

VIEWS OF ENGLISH LANGUAGE TEACHERS ON THE AFFECTIVE DOMAIN OF LANGUAGE TEACHING IN TURKEY

Yrd. Doç. Dr. Belgin AYDIN* Fatih BAYRAM** Betül CANIDAR*** Gülhan ÇETİN****
Onur ERGÜNAY***** Zeynep ÖZDEM - Bilgin TUNÇ

ABSTRACT

While the characteristics of an effective teacher vary depending on different views, everybody would agree that a teacher who ignores the affective domain cannot be considered effective. Previous studies in the area mainly focused on the cognitive side of the learning process. Although some studies focused on the affect, they studied it from the learners' perspectives and ignored the teachers'. This study aims to reveal the perceptions of Turkish ELT teachers on the affective domain of language teaching. Teachers' views were identified considering their teaching experience –expert vs. novice teachers- and teaching context –state vs. private schools-. They were also asked the reasons –if they had any- for not addressing the affect in their classes. The results revealed that Turkish EFL teachers give importance to the affective side and their perceptions do not differ according to their teaching experience or context. School context, students, teachers and environmental factors were reported as the main reasons for not addressing the affective side.

Keywords: teachers' perceptions; affective domain of language teaching; expert and novice teachers; state and private school contexts.

TÜRKİYE'DEKİ İNGİLİZCE ÖĞRETMENLERİNİN DİL ÖĞRETİMİNİN DUYUŞSAL ALANI ÜZERİNE GÖRÜŞLERİ

ÖZ

Etkili bir öğretmenin özellikleri farklı görüşlere göre değişiklikler gösterse de, herkes duyuşsal alanı göz ardı eden bir öğretmenin etkili sayılamayacağı konusunda hemfikirlerdir. Yapılan çalışmalar genellikle bilişsel alan üzerine odaklanmış, duyuşsal alanı ele alsa da buna öğrenci açısından bakmış ve öğretmene odaklanmamıştır. Bu çalışma, İngilizce öğreten Türk öğretmenlerin dil öğretiminin duyuşsal alanı üzerine algılarını ortaya çıkarmayı amaçlamaktadır. Öğretmenlerin görüşleri, öğretmenlik deneyimlerine –deneyimli ve deneyimsiz öğretmenler- ve öğretim yaptıkları ortamlara –devlet ve özel okullar- göre belirlenmiştir. Öğretmenlere duyuşsal alana hitap etmiyorlarsa bunun sebepleri de sorulmuştur. Çalışmanın sonuçları Türk öğretmenlerin duyuşsal alana önem verdiklerini ve görüşlerinin deneyime ve ortama göre değişmediğini ortaya koymuştur. Okul ortamı, öğrenciler, öğretmen ve çevreden kaynaklanan etkenler duyuşsal alana hitap edememenin başlıca sebepleri olarak gösterilmiştir.

Anahtar Kelimeler: öğretmenlerin algıları; dil öğretiminin duyuşsal alanı; deneyimli ve deneyimsiz öğretmenler; devlet ve özel okul ortamları.

- * Anadolu Üniversitesi Eğitim Fakültesi, e-mail: baydin@anadolu.edu.tr.
** M.E.B Gököy Lisesi, İngilizce Öğretmeni, ORDU
*** Önder Dil, İngilizce Öğretmeni, ESKİŞEHİR
**** M.E.B 19 Mayıs İ.Ö.O. İngilizce Öğretmeni, Turgutlu / MANİSA
***** M.E.B Aydınlı İ.Ö.O. Aydınlı Köyü, Sivrihisar / ESKİŞEHİR

1. INTRODUCTION

Who are effective language teachers? The ones who use the language they teach effectively; those who use joyful teaching activities efficiently; those who can establish a good friendship with their students or those whose students get high scores in the exams?

While the answers to the questions above may vary according to the profile of the respondents, how teachers perceive themselves is more important than how they are defined by the others (Chacon, 2005, Farrell & Kun, 2007, Luk, 2002-3). For instance, language teachers who perceive that their role as teachers should include helping students' personal development as well as teaching them the language will create a completely different classroom atmosphere from the teachers who hold just the opposite belief.

Whilst the perceptions of the teachers or definitions of an effective teacher might vary, everyone involved in this process agrees that teaching is a multidimensional and complex process. Having knowledge about the language teachers teach or using it fluently does not mean anything if these teachers cannot transmit it to their learners in the most efficient way. Similarly, we cannot talk about effective language teachers who make their students afraid of making mistakes while expressing their thoughts in the target language.

Review of English Language Teaching (ELT) literature illustrates that most of the studies have focused on the cognitive domain of language teaching and ignored the affective domain. With the impact of humanism, emotions have received considerable attention and affective variables such as motivation, anxiety or self-esteem have been studied. Yet, these studies have mostly focused on the emotions of language learners while the teachers have generally been ignored. Since teachers' perceptions affect the way they teach, investigating how they perceive the affective domain of language teaching will help us understand their attitudes towards learners.

Studies focusing on affect conducted with Turkish teachers teaching English as a foreign language are rarer. While Turkish language teachers have similar educational background with the other language teachers in other countries, when we consider the language teaching context in Turkey, it might be possible to argue that Turkish teachers are experiencing difficulties in considering the affective side of language teaching. Some of these difficulties can be stated as; the large number of students in classes, centralized education, the structured schedule they need to follow, teacher-centered classrooms and the pressure for preparing their students to central exams (Yilmaz, 2007). Thus, it might be assumed that dealing with the affective side is very difficult for Turkish EFL teachers who are experiencing all these problems. The following research questions were asked in order to investigate what English language teachers in Turkey think about the affective factors in their own teaching;

1. What are the views of Turkish EFL teachers on the affective domain of the language teaching process?
2. Is there any relationship between Turkish EFL teachers' perceptions of the affective domain and their teaching experience?
3. Is there any relationship between Turkish EFL teachers' perceptions of the affective domain and the type of institutions they work at?

