Self-regulation frees a student’s ability to stay on task, to focus, to think, and to produce. Modulation of behaviors that are avoidant, aggressive, self-destructive, or even antisocial is a daily challenge for some students. Developing strategies to self-soothe in a healthy way, is critical.” (Linehan,et al.,1988: 276-286). Disappointments are bound to occur. Test results may turn out lower than expected, and grades may be perceived as unfair. Social contacts can go away. Regulating responses and keeping failures in perspective are essential coping tools.

Goal Setting is the third element of social and emotional learning .To carry hopes and dreams is a blessing. To harness emotions in the service of hopes and dreams –to ponder and set goals– is an emotional competency. Setting realistic personal and academic goals, and considering contingency and alternative plans for reaching them, is an important component of emotional intelligence. Goals must be realistic enough to be attainable but far reaching enough so that they are motivating and generate growth. Students could use our support here. It is experienced that when asked to identify short-and long term goals, many students tend to be generic and vague. “I want to get out of here,” “I just want to pass everything ,” or “I want to get

a good job.” How much more meaningful is “I intend to get atleast a B in English and an A in math and biology,”or “I will join two clubs this semester and volunteer to take a leadership role in one of them,” Students who have the ability to set and articulate realistic, meaningful targets have a far greater chance of reaching them. Interestingly, voicing intentions adds another positive dimension to their attainment. Within our discipline, we can easily elicit the voicing of goals by our students. Asking students what they intend to accomplish in our classes, or what they hope to learn, is very simple to do, yet very helpful. It facilitates the formulation and articulation of student’s goals and also enables us, as educators, to hear them. When we voice our own goals, and objectives for the class, we serve as a role model for doing just that (Dinwiddie, 1994 in Elias 30).

Inherent to meaningful goal setting, as well as the capacity to persevere in the face of adversity, is **motivation** which can be considered as the fourth element of SEL. “Indeed, there is a high correlation between motivation and academic success.” (Zimmerman, Bandura, and Martinez, 1992: 614-628). Students walk into a classroom with very diverse drivers to learn and succeed. At Adult classes, we often refute the notion that it is “our” responsibility to motivate a student. We often ask, “is not the class a choice?” “Are not students adults?” However, we may undermine our own success as educators if we do not address issues of EQ including motivation. (Elias et al, 1997).

Elias (1997) states that it need not be too intricate a task to generate motivation within the learning environment we regularly create. The simplest way is to build in opportunities for achievement and recognition. He advises as “take attendance and let students know that you value their presence and commitment to class. Call upon students by names, and personalize interactions with their names as well. Make the content and the learning relevant to a student’s interest and needs. Praise and respond to a student endeavors whenever possible, verbally and in writing. Offer opportunities for rewrites or corrected drafts to “count”. “Enable students to earn extra points through active participation and responses. Provide opportunities for students to demonstrate their learning through a variety of

modalities and styles. Integrate active learning strategies often.” (Elias,1997:32) Developmental students are likely to prefer “hands-on” learning experiences and learning via interaction and visual stimuli rather than through lecture or text (Dwinell& Higbee,1989). Working within one’s modality strength and learning style preference enhances both motivation and production. Shaping an environment and creating a feeling tone in which a student is comfortable and engaged and also believes he or she has the potential to be successful is truly a gift from professor to student.(Elias, 1997)

Self-monitoring is considered as the fifth element of social and emotional learning. By disseminating and thoroughly reviewing course outlines, providing grading rubrics, or setting contracts, we facilitate students’ ability to self-monitor: to know what they should know. “The simple act of self-monitoring alone leads to positive changes in performance by increasing self-awareness and forcing students to pay attention to their behavior.” (Young & Ley, 2000:31). We need to address the capacity to delay gratification . “There is perhaps no skill more fundamental than resisting impulse”, says Daniel Goleman (1995 : 83). Resisting temptation is a key tenant of social and emotional learning, and it is put to the test regularly in English classes. By **Empathy**, the sixth element of social and emotional learning, we mean the ability to be aware of and understand the feelings of others (Goleman, 1995) . It encompasses sensitivity to how others are feeling, regardless of whether or not the feelings are actually articulated. Having empathy, one can adjust behaviors or responses in difference to the feeling of others. Beyond appearing kind or polite, those with empathic skills are at an advantage in cultivating positive interpersonal relationships. This is true for students, as well as faculty and teachers who are important models of empathic behaviors (Elias, 1997). A professor who acknowledges a student’s issues or dilemmas, is sensitive, and attempts to be supportive will provide a significant learning experience for that student, one beyond the content of the class’s subject matter. Further, within the classroom theatre, a professor has an ongoing stage from which to model active listening strategies. These include maintaining eye contact, not interrupting a student’s response,

reiterating a student's thoughts for clarification and demonstration of understanding, and acknowledging participation.

Self-awareness, regulation of emotions, goal setting and empathy merge with other psychodynamic elements, the interaction of various conscious and unconscious mental or emotional processes especially as they influence personality, behavior, and attitudes, to generate a capacity to form and maintain relationships, that is, to be **social**, the seventh element of SEL. An English center is a social area, both in and out of classroom. As the active learning process finds its way into the halls of higher education, interpersonal exchange by which we mean interactions between individuals, facilitates achievement as well as social abilities. When we ask our students to engage in groups, collaborate with a partner; cooperate as part of a learning team, or brain storm solutions to a problem, not only are we offering interesting and motivating methods in which to learn, but we are enhancing socialization finesse and positive social values. (Elias, 1997)

It is also stated that when we allow for respectful, yet free and open discussion within our classes, we foster critical thinking, assertiveness, and persuasive skill development. We enable our students to become stronger listeners and communicators. We engender openness, kindness, and respect. In general, by providing for structured, meaningful and stimulating dialogue and interactions within our pedagogy, we facilitate our social skill development and enhance the ability of our students to function enjoyable and productively in a social environment. Also he asserts that we must leave room for students to take risks and feel safe. Thus, we can facilitate social skill development concomitantly with content-area learning. (Elias, et.al. 1997)

Given the importance of SEL elements, we face a question: How should SEL be taught in the classroom? It is argued that SEL must be taught formally, as well as infused, and linked to all aspects of education (Elias et al, 1997). For this to happen effectively we must focus on the relationship between teachers and students, hence teaching and language in the classrooms.

“when teaching students some aspect of social and emotional learning-whether it’s empathy, some aspects of self-awareness, the importance of delaying gratification, etc- it is essential that we are explicit about what we are doing. If we are not, students tend to think we are simply taking a break from the math or science or foreign language lesson. We should specifically tell them something to the effect that we are now covering something very important, and explain what social and emotional skill is being presented. When an assignment or lesson is given with this focus in mind, we should tell the students specifically what we want them looking for and considering, in relation to their own lives. If this is not done directly and explicitly, students will not appreciate the fact that they are deliberately getting something “extra” as part of a lesson or assignment.” (Elias, Butler, et al p18).

In order to develop the idea above, it is necessary to explain the problems of students and teachers in speaking classes and how SEL skill can be useful for solving these problems which will be examined in 2.5.

2.4. Students and Teachers’ Problems in Speaking Classes within an SEL Framework

The ability to speak in a foreign language is at the very heart of what it means to be able to use a foreign language. Our personality, our self-image, our knowledge of the world and our ability to reason and express our thoughts are all reflected in our spoken performance in a foreign language. Being able to speak to friends, colleagues, visitors and even strangers, in their language or in a language which both speakers can understand, is surely the goal of very many learners. Yet speaking in a foreign language is very difficult and competence in speaking takes a

long time to develop. Teachers are responsible to develop this competency (Luoma,2004).

It is the teachers' responsibility to plan and execute the appropriate classroom organization and activities and monitor their success as reflected in the students' improvements." (Luoma, 2004).Using these activities EFL teachers may face problems which students can be involved in the learning process.

Gebhard (1996) clarifies one of these problems as the "**students will not talk**" problem. EFL teachers point out that some students, are sometimes so shy or have such high levels of anxiety over speaking that they can not speak in class. Perhaps they are anxious because they have not had many chances to speak or because teachers in the past have been critical of their English. For any reason, when faced with quiet anxious students, the problem for the conversation teacher is how to get them open up, to talk. How can teachers get such students to talk is argued by some scientists.

Before anything else, as teachers, we need to gain the trust of the students. To gain trust, the students need to know that we are on their side. They need to know that we do not expect them to speak perfect English, and that we realize it takes time and effort for them to learn to converse in English. As teachers, we also need to provide opportunities for students to feel at ease in the classroom. Gebhard (1996) has classfied them into some steps. The first step is through **warm-up** activities. By warm-up activities we mean to relax students, to help get them over their classroom apprehensions which is considered as precommunicative activities.

There are number of possible ways to warm students up for a conversation class. One way is through the use of techniques used by drama teachers. We may refer to some examples as **Breathing Warm-Up Exercise** as the students and the teacher close their eyes, breathing slowly in through their noses for three seconds, hold that breath for nine seconds, then slowly release it through their mouths for six seconds. This is repeated several times.

By **Walking Warm-Up Exercise**, as a second step of warm up activity, it is asserted that the teacher and students can clear away furniture from the center of the room. While standing, they form a circle. They then begin to walk in a circle in their usual way. After a turn or two around the circle, the teacher then calls out commands, such as: walk like you are chest out in water,” “walk on clouds,” “walk like you are on hot stand.”

Voice Warm-Up Exercise is considered as the third step of warm_up activities and it is dicussed as while sitting or standing in a circle, the teacher begins by whispering a word or phrase, for example, “Hello!” The next person says the word a little louder, but still in a whisper, the next a little louder, and so on, until the word comes back to the teacher, perhaps even as a shout. A variation is to slow down or speed up the way or phrase is said. The use of quasi-communication activities, such as dialogue practice, can also engage “quiet” students in speaking. As students can rely on context and print, they are sometimes more willing to speak. As students become more and more comfortable with these precommunicative activities, we can coax them to participate in the fluency-type activities, such as problem solving, skits, and buzz groups. And, success builds success. From Gebhard’s experience, as students feel the success they have at negotiating meaning, the more risks they will be willing to take in expressing their ideas in English.

In another study, it is claimed that making space can help students to talk in English better. The most important condition for learning is that the learners should be ready to engage themselves without constraint in the activities and interactions which take place in their classroom environment Some humanistic psychologists emphasized the importance of the ‘whole learner’ in education, stressing that learners are not simply processors of information who, when they enter the classroom, leave the deeper layers of their identity outside. On the contrary, they are argued to be real people who bring with them a whole array of personal attributes and feelings. These have to be respected, if individual development and growth are

to take place. One of the fundamental tasks of the teacher as a facilitator of learning is therefore to ‘**make space** for the learner’ in the classroom. (Littlewood,1992)

The first step towards making space for the learner is to reduce the **dominance** of the teacher. In some EFL classes we may notice that when teachers are too dynamic they may not give opportunities for the students to express themselves. This seems to be related to the need for learners to perform active roles. However it is not only a question of assigning more active roles. Active roles can only be exercised creatively if the learners also feel that there is no threat to their egos which are so openly exposed in the foreign–language classroom from a critical and unaccepting audience. The teacher must signal, through his or her way of acting and being, that the classroom is a human environment in which all members are listened to positively and accepted as co-contributors to the events. This is partly a matter of how these events are organized but, even more, it depends on the quality of the interpersonal interactions which the teacher is able to stimulate.

“Making space for the learners is viewed as each individual learner should not feel threatened by forces outside his or her control (e.g. a negatively–disposed audience) and should not feel that his or her social identity is submerged anonymously within the class. When these conditions exist, they also make possible a further aspect of the involvement of the whole person in the learning process: that learners should have opportunities to express their own identities. One way of achieving this is through the **active roles**: whenever learners make a choice between alternative meanings, roles or activities, they are expressing their own identities indirectly.” (Harmer, 1983 : 95-8).

Regarding active roles, there are different points of view. Harmer (1983) implies that more direct forms of self-expression can occur when we relate the content of an activity to the learner’s own circumstances, e.g. in the course of a discussion or through techniques for ‘personalizing’ language practice. Opportunities for self-expression such as those just described demand comparatively little overt exposure of the individual’s feelings and, as such, are likely to be acceptable to all learners.

On the contrary, it is stated that “we need also to remember that many people do not enjoy talking openly about themselves and that in many cultures it is considered inappropriate to do so” (Valdes,1987 in Littlewood: 100) As self-expression is a main element in SEL field we may refer to Brumfit as follow:

“Providing opportunities for self-expression should therefore not be confused with organizing activities inwhich learners are compelled to talk about matters which they regard as personal.” (Brumfit, 1982; Stevik, 1990 in Littlewood: 100).

For many groups, the more self-revelatory forms of communication such as those required by some ‘humanstic’ techniques (Moskowitz, 1978) will prove inappropriate and it is a domain inwhich is important for the teacher to be sensitive to the preferences and needs of each specific group of learners. As can be observed the relation between teachers and learners is important to get the balance to do such activcities. There are also some equal relationships which effect students’ learning, as well.

“Equally important as the relationship between teacher and learners is the relationship between the learners themselves. Ideally the class should provide a network of **human relationships** inwhich all learners feel accepted, supported and encouraged by each other. Clearly the attitude of the teacher, mentioned above, is one crucial factor in encouraging this kind of interpersonal climate to grow amongst learners. Another important factor in is the **nature of the communication patterns** that emerge from the activities inwhich the learners are involved. The current acceptance of pair- and group- work as a major mode of working opens up opportunities for interaction between learners that are not present in the more formal , ‘lockstep’ pattern of teaching”(Wright, 1987 in Littlewood: 108).

“Learners must perform active roles in the classroom” is the term Littlewood (1992) also put emphasis on EFL classes. When learning was believed to be a simple matter of habit-formation, the role of language learners was seen as correspondingly passive. Infants were regarded as ‘blank slates’ onto which first-language habits were engraved. Foreign-language learners needed to have these habits changed through controlled repetition and drilling of new forms. In each case the active stimuli for learning were to be found outside the learner. Adopting active roles implies that the learners make choices and decisions which affect their own learning activity. These choices can vary widely in their scope and complexity, however, and teachers can manipulate this variation in order to ensure that the choices suit the capability of the learners and nature of the activity. Since using a language involves making choices in any case, it is largely a question of extending these choices further up a scale so that, as their course progresses, learners become more and more capable of operating independently both in their communication and in their learning.

At the lowest end of the scale of learner-choices, it is still the teacher who determines what activity the learners should perform and what their roles should be within it. Within these roles, however, the learners themselves have control over the interaction and the information. Once the activity is in progress, the teacher does not intervene unless the interaction cannot proceed without help. This simple kind of learner-centredness is a characteristic of a large number of the group-and pair-work activities, such as role-playing and information-exchange tasks, which now perform a major role in our methodology for developing communication skills. The learners have to make a lot of choices, and these can demand varying degrees of skill and creativity, but they affect only the ongoing interaction and do not have consequences outside it. The teacher retains overall control of the content of the activities and progression of the course.

As we move further along the scale, the scope of the learners’ choices widens. A significant stage is reached when, even though the task itself is still determining by the teacher, the learners have greater freedom to shape for

themselves the roles they will adopt within it. More creative kinds of role-playing or improvisation enable this kind of freedom (Littlewood,1981), as also do discussions debates in which the students must decide their own attitude or argument with respect to the issue under discussion (Ur,1981). The teacher's role is now to construct a looser kind of framework which the learners themselves can fill with their own and personalities. As this teacher-controlled framework becomes looser, the scope of the learners' choices continues to widen. Another significant stage is reached when the learners are free to choose the actual tasks which they will perform. Project-based activities is a good example of this stage which means a group of students may be assigned a topic by the teacher but be free to distribute amongst themselves the various sub-tasks that the project involves, such as reading brochures, interviewing native-speakers, and so on (Fried-Booth, 1986). On another occasion, they maybe asked to decide for themselves on the topic and the most appropriate way of dividing the work into sub-tasks. Reducing the degree of control still further, Dam (in Littlewood,1988) describes a learner-centered approach in which groups of learners are free to choose for themselves, in consultation with the teacher, what learning activities they wish to caryy out and what they want to produce. This readiness to accept responsibility has three main aspects, each of which the teacher can aim to develop by gradual stages. The first is a matter of how learners percieve their own roles in the classroom. Learners who are accustomed to seeing the teacher's role as to choose and dictate, while their own role is to accept and follow, may resist an attempt to change this balance and even percieve the teacher as weak or incompetent (Wright,1987). In this case the teacher will need to re-shape the role –relationship gradually, begining by asking the learnrs to make small choices within an otherwise controlled framework. The second aspect of readiness concerns the knowledge and skills that are required in order to excercise choices. It is meaningless, for example, to ask learners to express preferences about learning activities when they know nothing about the alternatives. At any particular stage, then, any alternatives presented to the learners must be of kinds which are familiar to them.

Similarly, before asking to interact independently, the teacher must ensure that they have the necessary knowledge and skills to cope not only with the language but also with the task that has been assigned. The third aspect is whether the learners have sufficient confidence in themselves. In the traditional teacher-dominated classroom, the typical exchange pattern is 'teacher initiates – learner responds-teacher evaluates' (Coulthard, 1983). This pattern demands little initiative from the learners and protects them from the need to make any but the lowest-level choices. If they are asked too suddenly to operate outside this tight framework, they can feel inadequate and insecure. Again, then, their confidence needs to be nurtured gradually. The teacher needs to increase gradually the level of the choices which they are required to make, so that they never feel they have been thrown into an unstructured environment without enough support to survive. This emphasis on active roles for learners can be justified not only in terms of the demands of the learning process and of the independent use they must later make of the language. It is also related to the learners' broader personal development. As they become able to accept more active roles in the social context of the classroom, they will also become better able to take responsibility for organizing their own learning in later life and to develop greater autonomy as individuals in other situations of life (Holec, 1981; Little, 1991; Van Ek, 1986).

In conclusion making space, humanistic relationships, nature of the communication patterns and active roles of students are important factors which should be considered by EFL teachers in order to make a conducive classroom atmosphere for learning and communication in English.

Another important problem in EFL classes is “**error treatment**” problem. It is believed that some teachers are concerned that students do not change their language, even after receiving feedback on their language errors. Most EFL teachers now believe that students need to be given an acquisition rich experience in the classroom, providing them with opportunities to listen to, read, write and speak a lot of English. As long as language input is comprehensible to the students, they will acquire the grammar of the language on their own. (Gebhard, 1996)

So how should teachers correct the students' errors? What is the relation between error and acquisition? Some educators suggest that error treatment can provide the kind of feedback that will help the student to work through the different stages of acquisition, especially in EFL settings where students do not have access to lots of authentic language outside classrooms. Taking this controversy into consideration, as EFL teachers, we have choices. We can decide not to treat language errors. Or, we can decide to treat them. If we decide to treat them, then there are other decisions that need to be made. When should errors be treated? Which errors should be treated? Who should treat them? How can they be treated? As for when to treat errors, they can be treated at the moment the error is made or treatment can be delayed. A problem with delaying treatment is the possibility that students who made the errors will not recognize the errors as being theirs. Making decision about which errors to treat is not an easy task for the teacher. Some teachers base their decision on their estimate of the stage of acquisition of the student, for example, treating irregular past tense verb errors such as "He eated it" (an early stage error) while ignoring regular past tense verb errors (at later stage error). As Allwright and Bailey (1996) discussed, "the dilemma... to English teachers is the question of whether or not treatment of learner's errors... will help speed the acquisition of the correct form, or simply be futile until the learners reach the stage of development where they can make use of such feedback." P68

"Faced with such a dilemma, some teachers take a different approach. Instead of considering the acquisition stage of the student, they base their treatment on whether or not the error interferes with meaning during communication. For example, if there is some confusion over the meaning of "I am very enjoy" the teacher might treat the error: "Do you mean, I enjoyed the movie'?" As for who treats the errors, the teacher also has choices. The first choice is that the teacher can treat the error, have the student who made the error treat it, or have the whole class treat the error. However, a problem with asking students to treat each others' errors is the very real possibility that they will not cooperate. Even more problematic is how to treat the errors. The second choice is that the teacher will treat the error in

ways that are not obvious to the student, as follow:" (Allwright and Bailey,1996 in Gebhard :190).

Anna: I have no brother.

Teacher: Two sisters?(using rising intonation).

Anna: Because my mother she dead when I was three years old.

Teacher: She died when you were three?

Anna: Yes. She dead when I was three years old.

However, it is possible to make it clear to the student that errors are being treated, as well as offer an activity which draws the students attention to the error and the correction. This is can be considered as a third choice which is divided into two activities. The first activity is to involve the student in a **discrimination exercise**.

Maria: I have thirty years.

Teacher: Which is correct: "I have thirty years" or "I am thrity years old"?

Maria: I am thrity years old.

The second error treatment activity involves **classification**. For example, when a student makes an error such as, "I sleep late" (meaning "I slept late"), the teacher can write the error and the correction on the blackboard for the student to see.

Correct

I slept late.

I am thrity years old.

I am going to study.

Incorrect

I sleep late.

I have thrity years old.

I going to study.

The teacher can also do a mini-lesson or conversation to let the student practice the correct form.

Teacher: Jose, did you get up early this morning?

Jose : No, I slept late.

Teacher: Do you sleep late everyday?

Jose : No, I usually get up early. Today I slept late.

So far we mentioned the two main problems of **students** as ‘student will not talk’ problem and ‘error treatment’ problem coming up with some solutions for them were studied. Now we may refer to a problem which **‘teachers’** face with in their classrooms.

Based on studies on the problems of students and teachers in EFL classes, it can be argued as **“any native speaker can teach conversation”** problem. There is a false assumption among some administrators and teachers that any native speaker of English can teach the conversation class. Native speakers of English are frequently asked to teach conversation simply because they are native speakers. This idea is based on two assumptions. First, the native speaker is most qualified to expose learners to authentic use of English. Second those who teach the speaking course do not need special qualifications as teachers unlike teachers of reading and writing. This idea is that if you are a native speaker of a language, you can teach others to speak it simply by using the language with them. The first assumption is partially true. Native speakers of English likely expose students to the teacher’s culture and fine nuances of English simply by interacting with them. This depends on how they interact with students. For example, there are native speakers who have lived in a country for several years interact with students by using behaviors of the students’ culture. Similarly, teachers do not necessarily speak in the same way inside the classroom with students as they do outside the classroom with natives from their own English speaking culture. The second assumption is false. As we see teaching students to converse in another language is quite challenging. It requires those who teach it to develop an understanding of what learning to converse in a

second or foreign language entails, as well as be able to make use of activities which provide opportunities for students to speak. In addition, teachers need a great variety of skills in classroom management, as well as interpersonal and cross-cultural communication (Gebhard,1996)

Following the above writers' assumptions, we may discuss the advantages of SEL skills in English classes and how they helps teachers to improve their students' speaking skill.

2.5. Improving Students Speaking Efficiency in EFL Classes by Using SEL Skills

Students of the 1990s differ from what most veteran teachers have experienced in the past. For example, a 3rd grade class can have readers that are reading from K to 6th grade level. "Kids are all over-there is not as tight of a bell curve as there once was. We have to teach the kids who are in the classroom, not the kids we want to be there. Their background should not be judged, but to realize you have to teach all the kids the skill they need to be successful in the classroom-teach the kids where they are. Many educators today are mourning the loss of students they used to have, or would like to have." (Kevi Haggerty in Elias, 1997).

Fostering SEL to enhance knowledge, responsibility, and caring is both a challenging and highly rewarding aspect of teaching. Despite the fact that many preservice teacher education programs pay scant attention to the importance of social and emotional learning on all learning in the classroom, increasing numbers of educators have come to recognize it as a keystone to effective education (Elias et al, 1997). A coordinated approach in which teachers receive necessary training, support, and recognition is among the essential aspects of a successful education program. SEL programs engage students as active partners in creating a classroom atmosphere where caring, responsibility, trust, and commitment to learning can thrive. In a safe and caring community of learners, students feel they can freely express themselves

and risk making mistakes because they know they will be accepted no matter what. Teachers create such a learning community to providing safe, firm boundaries and modeling respectful, supportive interactions with others. They insist that their students also be respectful and supportive of others, and they provide specific learning experiences that nurture and serve the community. An emotional attachment to teachers, peers, and school is a vital link to academic success (Hawkins, Catalano, et al. 1992; Solomon et al.1992). Educators accomplish this goal by communicating caring in their teaching and inspiring students to identify with them and feel hopeful about their ability to learn.

“Equally important is fostering student’s abilities to form and maintain mutually supportive relationships, which serves as a buffer against developing social, emotional, physical, and academic problems.” (Parker and Asher1993, Rutter 1990:611) In this way, the classroom becomes a microcosm of the larger community, giving students an opportunity to try out and develop the social skills that elicit caring and support (Elias et al,1997).

There are a variety of frameworks on which to base SEL teaching. While sharing many features, models use different unifying themes and strategies such as problem solving, classroom community building, social bonding, or emotional intelligence. Essential to being a reflective educator is adopting a consistent framework to foster the development of social and emotional skills, rather than a fragmented focus on isolated issues. Effective SEL teachers provide students with genetic tools that can help them maintain healthy relationships and make wise choices. (Elias et al, 1997) SEL instructions uses a variety of teaching methods to actively promote multiple domains of intelligence. Research makes it clear that various domains of intelligence are interrelated (Gardner 1983, Sylwester 1995). By using activities that call on a variety of intelligences, teachers allow for the strengths and weaknesses of a broad range of children. Which instructional techniques a particular teacher will use to introduce or explore a particular concept on a given day will depend on a variety of factors, including the developmental level of the

classroom, the teaching style and strengths of the instructor, the needs and interests of the students, and the goals of the lesson.

In order to foster the above factors there are different methods used in SEL instruction as follow:

Storytelling and biography

Group discussion

Rehearsal and practice (role play)

Self-awareness and self-regulation

Self-reflection and goal setting

Artistic expression

Play

Cooperative and small group learning (Elias et al, 1997)

It is observed that teachers often use **storytelling or biography** to introduce topics to a class. This indirect approach can be especially effective when introducing feelings, dilemmas, or situations that may be sensitive or difficult for students. Given the wide availability of high quality videos on many social and interpersonal issues, teachers have many opportunities to enliven lessons and provide examples of real issues that students are facing (Elias and Tobias 1996).

Group discussions are considered as a primary instructional method for SEL programs. There are a variety of types of discussion that have different goals and functions. A didactic whole class or small group activity with the teacher imparting new information may be followed by discussion. These are likely to be curriculum driven and follow a developmental sequence of topics. At other times, real social situations will stimulate group discussions. Some discussions, focused on solving a problem, will be structured so that students 1) adopt the perspectives of all participants in the problem, 2) generate solutions, 3) discuss possible consequences and obstacles 4) perform role plays of variable situations. Other discussions may focus more on the feelings generated than on solving the problem- for example, understanding the perspectives of participants, providing students with opportunities

to share their emotional reactions, and developing empathy for the different feelings and perspectives of the participants.

To clarify **rehearsal** and **practice**, there is a small story as a man in New York city is walking around with a musical instrument. He approaches a stranger and asks, “Excuse me can you tell me the best way to get to Carnegie Hall?” “Certainly. Practice, practice, practice.” Humor teaches many lessons. Here it reminds us when we want children to learn something and be able to use it, especially in a stressful situation, we need to provide many **Rehearsal** and **Practice** opportunities. Rehearsal and practice as one of the methods of SEL instruction is viewed to foster assertiveness, empathy, and socially responsible behavior through the development of three skills: The first one is the ability to understand what another person is likely to be thinking and feeling. The second one is knowledge of what to say or to do. And the last one is the ability to use the appropriate voice tone, gestures, and expressions that promote constructive communications. Rehearsal develops both knowledge and confidence that encourages children to put their skills to real use. A nonthreatening way to begin is to have students practice reading aloud and acting out dialogue from assigned books, , or to practice telling jokes, like the Carnegie Hall story or Knock-Knock jokes. Only after working for a while with hypothetical situations can most students shift to rehearsal and practice with actual situations they are facing. (Elias and Clabby 1992).

It is argued that the duty of **Self-awareness and Self-regulation** is developing awareness of one’s own feelings and behavior which is a critical step in development. (Greenberg and Snell 1997). Many SEL programs provide concepts like “Feeling Fingerprints” and tools like the “Anger Thermometer” to assist in the self monitoring of feelings. The next step, ofcourse, is to balance awareness, expression, and inhibition- The domain of self-regulation. Many things that go on in the classroom influence children’s ability in this vital area. Teachers may also demonstrate self-monitoring by thinking aloud: “I am feeling frustrated because we have lots to get to and we are runing out of time. I need to calm down and think. I will take a deep breath. Now what? I can list on the board everything we need to do

and then decide which ones are really important to do today. That sounds like a good idea. Where is my marker?” so we may result that by verbalizing what otherwise is an only an internal dialogue, and linking it with the steps of problem solving, this teacher allows “hidden” cognitive elements of the problem-solving process to become visible and understandable to students.

Another method related to SEL instruction is **Self-reflection and goal setting considered as** a crucial dimension of developing decision-making and problem-solving skills which is the ability to set goals that are meaningful and appropriate to the individual student. Small day- to -day decisions, as well as larger ones involving career and family, require the ability to set both short-and long-term goals. With increasng cognitive and social development, identifying personal goals becomes more important and assisits students in planning and setting priorities that lead to personal success and to satisfying lives. The types of goals chosen by students will widely depending on the grade and developmental level of the classroom as well as the immediate context.

Artistic expression is also observed as SEL method instruction. Since art often has emotional content, it can enhance student understandingof emotions and how to express them in safe and appropriate ways. Artistic activities are often an excellent “starter” to gain children’s engagement in a new topic. In Turn we have **Play** instruction which has a role in SEL programs. Observations of exemplary teachers suggest that using play provides a strong readiness to learn.

Finally we come to the last method; **Cooperative and Small-group Learning** and that is the ability to cooperate with others which is an important skill and is likely to become increasingly crucial for future success. Having students work in well-structured cooperative learning formats help develop SEL skills that are particularly imporant in today’s team-oriented work environment. However; the use of cooperative learning methods in any subject areas requires that some component SEL skills be in place, such as basic self-control, role taking, and communication skills. Although many teachers report that using cooperative learning in SEL lessons

is exciting and effective, this is true only when the children are well prepared and developmentally ready for such lessons. When teachers prepare students to work through the disagreements that naturally occur in team situations, cooperative learning promotes sharing of ideas and resources, creativity, and a sense of shared purpose (Johnson and Johnson 1994). Cooperative learning enables students to practice listening to others, taking other's points of view, being sensitive to the needs and concerns of group members, negotiating and persuading, and using the generic steps of problem solving.

As it is mentioned above educators can provide students some methods of SEL instructions to get the mentioned factors. Educator can also enhance the transfer of SEL from lesson-based or other formal instruction to everyday life by using promoting and cuing techniques through out all aspects of school life. Real-life situation during the school day provide many opportunities to exhibit self-control, express feelings, or engage in problem-solving. By exploiting teachable moments, teachers provide support when it is actually needed, enabling students to make considered choices about their behavior and making it less likely they will be overrun by strong feelings (Greenberg and Snell 1997).

SEL prompting techniques such as **modeling, cueing, coaching, and scaffolding dialogue** can be used by all school personnel. Teaching by example, or **modeling** is the most powerful technique that educators employ, intentionally or otherwise. "All aspects of teacher behavior reflect their social and emotional relationships, making a powerful statement of values and expectations. Not surprisingly, students who observe discrepancies between what is "practiced" and what is "preached" are most likely to imitate what they see modeled." (Mize and Ladd 1990:390). One aspect of modeling that can affect students' willingness to try new skills is the teacher's use of humor. "I like to be goofy and remind students that is Ok, even fun, to make mistakes or look a little foolish sometimes," reports a teacher in Tacoma, Washington. Seeing a teacher enjoying himself and at ease when he makes mistakes reinforces the idea that mistakes are an essential part of the learning process and reduces student concerns about looking foolish themselves. It is

a common error in social and emotional instruction to assume that, because of the subject matter- everyday actions and feelings-is so “obvious,” children learn the skills once they are presented.

Teachers and playground supervisors may have to **coach** students to think of other perspectives, construct positive solutions to problems, make a request in an engaging voice tone, or keep calm when upset. Tangible reminders in the forms of posters, signs, and bulletin boards are a hallmark of classrooms where social and emotional skills are an essential part of the culture.

In **scaffolding dialogue**, teachers and administrators rely on questions that serve as a catalyst for creative thinking and new insights on the part of the child. The goal is to enhance the child’s ability to think independantly and share ideas and feelings with others. Scaffolding dialogues can be conducted with the whole class, and can benefit from making use of relevent SEL lessons. They not only provide an excellent opportunity for transfer of learning, but also save the teacher extra time and effort in dealing with difficult situations individually. Children can accept responsibility for solving problems and agree to abide by solutions they create for themselves. And to conclude it is better to refer Vivian Mc Cloud principle of Primary Mental Health Project school statement as:

Unless the kids know how to express their feelings and talk about their problems, they might not be able to increase their reading scores, for example. First they are overwhelmed with emotion, and then they will not pick up on what you are teaching. The teachers have to take as many opportunities as they can to combine the SEL lessons with reading lessons or other subjects throughout the day and throughout the school. If you are with children who do not have social and emotional skills, it becomes a disruptive situation. It’s as if we have this huge pieces of furniture in the middle of the room, and we keep bumping into it. We need to find a way and time to say, “How can we rearrange the room?” That’s what SEL programs do. (Vivian McCloud, Principle in Elias, 1997)

Sometimes some teachers do not appreciate the usefulness of training in the process of group development-the stages through which most groups pass as they grow and reach completion. Teachers learn to help the class move from strangers who test one another and maintain maximum distance, to a cohesive group of individuals who find emotional support and empowerment in their connection. Although some groups may reach stages that involve trust and self-disclosure, others may not progress beyond becoming respectful acquaintances. Teachers learn to adapt their lesson plans and pace lessons appropriately for their groups. Another example is that training in group dynamics emphasizes the importance of closure at the end of the term. This process assists students in saying goodbye to their classmates and provides students with skills that are applicable to many situations that involve the ending of relationships. Teachers who are aware of, and responsive to, the changing classroom relationships are able to provide the most effective and positive learning experiences for their students.

Speaking of SEL programs we may say that SEL programs are not only helpful for students but also for teachers as well.

You know a concept like social problem solving works when even other teachers use the skills to help solve their own personal/professional problems. One of our teacher associates was having a professional disagreement with a colleague. Imagine my reaction when the teacher associate asked me for a hassle log to fill out and give to the teacher. I have filled out my share of hassle logs and have given them to various people. The motto that hangs in my room is: "Hassle Logs... They're not just for kids!"(Vicki Poedubicky , Health teacher, Bartel school, New Jersey in Elias, 1997)

Considering above statements by Vicki Poedubicky, we may conclude that effective staff development provides educators with opportunities to explore and experience their own social and emotional skills, so they become increasingly effective models for their students. In teaching students to understand and effectively

manage and negotiate and challenges and opportunities of feelings and social relations, teachers use not only technique and theory but also ways of relating with students. Coaching and inservice exercises have supported teachers in creating a positive view of discipline as an act of protection and guidance. Teachers develop skills and attitudes that help them give students clear feedback about what is and is not safe and appropriate behavior in different situations. By setting firm boundaries, teachers help students create a classroom increasingly free of disrespect; as described earlier, clear rules and standards are used to promote responsibility in each student. Such a structure promotes a healthy bonding between student and adult that motivates young people to learn from their teacher. Thus the personal bonds between teachers and students influence much of the learning in schools. When teachers share parts of their personal lives to illustrate elements of an SEL curriculum, they nourish those bonds and excite student interest in the lesson. Students in particular love hearing about the teacher's own childhood experiences.

By talking about and demonstrating healthy relationships with friends and family, a teacher can communicate a lot about the ability of those bonds to weather adversity. She also can make her students feel as though they were some how part of a healthy family. Many teachers use class meetings or sharing circles as tools for building a sense of community (e.g., Elias and Tobias 1996, Lewis et al. 1996). These activities offer a structured opportunity for each student to speak without interruption. Students may be asked to "check in" by describing how their week has been, what they think about topics being explored in lessons, or how they are feeling about a class, school, or civic event. Often they are asked to share something about themselves to help other students get to know them better. Those who do not wish to respond are "passed" and may contribute later. Such an activity offers a welcome buffer at the beginning of the day to help students get ready to learn, and has been used in both general and special education settings to start off every morning and afternoon. Some teachers pass "talking sticks," toss Koosh balls, or have another "speaker power" object to designate the speaker and remind student to speak in turn. Turn taking provides a built-in delay that discourages impulsive responses to provocative statements. Students are thus more likely to relate their contribution to

the theme of meeting rather than build reactively on the previous comment. More reserved students may become more vocal in this situation because they do not have to fight for a turn. The safety and opportunity for expression provided by this format contributes to the growth of respect, empathy, and recognition of shared experience, thereby strengthening the sense of community in the classroom.

To summarize SEL programs we can state that many teachers use important elements of SEL. What is less common is a comprehensive framework that provides coherence and consistency to specific objectives and instructional methods. Effective teaching requires consideration of how the class structure, teaching methods, and class climate will affect both academic and social and emotional development. Having a specific SEL program brings unity to these aspects of school life and frees educators to focus on their creative energies on special projects and adaptations that enrich any program. Despite the importance of SEL for all aspects of student functioning, teacher educators and administrators, have been slow to provide teachers with training, support, and recognition in this area.

Adopting a new program inevitably requires the use of some unfamiliar teaching methods; thus, teaching SEL can be challenging for several reasons. First, educators who wish to create a caring learning community must “walk the talk” in a way that may require them to change their way of relating to others and structuring the classroom. Second, the empowering nature of SEL may initially encourage students’ attempts at disruption, as the “rules of the classroom” undergo change. Third, potential growth in students’ SEL skills and teachers’ efforts is impeded to the extent that grade level, school, and district colleagues are not joined in a common effort. Meeting these challenges requires an ongoing commitment from teachers and administrators, and this is often provided through networking opportunities. The motivation to make this commitment is strengthened by the intrinsic benefits of providing SEL instruction. Educators discover professional and personal satisfactions as both learning and social relationships are enhanced in the classroom. Teachers often find that the theoretical framework and methods of SEL are intellectually stimulating for themselves as well as students. Perhaps the most

important factor is that teachers derive satisfaction from addressing the skills that educators believe are most essential for the citizens of tomorrow. As just noted, though, teachers are best able to persist in their commitment when their personal efforts are embedded within those of their school and a supportive community.

As a final conclusion, it is necessary to assert that SEL skills which have been the main part of this study, with the aim of effecting on students' speaking skill, can be considered as one of the important skills through which not only students can improve their speaking skill but also helps the teachers be aware of their own social and emotional skills to be effective models for their students.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the method of this study. The first section presents a description of the overall research design. The second presents information on the informant groups in the study. The third section provides a description of data collection instruments and procedures. The fourth section discusses data analysis procedures and the final section ends with conclusions and interpretations of findings.

3.1. Research Design

This descriptive study aimed to explore teachers' awareness of social and emotional learning and usage of them to address students' speaking problems. As presented earlier in Chapter I, the study sought to answer the following research questions:

1. Are the students in English classes aware of “social and emotional learning” (SEL) skills?
2. If so, how did they become aware and obtain this information?
3. What are the students' speaking problems in English classes related to SEL skill?
4. What key skills of SEL are being used in order to address students' speaking problems?

3.2. Informants

There were two informant groups involved in the study: teachers and students from Gazi University Preparatory School allowed for convince sampling through their answers. Gazi University Preparatory school had different levels of English classes. It started from elementary to proficiency level. And the upper-intermediate level classes were chosen to be questionnaired.

3.2.1. Teachers

The first group of informants consisted of 14 volunteer English teachers (lecturers) out of 30 working at Gazi University Preparatory School. The teachers were selected randomly and questionnaires were handed out only to volunteers. All teachers were native-speakers of Turkish teaching English as a Second Language.

3.2.2. Students

In the student group, there were 295 students in total, who at the time of study were all at the same levels of upper-intermediate and at their last year as a student at Gazi University Preparatory School. In their questionnaire, the students were not asked anything private or peculiar as to their departments, classes, nationality, etc. so that they have not been irritated to make comments about their teachers. They were given enough time by their teachers to fill out the questionnaire. The students were free to ask any questions seemed unclear for them in order to answer correctly.

3.3. Data Collection Instruments and Procedures

The data in this study was collected through a teacher and a student questionnaire, both of which were piloted prior to administration by the researcher. The pilot study was done again at Gazi University. However, the teachers and students, who were going to take part in the research study, were not included in the research done later. In pilot study there were 20 students of Gazi Prep School upper-intermediate class and their teacher as well who answered to the questionnaire. The pilot study was tested by a statistician for its relevance and evaluation, and formed to be relevant. In some questions wordings were changed for better understanding of the respondent. In the questionnaire, the elements of social and emotional learning skills were considered and related to the students' speaking skill. Below is a description of the data collection instruments and a discussion of the relevant data collection procedures for the final study.

3.3.1. Teacher Questionnaire

The first stage in the data collection process was the administration of the teacher questionnaire to 14 teachers. The aim of the questionnaire was to explore if teachers have enough knowledge of social and emotional learning and how much they could use SEL key skills in their classes to address students' speaking skill.

The items were all selected after a careful study and proved to be used in the pilot questioning. As noted earlier, the questionnaire consisted of one section. It was consisted of a total of 27 items which the trainers were asked to rate on a scale of one to five with "Always", "Usually", "Sometimes", "Rarely" and "Never" on the basis of how closely they believed the characteristic applied to them. In teachers questionnaires there were twenty-seven items and the aim was to analyze how much they know their students well. The first and fourth questions were to analyze students' motivation. Self-awareness was considered in question number three. In

this question it was tried to see how much students are aware of their internal feelings. In questions number five, six and eight students' spelling, grammar and shyness problems were aimed to be considered. Questions number nine to fourteen were supposed to analyze students' self-control, being social, self-regulation, goal-setting, self-monitoring and effects of teachers' emotion on students in order. Question number fifteen to nineteen were to emphasize students' speaking problems such as shyness, lack of confidence to talk out of classroom, the degree of students' interest toward the topics in discussion classes and the effects of teachers' speed of talking on students. Questions number twenty and twenty-one were to explain how much humor and role-plays can effect students' learning. Questions number twenty-two and twenty-five were supposed to analyze students' speaking problems toward their teachers. The problems were to demonstrate whether any native speaker can teach in EFL classes and what kind of problems can happen when students make errors in EFL classes. The rest of the questions were to foresee whether the elements of SEL skills such as encouragement of the teachers, empathic behavior of the teachers toward students and personal bonds between teachers and students can help the students learn better or not?

The piloting of the questions helped the questionnaire to be more precise. Before the questionnaire was administered, the researcher informed teachers about the aims of the questionnaire and how the results would be used. The teachers were also told that their answers would be treated confidentially and used for the purposes of this research only. All this information was also written in the introductory section of the questionnaire. The questionnaire was kept short as it was clear during piloting that results are satisfying and respondents are content to have shorter questionnaires. In addition, because all the questions were with rating scales and multiple choice answers they were relatively easy to answer and timing became not a problem. There was a problem in question number twenty, appendix two, which students could not understand the real meaning in Turkish so we tried to change the translation of question number twenty. The rest of the questionnaire was totally clear and the students did not face any problem.

3.3.2. Student Questionnaires

The second stage in the data collection process was the administration of the student questionnaire to 295 students. The aim of the questionnaire was to explore if the students possess social and emotional learning knowledge and what their speaking problems are in their classrooms. Also it explores the students' feelings toward their classrooms. The items were asking for the same information as in the teacher questionnaire. The questionnaire consisted of one section. The questionnaire consisted of a total of 27 items which the trainers were asked to rate on the scale of one to five with "Always", "Usually", "Sometimes", "Rarely" and "Never" on the basis of how closely they believed the characteristic applied to them. The items were all selected after a careful study in communicator characteristics surveys and after having been proved to be used in the pilot questioning to others.

As noted for the teacher questionnaire, the questions were selected and designed in a realistic way and in harmony with every-day classroom situations. During the piloting of the student questionnaires one main criticism was made and that was question number twenty which seemed unclear for the students. So there was a change in the translation of it in Turkish. Although the students were all at university level and about to finish their preparatory year, the final questionnaires were handed out in Turkish (First Language of the students).

Before the questionnaire was administered, the researcher informed students about the aims of the questionnaire and how the results would be used. The students were also told that their answers would be treated confidentially and for the purposes of this research only. All this information was also written in the introductory section of the questionnaire.

3.4. Data Analysis Procedures

The data obtained from the two data collection instruments was analyzed both qualitatively, with the use of inductive analysis and quantitatively by the use of statistics. Below is a discussion of the specific data analysis procedures used with respect to the data collection procedure.

3.4.1 Teacher and Student Questionnaires

The data obtained from the teacher and student questionnaires were analyzed with the use of statistics, which involved rating items, and the use of qualitative analysis. Teacher and student answers to the restricted choice in number two were not analyzed separately since it was just one item, but incorporated into the discussion of the findings of the questionnaire.

CHAPTER IV

DATA ANALYSIS

The aim of this study was to explore teachers and students' knowledge of social and emotional learning and usage of SEL skills to address students' speaking problems. This chapter presents the results to the questionnaires both for students and teachers administered at Gazi University Preparatory School. The questionnaires were handed out to 295 students and 14 teachers at Gazi University Preparatory School. The results are as follow:

4.1. “ Knowledge on emotional intelligence”

Table 4.1 presents the results of the students and teachers regarding their awareness of EQ.

Table 4.1

	Teachers		Students	
	f	%	f	%
Yes	6	50,0	91	31,7
No	6	50,0	196	68,3
Total	12	100,0	287	100,0

Fisher's exact test $p=0,213$

Table 4.1. shows that the percent age of the students who have answered “No” is %68 and %31.7 is “Yes”. The implication is that most of the students are not aware of EQ subject and consequently not motivated for their aims which is learning English. About the teachers we may say that they know their students well .

According to Goleman (1995) emotional intelligence incorporates “abilities such as being to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s moods and keep distress from swamping the ability to think; to empathise and to hope.” Considering Goleman’s idea, it may be resulted that those students who are not aware of EQ are not as motivated as those who have awareness of EQ. And consequently the rate of learning on the first group is less than the second group.

4.2. “Acquisition of Knowledge on Emotional Intelligence in”

Table 4.2 shows the place where students and teachers acquired the knowledge of EQ.

Table 4.2

	Teachers (n= 5)		Students (n=89)	
	f	%	f	%
High school	3	60,0	21	23,6
University	1	20,0	9	10,1
My family	3	60,0	27	30,3
Others	0	0,0	41	46,1

In Table 4.2, high school and family percent is %60 among teachers and among the students item “others” has got the highest degree which is %46.1 out of 100 percent.

The reality of today’s world is that students are less and less impressed by their parents, and more and more impressed by their peers, television, mass media and

their school environment. Therefore, school is an appropriate environment to provide or teach life skills within each of the five domains of emotional intelligence. (Elias,1997). It may be concluded that little by little schools are effecting students and the knowledge of EQ is improving in educational areas, too.

4.3. “The Feelings Toward Learning a Foreign Language before Attending at Gazi Prep School”

Table 4.3 represents the background and feelings of the students before learning English at Gazi Prep School.

Table 4.3

	Teachers		Students	
	f	%	F	%
ALWAYS	0	0,0	22	8,4
USUALLY	4	44,4	20	7,6
SOMETIMES	3	33,3	54	20,6
RARELY	2	22,2	48	18,3
NEVER	0	0,0	118	45,0
Total	9	100,0	262	100,0
Arithmetic Mean	2,78		3,84	
Standard Deviation	0,83		1,30	

$$t=-2,425$$

$$sd=269$$

$$p=0,016^*$$

Table 4.3. indicates that %44 of teachers believe that their students usually had a background that they could not learn a foreign language while %45 of the students believe that they never had that feeling and only %7,6 of the students believe as their teachers. The difference between teachers and students is $p=0,016$ which is high and statistically important.

Regarding question number three we may refer to one of the elements of SEL as Self-awareness which is the ability to recognize and name one's feelings and to understand their cause. It includes attention to one's internal state, as well as thoughts or feelings about that state (Canfield, 1990). So there can be resulted that students are aware of their feelings and the teachers have enough knowledge of their students background.

4.4. "Enjoyment of Learning English at Gazi Prep School"

Table 4.4 shows the results for teachers and students for the question relating to the enjoyment of their learning English.

Table 4.4

	Teachers		Students	
	f	%	f	%
ALWAYS	1	7,1	14	4,8
USUALLY	1	7,1	27	9,3
SOMETIMES	6	42,9	88	30,2
RARELY	5	35,7	61	21,0
NEVER	1	7,1	101	34,7
Total	14	100,0	291	100,0
Arithmetic Mean	3,29		3,71	
Standard Deviation	0,99		1,17	

$$t=-1,344 \quad sd=303 \quad p=0,180$$

As can be seen from the table, %42,9 percent of the teachers believe that their students sometimes enjoy their learning and 30,2 percent of students do too. However, %34,7 of students believe that they never enjoy learning English.

The result above seems to be contradicting the assumption that there is a high correlation between motivation and academic success (Zimmerman, Bandura, and Martinez, 1992). Students walk into a classroom with very diverse drivers to learn and succeed. At adult classes, we often refute the notion that it is "our" responsibility

to motivate a student. We often ask , “is not the class a choice?” “Are not students adults?” However, we may undermine our own success as educators if we don’t address issues of EQ including motivation. (Elias et al, 1997). As the results indicate, the degree of motivation is somehow high but not satisfying among the students.

4.5. “Finding Solutions when coming up with Spelling Difficulty”

The frequencies to the question of problem-prevention skill are shown in Table 4.5.

Table 4.5

	Teachers		Students	
	f	%	f	%
ALWAYS	1	7,1	30	10,3
USUALLY	2	14,3	82	28,2
SOMETIMES	9	64,3	83	28,5
RARELY	2	14,3	57	19,6
NEVER	0	0,0	39	13,4
Total	14	100,0	291	100,0
Arithmetic Mean	2,86		2,98	
Standard Deviation	0,77		1,20	

t=-0,368 sd=303 p=0,713

In this question %64,3 of the teachers and %28,5 of the students believe that they sometimes can come up with solutions for their problems such as spelling. Only %21,4 (%7,1= always and 14,3=usually) of teachers believe their students can find solution for their spelling problems. And %38,5 (10,3=always, 28,2=usually) of the students thinks so, too.

Spelling is one of the problems students deal with in EFL classes. **Problem-prevention Skills** is one of SEL skills which teaches students the skills and strategies

needed to make wise decisions, develop positive values, generate alternatives, etc. (Elias,1997)

As regard to Elias (1997) statement it may be concluded that the percents above can not be considered positively and it shows that students of Gazi Prep School are not able to make wise decisions when they face a problem in their English classes. As for the teachers we can say that only a few percent (%21,4) have the ability to generate alternatives when they face a difficulty in their English classes which is not a satisfactory percent.

4.6. “Sharing with Teachers when Facing a Grammar Difficulty”

The results of question number six is as follow:

Table 4.6

	Teacher		Students	
	f	%	f	%
ALWAYS	9	64,3	66	22,8
USUALLY	5	35,7	76	26,3
SOMETIMES	0	0,0	54	18,7
RARELY	0	0,0	45	15,6
NEVER	0	0,0	48	16,6
Total	14	100,0	289	100,0
Arithmetic Mean	1,36		2,77	
Standard Deviation	0,50		1,40	

$$t=-3,764 \quad sd=301 \quad p=0,000^*$$

We see in table 4.6 that %49,1 (%26,3=usually, %22,8 =always) of the students believe they can express their dilemmas. From the other hand

%100(%64,3=always, %35,7 =usually) of teachers believe that their students can always share their problems with their teachers.

Grammar is one of the other problems students face in EFL classes. Interpersonal contact, with teachers and peers, is enhanced by self-awareness. The capacity to advocate for oneself may be viewed here as well. At EFL classes, we expect our students to express their needs, explain their dilemmas, and ask for certain considerations, all in a socially acceptable way. Students need to be assertive without being demanding. (Elias,1997)

Considering this rate, it may be resulted that half of the students of Gazi prep school students can express their dilemmas when they face a problem like grammar. And all the teachers believe that their students can express their needs and dilemmas.

4.7. “Helping Friends doing Group-work Activities”

Table 4.7 shows the results of students’ cooperation in the classroom.

Table 4.7

	Teachers		Students	
	f	%	f	%
ALWAYS	3	21,4	80	27,7
USUALLY	8	57,1	87	30,1
SOMETIMES	2	14,3	63	21,8
RARELY	1	7,1	33	11,4
NEVER	0	0,0	26	9,0
Total	14	100,0	289	100,0
Arithmetic Mean	2,07		2,44	
Standard Deviation	0,83		1,25	

t=-1,085 sd=301 p=0,279

The answers to question seven are shown in Table 4.7 by which we can see that average of the teachers is $X=2,07$ and the average of the students is $X=2,44$.

%57,1 of the teachers think that their students have usually empathy toward their friends and %30,1 of the students believe that they usually have empathy toward their classmates.

Empathy is the ability to be aware of and understand the feelings of others. It encompasses sensitivity to how others are feeling, regardless of whether or not the feelings are actually articulated. Having empathy, one can adjust behaviors or responses in difference to the feeling of others. Beyond appearing kind or polite, those with empathic skills are at an advantage in cultivating positive interpersonal relationships. This is true for students, as well as faculty. Group work activities are one of those activities which we try to find out how much students are learning together. And the responsibility towards each other is a main factor in such activities because it helps them learn better. (Goleman,1995). Therefore, it means that the skill of empathy is being used at Gazi Prep School classrooms which is a good sign for learning better.

4.8. “Expressing feelings confidently in the class”

The eighth question in both questionnaires asked if students can express their feelings confidently in the class. The results are shown in table 4.8.

Table 4.8

	Teachers		Students	
	f	%	f	%
ALWAYS	7	53,8	72	24,8
USUALLY	4	30,8	84	29,0
SOMETIMES	2	15,4	69	23,8
RARELY	0	0,0	38	13,1
NEVER	0	0,0	27	9,3
Total	13	100,0	290	100,0
Arithmetic Mean	1,62		2,53	
Standard Deviation	0,77		1,25	

$$t=-2,609 \quad sd=301 \quad p=0,010^*$$

When Table 4.8 is examined, the data reveals that half of the teachers believe their students can always express themselves confidently with an average of $X=1,62$

while %24,8 of the students believe they always can do that and %29,0 believe on the second item “usually” with the average of $X=2,53$. The minority is %9,3 who believe they never can express themselves confidently in the class.

In some EFL classes we may notice that teachers are too dynamic that they do not give any chance for the students to show or express themselves. This is obviously related to the need for learners to perform active roles. “we must leave rooms for students to take risks and feel safe.” EFL teachers point out that some students, including advanced students, are so shy or have such high levels of anxiety over speaking that they will not speak in class. Perhaps they are anxious because they have not had many chances to speak or because teachers in the past have been critical of their English. (Elias,1997)

So we can result that the degree of confidence among Gazi Prep School students is high and they can trust their teachers to express themselves. Also we can conclude that teachers of Gazi Prep School have had the ability to give chances for their students to express themselves confidently without being shy or anxious which is one of the main items of SEL skills.

4.9. “Getting Angry when cannot Express Feelings in Difficult Situations”

Table 4.9 summarizes the results of question nine as follow.

Table 4.9

	Teachers		Students	
	f	%	f	%
ALWAYS	0	0,0	48	16,6
USUALLY	2	14,3	62	21,4
SOMETIMES	6	42,9	84	29,0
RARELY	5	35,7	49	16,9
NEVER	1	7,1	47	16,2
Total	14	100,0	290	100,0
Arithmetic Mean	3,36		2,95	
Standard Deviation	0,84		1,30	

$$t= 1,162$$

$$sd=302$$

$$p=0,246$$

The responses to the ninth question indicate that %42,9 of the teachers agree that their students sometimes get angry when they can not express themselves and

%29,0 of the students have the same idea. This percent is the highest degree both in teachers and the students' answers. Here we try to see how much students have control on themselves.

The task of **behavior** is self-control skills which are necessary to accurately process the information contained in social encounters, to engage in thoughtful social decision making, and to be able to approach others in difficult situations without provoking anger or annoyance. These skills include the ability follow directions, calm oneself down when under stress, manage anger effectively, and communicate clearly in a respectful and civil manner. (Elias,1997).Considering Table 4.9, it can be concluded that the teachers of Gazi Prep School should help their students to control themselves in difficult situations.

4.10. "Listening Carefully when Classmates Express Ideas about a Subject in the Class"

The answers to question ten are shown in Table 4.10.

Table 4.10

	Teachers		Students	
	f	%	f	%
ALWAYS	0	0,0	86	29,7
USUALLY	3	21,4	126	43,4
SOMETIMES	8	57,1	45	15,5
RARELY	3	21,4	21	7,2
NEVER	0	0,0	12	4,1
Total	14	100,0	290	100,0
Arithmetic Mean	3,00		2,13	
Standard Deviation	0,68		1,05	

$$t= 3,077$$

$$sd=302$$

$$p=0,002^*$$

As can be seen in Table 4.10, %21,4 of teachers believe that their students usually listen carefully to their friends and also %21,4 of teachers believe they rarely do. From the other hand we have %57,1 of the teachers who believe on sometimes

their students listen to their friends which can be considered positively. About the students the highest degree is %43,4 who believe they usually listen to their friends and %29,7 believe they always listen to their friends. Being social is one of the elements of SEL skills which is defined it as follow:

When we allow for respectful, yet free and open discussion within our classes, we foster critical thinking, assertiveness, and persuasive skill development. We enable our students to become stronger listeners and communicators. We engender openness, kindness, and respect. (Elias,1997)

Since the degree of the students' answers is high, we result that the students of Gazi Prep School are social enough and they respect their classmates, too. Only a very few percent is left which can derive from some factors such as being bored or not being in the mood and etc that are considered very normal distractions in the classrooms.

4.11. "Expressing Feelings better in a Friendly Atmosphere Class"

Table 4.11 presents the answers to question eleven.

Table 4.11

	Teachers		Students	
	f	%	f	%
ALWAYS	9	64,3	45	15,5
USUALLY	5	35,7	94	32,3
SOMETIMES	0	0,0	80	27,5
RARELY	0	0,0	50	17,2
NEVER	0	0,0	22	7,6
Total	14	100,0	291	100,0
Arithmetic Mean	1,36		2,69	
Standard Deviation	0,50		1,15	

t=-4,311

sd=303

p=0,000*

Table 4.11 shows that, the majority of teachers (%64,3) believe that thier friendly atmosphere always make their students express themselves better. In other words they believe that their students have always self-regulation of emotion by a

friendly atmosphere. %35,7 of the teachers has chosen the second item; “usually” which is a positive one, too. From the other hand we have students percents as %32,3 of them believe that they usually express their feelings better and %27,2 sometimes have self-regulation of their emotions. %15,5 percent always can express their feelings better. The average of the teachers is $X = 1,36$ and the students average is $X = 2,69$ as we see the difference between their average is statistically important.

Self-Regulation of Emotions which is an ability to tolerate and manage feelings enables students to thwart stress from overtaking experiences (Elias, et al., 1997; Linehan, et al., 1988). It frees a student’s ability to stay on task, to focus, to think, and to produce. Considering the results of Table 4.11, it may be pointed out that teachers should try more to make more friendly atmosphere for their students.

4.12. “Dreaming about Speaking English Fluently”

Table 4.12 represents the results of question twelve regarding students’ dreams of speaking English.

Table 4.12

	Teachers		Students	
	f	%	f	%
ALWAYS	2	14,3	115	39,5
USUALLY	9	64,3	87	29,9
SOMETIMES	3	21,4	46	15,8
RARELY	0	0,0	17	5,8
NEVER	0	0,0	26	8,9
Total	14	100,0	291	100,0
Arithmetic Mean	2,07		2,15	
Standard Deviation	0,62		1,25	

$$t = -0,226 \quad sd = 303 \quad p = 0,821$$

The responses evaluated in Table 4.12 show that %39,5 of students always dream of speaking English fluently and %29,9 usually do. %8,9 of the students never do and this is a few percent which can be because of their low motivation.

%64,3 of teachers believe that their students usually dream of speaking English and %21,4 believe sometimes they do.

Setting realistic personal and academic goals, and considering contingency and alternative plans for reaching them, is an important component of emotional intelligence. Goals must be realistic enough to be attainable but far reaching enough so that they are motivating and generate growth. Students could use our support here. (Elias,1997)

The results show that almost most of students of Gazi Prep School are motivated enough and they have attainable goals. Again one of the categories of SEL skill, goal setting, can be seen among these students which is a main step for learning.

4.13. “Repeating aloud the Correct form of Pronunciation”

The results related to the question number 13 are shown in Table 4.13.

Table 4.13

	Teachers		Students	
	f	%	f	%
ALWAYS	0	0,0	22	7,6
USUALLY	4	28,6	62	21,3
SOMETIMES	5	35,7	78	26,8
RARELY	5	35,7	66	22,7
NEVER	0	0,0	63	21,6
Total	14	100,0	291	100,0
Arithmetic Mean	3,07		3,30	
Standard Deviation	0,83		1,24	

$$t=-0,671 \quad sd=303 \quad p=0,503$$

As can be seen from the table, both in students and teachers answers “Sometimes” and “Rarely” has got the main percent. So this means that both of their answers are homogeneous.

In order to overcome this problem, we may refer to **Self-monitoring skill** by which students can have positive changes in performance by increasing self-awareness and forcing the students to pay attention to their behavior. Teachers may also demonstrate self-monitoring by thinking aloud. By verbalizing what otherwise is an only an internal dialogue, and linking it with the steps of problem solving, the teacher allows “hidden” cognitive elements of the problem-solving process to become visible and understandable to students. (Elias,1997). As a result it might be concluded that both the students and teachers of Gazi Prep School should work on this skill more to get better feedbacks.

4.14. “Being Affected by the Emotional Mood of the Teacher”

Table 4.14 relates the results of asking how much the mood of the teacher affects students learning.

Table 4.14

	Teachers		Students	
	f	%	f	%
ALWAYS	1	7,1	64	22,3
USUALLY	3	21,4	46	16,0
SOMETIMES	5	35,7	60	20,9
RARELY	5	35,7	44	15,3
NEVER	0	0,0	73	25,4
Total	14	100,0	287	100,0
Arithmetic Mean	3,00		3,06	
Standard Deviation	0,96		1,49	

$$t=-0,138 \quad sd=299 \quad p=0,890$$

The results show that 73 of the students which is %25,4 percent believe that their English teachers’ mood never affect their learning. And on the contrary we have 64 students, %22,3 who believe always it does. About the teachers %35,7 believe sometimes and the same percent believe that rarely it affects their students learning.

We know emotion is very important to the educative process because it drives attention, which drives learning and memory. (Sylwester1995). Maybe it can be analyzed that there are different students who can be affected easily by everything and sometimes who do not. So teachers should be aware enough to control their feelings and emotions not to transfer their students learning negatively.

4.15. “Feeling Embarrassed when Asked to Speak English out of the Classroom”

Table 4.15 summarizes the responses to question number 15 as follow:

Table 4.15

	Teachers		Students	
	f	%	f	%
ALWAYS	0	0,0	25	8,6
USUALLY	4	28,6	43	14,8
SOMETIMES	8	57,1	64	22,1
RARELY	2	14,3	52	17,9
NEVER	0	0,0	106	36,6
Total	14	100,0	290	100,0
Arithmetic Mean	2,86		3,59	
Standard Deviation	0,66		1,34	

$$t=-2,032 \quad sd=302 \quad p=0,043^*$$

As we notice from the averages above, the average of teachers is $X= 2,86$ and the average of students is $X=3,59$ and there is a main difference between them.

If the students are able to connect what they are with, what they will need for their future foreign language roles, they can see right from the start that their learning has ‘pay-off’ value in terms of everyday communicative needs (Wilkins, 1976; Johnson,1982).

%36,6 of the students believe that they never get embarrassed while %57,1 of the teachers believe that their students sometimes get embarrassed if they are asked to speak English out of the class.

This means that Gazi Prep School students have enough self-confidence to express themselves in English out of class, too. And maybe the teachers believe that their students need more practice to express themselves out of class.

4.16. “Feeling Nervous when Asked to Speak out of Turn in the Class”

Table 4.16 shows the results of statement sixteen.

Table 4.16

	Teachers		Students	
	f	%	f	%
ALWAYS	0	0,0	22	7,6
USUALLY	4	28,6	24	8,3
SOMETIMES	7	50,0	59	20,3
RARELY	3	21,4	60	20,7
NEVER	0	0,0	125	43,1
Total	14	100,0	290	100,0
Arithmetic Mean	2,93		3,83	
Standard Deviation	0,73		1,28	

$$t=-2,634 \quad sd=302 \quad p=0,009^*$$

From the above table we may result that %50,0 of the teachers believe that their students feel nervous when they are asked to speak out of turn whereas %43,1 of the students believe that they never feel so. As the averages show, for teachers we have $X=2,93$ and for the students $X=3,83$. The difference is very clear between their averages and that is maybe because of misunderstanding of teachers who feel that

their students do not feel at ease with the same situation. While we can see that almost half of the students feel at ease and do not feel nervous.

4.17. “Feeling Secure Expressing Personal Views in Discussion Classes”

Table 4.17 shows the results to the statement if the students feel secure to express themselves in their discussion classes.

Table 4.17

	Teachers		Students	
	f	%	f	%
ALWAYS	2	14,3	68	23,9
USUALLY	7	50,0	85	29,8
SOMETIMES	4	28,6	76	26,7
RARELY	0	0,0	34	11,9
NEVER	1	7,1	22	7,7
Total	14	100,0	285	100,0
Arithmetic Mean	2,36		2,50	
Standard Deviation	1,01		1,20	

$$t=-0,433 \quad sd=297 \quad p=0,665$$

The Results in Table 4.17, indicate that %53,7 (%23,9=Always and %29,8=Usually) of the students which is half of them believe that they feel secure to express their personal views in their discussion classes. And %64,3 (%14,3=Always, %50,0=Usually) of teachers believe so.

The aim of this question is to see how much students can have self-expression in their classroom. More direct forms of self-expression can occur when we relate the content of an activity to the learner’s own circumstances, e.g. in the course of a discussion or through techniques for ‘personalizing’ language practice (Harmer, 1983) we need also to remember that many people do not enjoy talking openly about themselves and that in many cultures it is considered inappropriate to do so (Valdes,

1987). Providing opportunities for self-expression should therefore not be confused with organizing activities in which learners are compelled to talk about matters which they regard as personal (Brumfit, 1982; Stevik, 1990).

We may result that at Gazi Prep School there is a very high degree of secure feelings in classrooms by which the students feel relax to express themselves and that is the art of their teachers. For the minority as valdes (1987) states we may have some students who do not enjoy talking openly about themselves which is a natural rate in the classrooms. And that is teachers' responsibility to facilitate the chances for students to feel at home.

4.18. "Being Attracted by Discussion Topics"

Table 4.18 summarizes question 18 as follow:

Table 4.18

	Teachers		Students	
	f	%	f	%
ALWAYS	2	14,3	24	8,5
USUALLY	5	35,7	72	25,4
SOMETIMES	4	28,6	85	30,0
RARELY	3	21,4	59	20,8
NEVER	0	0,0	43	15,2
Total	14	100,0	283	100,0
Arithmetic Mean	2,57		3,09	
Standard Deviation	1,02		1,19	

$$t=-1,601 \quad sd=295 \quad p=0,110$$

According to the results, %55.4 (%25.4=Usually, and %30,0= Sometimes) of the students have answered positively. When it comes to the teachers we can see that %64,3 (%35,7=Usually and %28,6=Sometimes) of the teachers think positively, too.

It is suggested that learning must be relevant to learners' interests and needs. One important factor in encouraging learning to take place was considered; that the

classroom environment should be conducive to learning and communication. Another important factor is that the learners must feel motivated to engage with the specific experiences and materials which we offer them (Gebhard,1996).Considering the above statement, we may conclude that the students of Gazi Prep School are somehow interested in their topics in discussion classes and teachers should try more to attract thier attention.

4.19. “Getting Disappointed when Teachers Speak Fast in the Classroom”

Table 4.19 shows the results of question nineteen.

Table 4.19

	Teachers		Students	
	f	%	f	%
ALWAYS	3	21,4	29	10,0
USUALLY	3	21,4	49	16,8
SOMETIMES	5	35,7	54	18,6
RARELY	2	14,3	59	20,3
NEVER	1	7,1	100	34,4
Total	14	100,0	291	100,0
Arithmetic Mean	2,64		3,52	
Standard Deviation	1,22		1,37	

$$t=-2,356 \quad sd=303 \quad p=0,019^*$$

As can be seen from the table ,there is a difference in the averages as $X=2,64$ for teachers and $X= 3,52$ for students. The highest percent for teachers is %35,7 as they believe their students sometimes get disappointed when they speak fast while the highest percent for the students is %34,4 who believe they never do.

One of the characteristic of a good teacher is that she goes with the speed of the students and have good lesson pace. It can be noticed that at Gazi Prep School the

students are almost satisfied of thier teachers' speed of talking and that is a very good sign for teachers. From teachers point of view maybe they think that some students can not go with thier speed.

4.20. "Not being able to Involve when have to Wait for other Groups to Act out their Role-play"

The results of question twenty is shown in table 4.20.

Table 4.20

	Teacher		Student	
	f	%	f	%
ALWAYS	0	0,0	13	4,6
USUALLY	2	14,3	38	13,3
SOMETIMES	6	42,9	111	38,9
RARELY	4	28,6	63	22,1
NEVER	2	14,3	60	21,1
Total	14	100,0	285	100,0
Arithmetic Mean	3,43		3,42	
Standard Deviation	0,94		1,10	

$$t=-0,031 \quad sd=297 \quad p=0,971$$

Seeing the results of Table 4.20, we can conclude that both teachers and students have the same idea. %42,9 is the highest degree in teachers answers and %38,9 is the students answers which means they both believe in this idea that sometimes they get bored of waiting for other students to do their role-plays and can not get involved. Teachers also believe that their students sometimes get bored and can not involve, either. We can thus conclude that teachers should try to find ways to attract their students' attention more in their classes to involve them in the activities and students should focus more because they can learn better if they involve in such activities.

4.21. “Enjoyment of Learning when Teacher makes Jokes during Speaking Activities”

Table 4.21 shows the results of whether the students can learn better through humor or not?

Table 4.21

	Teachers		Students	
	f	%	f	%
ALWAYS	7	50,0	139	48,3
USUALLY	5	35,7	75	26,0
SOMETIMES	2	14,3	35	12,2
RARELY	0	0,0	19	6,6
NEVER	0	0,0	20	6,9
Total	14	100,0	288	100,0
Arithmetic Mean	1,64		1,98	
Standard Deviation	0,74		1,22	

t=-1,018

sd=300

p=0,309

According to Table 4.21 we notice that almost half of the students and teachers believe that the students enjoy learning when their teachers make jokes and humor. Humor teaches many lessons. (Elias and Clabby,1992). One aspect of modeling that can affect students’ willingness to try new skills is the teacher’s use of humor. It can be observed that at Gazi Prep School humor has an important role in students learning language, too.

4.22. “Liking Teachers’ Examples of Daily Language in the Class”

Table 4.22 summarizes the answers of teachers and students to question twenty-two as if they like when teacher gives instances of daily language in the classroom.

Table 4.22

	Teachers		Students	
	f	%	f	%
ALWAYS	7	50,0	150	52,1
USUALLY	4	28,6	84	29,2
SOMETIMES	3	21,4	29	10,1
RARELY	0	0,0	15	5,2
NEVER	0	0,0	10	3,5
Total	14	100,0	288	100,0
Arithmetic Mean	1,71		1,79	
Standard Deviation	0,83		1,05	

$$t=-0,259 \quad sd=300 \quad p=0,795$$

As we see half of the students %52,1 and half of the teachers %50,0 agree with using the daily language examples. Does it relate to the motivation of students? Sometimes there are some students whose motivation is predominantly integrative and they want to learn the language in order to communicate with native speakers of the language. So for them teaching daily language is an advantage they can take from their classes. (Littlewood,1992)

This means that Gazi Prep School students are really motivated for learning a real language and teachers are totally aware of this matter so they come up with these kind of examples to not only teach them a real language but also help them enjoy their learning.

4.23. “Appreciating of the Teacher when Participate Actively in the Activities in the Class”

Table 4.23 shows the replies of students and teachers regarding teachers’ appreciation toward students’ activities in the classroom.

Table 4.23

	Teachers		Students	
	f	%	f	%
ALWAYS	10	71,4	30	10,5
USUALLY	3	21,4	62	21,8
SOMETIMES	1	7,1	89	31,2
RARELY	0	0,0	52	18,2
NEVER	0	0,0	52	18,2
Total	14	100,0	285	100,0
Arithmetic Mean	1,36		3,12	
Standard Deviation	0,63		1,24	

$$t=-5,270 \quad sd=297 \quad p=0,000^*$$

According to table 4.23, the avrage of the teachers is $X=1,36$ whereas the students avrage is $X=3,12$, so the difference is statistically high. %71,4 of the teachers believe that they always praise their students for their active participations while only %10,5 of the students think so.

It is tried to answer the question if teachers encouragements effect students performances. Here we may refer Elias (1997) who claim that teachers should make the content and the learning relevant to a student's interest and needs. Praise and respond to a student endeavors whenever possible, verbally and in writing. Offer opportunities for rewrites or corrected drafts to "count". Enable students to earn extra points through active participation and responses. (Elias,1997).As a result, it may be said that there should be a change in the style of teachers' appreciation toward their students to make them more motivated toward their learning.

4.24. "Teachers' Interest in Problems Students may have in Class well as Problems Outside of the Class"

In Table 4.24 the possible responses of teachers and the student can be seen.

Table 4.24

	Teachers		Students	
	f	%	f	%
ALWAYS	7	50,0	42	14,6
USUALLY	5	35,7	55	19,2
SOMETIMES	2	14,3	51	17,8
RARELY	0	0,0	63	22,0
NEVER	0	0,0	76	26,5
Total	14	100,0	287	100,0
Arithmetic Mean	1,64		3,26	
Standard Deviation	0,74		1,41	

$$t=-4,266 \quad sd=299 \quad p=0,000^*$$

If we consider the averages again we can see the difference between the teachers and students answers. The highest degree in teachers answers are the words “Always” and “Usually” with %85,7 percent and the highest degree among the students are the words “Never” and “Rarely” with %48,5 which is a negative sign.

As Goleman (1995) mentions, “empathy encompasses sensitivity to how others are feeling, regardless of whether or not the feelings are actually articulated. Beyond appearing kind or polite, those with empathic skills are at an advantage in cultivating positive interpersonal relationships.”

To sum up we may say that somehow teachers of Gazi Prep School have not been able to transfer their real empathy to their students and they should try to find ways to have an interpersonal relationship with their students to help them more to be motivated and learn.

4.25. “Loosing Confidence when Corrected Immediately making a Mistake”

The following table shows whether the students loose their confidence or not when they are corrected immediately?

Table 4.25

	Teachers		Students	
	f	%	f	%
ALWAYS	1	7,7	15	5,2
USUALLY	1	7,7	15	5,2
SOMETIMES	3	23,1	52	17,9
RARELY	6	46,2	52	17,9
NEVER	2	15,4	156	53,8
Total	13	100,0	290	100,0
Arithmetic Mean	3,54		4,10	
Standard Deviation	1,13		1,18	

$$t=-1,686 \quad sd=301 \quad p=0,093$$

%46,2 percent of the teachers think that their students rarely loose their confidence after correction and %53,8 percent of the students think so, too. As we see in both groups the rate is high and answers can be considered at the same rate.

“The dilemma... to English teachers is the question of whether or not treatment of learner’s errors... will help speed the acquisition of the correct form, or simply be futile until the learners reach the stage of development where they can make use of such feedback.” Faced with such a dilemma, some teachers take a different approach. Instead of considering the acquisition stage of the student, they base their treatment on whether or not the error interferes with meaning during communication. This should be in a way that the students do not loose their confidence. (Allwright and Bailey 1997).

So we may come to this conclusion that the students do not loose their confidence when they are corrected immediately at Gazi Prep School. But we should consider that there are some students as the above table who believe that they sometimes loose their confidence and our teachers should be aware of their

corrections. Because students are different and teachers should change their correction tactics according to their positions.

4.26. “Listening Carefully when Students answer a Question”

Table 4.26 summarizes the possible answers to question number twenty-six.

Table 4.26

	Teachers		Students	
	f	%	f	%
ALWAYS	10	71,4	115	39,7
USUALLY	4	28,6	96	33,1
SOMETIMES	0	0,0	44	15,2
RARELY	0	0,0	21	7,2
NEVER	0	0,0	14	4,8
Total	14	100,0	290	100,0
Arithmetic Mean	1,29		2,04	
Standard Deviation	0,47		1,13	

$$t=-2,502 \quad sd=302 \quad p=0,013^*$$

The difference between the averages indicate that teachers and students have some difference in their percents. %100 (%71,4=always and %28,6= usually) of teachers believe that they listen to their students. And %72,8 (%39,7=always and %33,1=usually) of students believe that their teachers listen to them when they answer a question. The rest (%15,2=sometimes and %7,2=rarely and %4,8=never) of the students think that their teachers do not have enough attention on them.

As a conclusion we may refer to (Elias,1997) who states that teachers are important models of empathic behaviors. A teacher who acknowledges a student's issues or dilemmas, is sensitive, and attempts to be supportive will provide a significant learning experience for that student. These include maintaining eye contact, not interrupting a student's response. So this can be true about our teachers

as well. In conclusion, teachers of Gazi Prep School can be considered as good listeners and this gives students the feeling of confidence to express themselves easily.

4.27. “Teachers’ Sharing of English Learning Experiences”

Table 4.27 shows the results for the last question.

Table 4.27

	Teachers		Students	
	f	%	f	%
ALWAYS	7	50,0	82	28,3
USUALLY	6	42,9	87	30,0
SOMETIMES	1	7,1	43	14,8
RARELY	0	0,0	43	14,8
NEVER	0	0,0	35	12,1
Total	14	100,0	290	100,0
Arithmetic Mean	1,57		2,52	
Standard Deviation	0,65		1,36	

$$t=-2,609 \quad sd=302 \quad p=0,010^*$$

As for the last question, we can see again the average differences between the two groups. Half of the teachers believe that they always share their experiences of learning English with their students and only %28,3 of the students believe so. %30,0 of the students think that their teachers usually share their experiences with them and %41,7 (%14,8=sometimes, %14,8=rarely and %12,1=never) of the students’ ideas are some how negative. So is there any personal bond between teachers and students? If yes, what are the advantages of them?

“The personal bonds between teachers and students influence much of the learning in schools. When teachers share parts of their personal lives to illustrate elements of an SEL curriculum, they nourish those bonds and excite student interest in the lesson. By talking about and demonstrating healthy relationships with friends

and family, a teacher can communicate a lot about the ability of those bonds to weather adversity.”(Elias,1997)

According to this saying we may say that sometimes the teachers do not have personal bonds with their students or maybe their students are not easy to be communicated. But whatever the reason is teachers should try to make these bonds firmer and firmer to have a better feedback from their students.

CHAPTER V

CONCLUSIONS

5.1 Conclusion

This study argues that it is more likely to raise the quality of education (in ELT) by enhancing the teachers' understanding of SEL skill which is believed to play a key role in their personal and professional growth. Therefore, throughout the course of this study, the focus was on teachers' awareness on the emotional basis of learning in self and accordingly identify feedbacks that will result from learning about SEL skill.

In the light of the argument above, it is believe that two aims could be accomplished simultaneously.

1. To help the participants realize the importance of expanding their awareness gradually regarding the consequence of improving their abilities listed under SEL skill. SEL skill provides the basis for dealing with the conflicts students experience in different kinds of social and professional contexts.
2. To emphasize the importance of SEL skill for FEL teachers.

Hence, the researcher tried to find answers to the following research questions to achieve the aims mentioned above:

1. Are the students in English classes aware of “social and emotional learning” (SEL) skills?
2. If so, how did they obtain this awareness?
3. What are the students’ speaking problems in English classes related to SEL skills?
4. What key skills of SEL are being used in order to address students’ speaking problems

As regards the first research question, the results of the questionnaire indicate that only a few students are aware of EQ. This means that the students are not coming with a good motivation to their classrooms.

Regarding the second question we may say that the awareness of EQ has been taken from their family and this means that parents are aware of this issue too. Being aware of EQ is a good sign for teachers by which they possess students who are having a good background and motivated enough for learning.

The results of question three indicate that pronouncing the words correctly, spelling, communication with a native, producing correct forms of sentences are all the aims of the students of EFL classes and being shy, anxious, nervous, embarrassment, are the problems which some students have in their EFL classes. Although there have been some different ideas regarding classroom problems between students and teachers, it may happen because of having different students in the classroom and maybe teachers are not aware of all their students’ feelings. Sometimes the students are so introvert that knowing them takes time and this may be a reason for that.

And finally the results of the fourth question is that the teachers put emphasis on the elements of SEL skills as Self-regulation, self-awareness, empathy, being social, goal setting skills along with the methods of SEL programs mentioned in section 2.5.

To summarize this study, we may suggest that to be able to raise or teach successful students, we need to familiarize them with a foundation of social and emotional competencies. Educators, social scientists and mental health professionals have discovered that there are a group of core skills, knowledge, and values that contribute to this foundation. Social and emotional learning is the process through which children and adults develop the skills, attitudes and values necessary to acquire social and emotional competence. To understand the importance of SEL, we can refer to Sylwester (1995) who points out that “we know emotion is very important to the educative process because it drives attention, which drives learning and memory.”

Summarizing the questionnaire, the results of questions number one to three indicate that EQ awareness is not a common concept among students while some teachers are aware of EQ issue. Through this awareness, students can enter their classrooms with a positive background which means they can get motivated enough to learn better. From other side, teachers will feel more motivated to teach in their classrooms if they have enough EQ awareness. Answers to question number four show that the students and teachers have different points of views regarding enjoyment in the classroom. This contradiction between students and teachers can be driven from the weakness of personal bonds between teachers and students. The answers to questions number five to six present that only few students feel that they can share their difficulties with their teachers while from teachers' point of view, most of the students are capable of sharing their problems to them. This means, still there is a problem among students in finding solutions by themselves. Responses to questions number seven and ten suggest that students have respect to their classmates which indicates that they are social enough in their classrooms. At the same time, teachers' points of view toward questions number seven and ten are also close to their students' which reveal that social skill is mutually accepted by both teachers and students. Results on question number eight suggest that the self-confidence of the students is high enough to express themselves in the classrooms. Teachers have the same idea as students on this issue. It is believed that when students have self-

confidence, it can have strong effect on their learning and speaking ability. Teachers and students have different idea answering question number nine; while students get upset when they can not express themselves well in class, teachers believe that their students do not have any problem in these situations. This result suggests teachers should help students to strengthen their self-control skill.

Questions number eleven to twenty present students' feelings toward themselves in their classroom. The results indicate that friendly atmosphere, goal-setting, self-monitoring, positive effects of teachers' mood, ability to manage embarrassment and nervousness, security in the classroom, overcoming disappointment, involvement in group activities and attraction of the discussion topics are important factors in students' learning process. Results show that some teachers are aware of their students' feelings while in some situations there are some misunderstandings between students and teachers' answers. This contradiction is considered normal because of variety of the characters of the students in the classroom.

Questions number twenty-one to twenty-seven present the feelings of the students toward their teachers' activities and behavior in their classroom. The results show that most of the students are satisfied of their teachers' behavior in classroom and they also enjoy the activities which their teachers use during teaching. Some of the activities which students expect from their teachers in classes include: making jokes, daily language usage, encouragement, proper error treatment methods, respect and sharing teachers' personal experiences of learning.

5.2 Implications for Further Research

This study looked at speaking needs and difficulties of students in EFL classes. As a follow-up study, research could be conducted examining their aural needs and difficulties as well. The results could be compared and contrasted with this study for a broader picture of the academic aural-oral tasks that students need and the difficulties they have with these tasks in other levels of EFL classes. The research

could be broadened in scope to investigate the aural-oral tools in other territory settings in Turkey and so to contribute to the larger picture of academic aural-oral tasks that non-native speakers need.

The focus of this study was on the speaking needs and difficulties of the students. As a follow-up study, a need analysis could be carried out from the perspective of school students and teachers, this could provide an in-depth analysis of their learning needs as regard SEL and speaking skills. Through this analysis, school students' needs, lacks, desires, and wants could be identified.

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APPENDICES

Appendix 1

CLASS:**QUESTIONNAIRE FOR TEACHERS**

Dear Colleagues,

I'm an MA student at Gazi University Department of Language Teaching. This questionnaire is designed to investigate in classroom communication between teachers and students.

Please answer all questions in a way that best reflects your views and experiences. All responses will be treated in complete confidentiality.

Thank you very much for your cooperation.

Giti A.NAJAFI

May 2006

1) Always 2) Usually 3) Sometimes 4) Rarely 5) Never

A. Please put a cross to the most appropriate choice for you. (✓)

1. My students have enough knowledge on emotional intelligence. a) Yes b) No	If your answer to question 1 is Yes, please continue with question 2. If your answer is No, please continue with question 3.
2. My students acquired knowledge on emotional intelligence in: a) High school b) University c) family d) Other	3. Before learning English at Gazi preparation school, my students had a feeling that they couldn't learn a foreign language. 1() 2() 3() 4() 5()

		Evaluation Scale				
		1	2	3	4	5
4.	My students enjoy learning English at Gazi preparation school .					
5.	When my students have a problem with spelling the words in English, they can find a solution for it.					
6.	When my students have a difficulty in grammar, they can share it with me.					
7.	My students like helping their friends doing group-work activities.					
8.	My students can express their feelings confidently in the class.					
9.	My students get angry when they can not express their feelings in difficult situations.					
10.	My students listen carefully when their classmates express their ideas about a subject in the class.					

1) Always 2) Usually 3) Sometimes 4) Rarely 5) Never

		Evaluation Scale				
		1	2	3	4	5
11.	A friendly atmosphere in our classroom makes my students express their feelings better.					
12.	My students dream about speaking English fluently.					
13.	My students practice the correct form of their pronunciation errors by repeating aloud to themselves.					
14.	The emotional mood of me affects their learning					
15.	My students feel embarrassed if they are asked to speak English out of the classroom.					
16.	My students feel nervous when they are asked to speak out of turn in the class.					
17.	My students feel secure when they express their personal views in our discussion classes.					
18.	The topics of our discussion classes attract my students' attention.					
19.	My students get disappointed when I speak fast in the classroom.					
20.	My students can't get involved when they have to wait for other groups to act out their role-play.					
21.	My students enjoy learning when I make jokes during our speaking activities.					
22.	My students like it when I give examples of daily language in the class.					
23.	I appreciate and praise my students when they participate actively in the activities in the class.					
24.	I am interested in problems my students may have in class as well as problems outside of the class.					
25.	My students lose their confidence when I correct them immediately when they make a mistake.					
26.	I listen to my students carefully when they answer a question.					
27.	I share my experiences of learning English with my students.					

Appendix 2

CLASS:**QUESTIONNAIRE FOR STUDENTS**

Dear Students,

I'm an MA student at Gazi University Department of Language Teaching. This questionnaire is designed to investigate in classroom communication between teachers and students.

Please answer all questions in a way that best reflects your views and experiences. All responses will be treated in complete confidentiality.

Thank you very much for your cooperation.

Giti A.NAJAFI

May 2006

1) Always 2) Usually 3) Sometimes 4) Rarely 5) Never

B. Please put a cross to the most appropriate choice for you. (√)

1. I have enough knowledge on emotional intelligence. a) Yes b) No	If your answer to question 1 is Yes, please continue with question 2. If your answer is No, please continue with question 3.
2. I acquired knowledge on emotional intelligence in: a) High school b) University c) family d) Other	3. Before learning English at Gazi preparation school, I had a feeling that I couldn't learn a foreign language. 1() 2() 3() 4() 5()

		Evaluation Scale				
		1	2	3	4	5
4.	I enjoy learning English at Gazi preparation school .					
5.	When I have a problem with spelling the words in English, I can find a solution for it.					
6.	When I have a difficulty in grammar, I can share it with my teacher.					
7.	I like helping my friends doing group-work activities.					
8.	I can express my feelings confidently in the class.					
9.	I get angry when I can not express my feelings in difficult situations.					
10.	I listen carefully when my classmates express their ideas about a subject in the class.					

1) Always 2) Usually 3) Sometimes 4) Rarely 5) Never

		Evaluation Scale				
		1	2	3	4	5
11.	A friendly atmosphere in our classroom makes me express my feelings better.					
12.	I dream about speaking English fluently.					
13.	I practice the correct form of my pronunciation errors by repeating aloud to myself.					
14.	The emotional mood of my teacher affects my learning					
15.	I feel embarrassed if I am asked to speak English out of the classroom.					
16.	I feel nervous when I am asked to speak out of turn in the class.					
17.	I feel secure when I express my personal views in our discussion classes.					
18.	The topics of our discussion classes attract my attention.					
19.	I get disappointed when my teacher speaks fast in the classroom.					
20.	I can't get involved when I have to wait for other groups to act out their role-play.					
21.	I enjoy learning when my teacher makes jokes during our speaking activities.					
22.	I like it when my teacher gives examples of daily language in the class.					
23.	My teacher appreciates and praises me when I participate actively in the activities in the class.					
24.	My teacher is interested in problems I may have in class as well as problems outside of the class.					
25.	I lose my confidence when my teacher corrects me immediately when I make a mistake.					
26.	My teacher listens to me carefully when I answer a question.					
27.	My teacher shares her experiences of learning English with us.					