4. What are the reasons –if there are any- of Turkish EFL teachers for not appealing to students' affective side?

2. LITERATURE REVIEW

The definition of effective teachers differs according to who is defining it. Students, teachers and teacher trainees might have various and sometimes conflicting views. Studies focusing on the perceptions of different participants of the learning environment also yield varying results. For instance, the students in Lang, McKee and Conner's (1993) study believe that effective teachers should have knowledge of world events, their students and how to teach them in ways which they learn best. Similarly, students in Koutsoulis' study (2003) list different characteristics for effective teachers, including the ability to show understanding and friendliness as well as conducting interesting and motivating lessons. Students in Brosh's (1996) study, on the other hand, perceive teachers effective one if they treat students fairly. Students in Onwuegbuzie, Witcher, Collins, Filer, Wiedmaier & Moore's (2007) study associate effective teachers with professionals, advocates, directors, transmitters, communicators and connectors.

Teachers' perceptions regarding the characteristics of an effective teacher may not always match with their students' perceptions. For teachers in Lang et al.'s (1993) study, for example, these characteristics are different from the ones their students have reported. Teachers believe that knowing their subjects well and encouraging students to learn independently are the most important characteristics they should have. Similarly, teachers in Brosh's (1996) study, unlike their students, attribute higher importance to teaching comprehensibly, increasing their students' motivation and considering research findings while teaching. Park and Lee's (2006) study concludes that while teachers in Korea give more importance to English proficiency of the teachers, their students think that pedagogical knowledge is the most important characteristic teachers should be equipped with. Finally, the results of Opdenakker and Damme's (2006) study reveal that teachers who conduct learner-centered lessons with good classroom management skills and who have a high level of job satisfaction are also the ones who give more instructional support to their classes than teachers with a low level of job satisfaction.

Pre-service teachers list the characteristics of effective teachers as; student-centeredness, enthusiasm for teaching, ethicalness, classroom and behavior management, teaching methodology, and knowledge of subject (Witcher, Onwuegbuzie, Minor, 2001).

Experts in the field of education also have varying opinions regarding the qualities of a teacher. For instance, Lowman (1996) believes that a good teacher should have intellectual excitement, interpersonal concern and commitment to teaching. On the other hand, Zembylas (2007) argues for the inevitability of knowledge ecology which is made up of knowledge of content, pedagogy, emotions, learners, educational values and goals.

The results of the studies focusing on the characteristics of effective foreign language teachers do not present very different conclusions. They generally classify these characteristics into three categories as subject matter knowledge, pedagogical knowledge, and socio-affective skills. Vélez-Rendón (2002) defines subject matter knowledge as what teachers know about what they teach. He argues that for many teachers having subject matter knowledge in foreign language education is equal to having target language proficiency. Likewise, Buchmann (1984) argues that teachers' knowledge of foreign language makes it possible to use the target language in class, personalize lessons according to the students'

backgrounds and prepare effective lesson plans.

When the complex and multi-dimensional environment of the foreign language classes is considered, we would all agree that subject matter knowledge alone is not sufficient to ensure the effective characteristics of foreign language teachers. As Vélez-Rendón (2002) states, a teacher -if not equipped with pedagogical knowledge- cannot transmit his knowledge of the language to learners. Vélez-Rendón defines pedagogical knowledge as what teachers know about teaching their subjects; that is, knowledge of second/foreign language acquisition theories, teaching methods, and testing. For Brophy (1991), pedagogical knowledge is unique to teachers and helps them to combine knowledge of the content to be taught and knowledge of how this content can be represented to the students in the most effective way. Therefore, it is significant to consider the learners' perspectives while presenting them something new and it can only be achieved through a well-established pedagogical knowledge. Having both subject matter knowledge and pedagogical knowledge are essential, but insufficient to complete the picture; socio-affective skills are those that an effective teacher must have.

Teachers having socio-affective skills are the ones who can deal with their students' feelings and emotions while teaching their subject matter. For instance, in learning another language, we may encounter anxiety, fear, and other negative emotions which will all affect our learning in a negative way. If a teacher can create an environment where students can focus on the learning both cognitively and emotionally, their learning will be much more effective. Such an efficient classroom cannot be created without having socio-affective skills. As Luk (2002-3) points out, teachers should be in the classroom not only with their body, but also with their mind, and emotions.

To conclude, it can be argued that although the characteristics of an effective teacher differ according to different perceptions, a teacher cannot teach effectively without considering multidimensional aspects of teaching. However, when we look at the previous studies conducted in ELT, we see that most of them focused on the cognitive domain of teaching, and as many other researchers also argue, the affective domain is generally ignored (Buchmann, 1984; Vélez-Rendón, 2002; Dörnyei, 2006). Most of the efforts have been spent on the cognitive side which has the most observable outcomes. When we search teachers' perceptions of the affective domain we don't come across with sufficient studies which will help us to conclude implications for foreign language teaching. There is a bigger gap in the studies conducted with Turkish English language teachers focusing on the affective side. We believe that affect is an indispensable component of language learning process, and only teachers who believe the importance of affect can really help their students to be successful learners throughout their lives. As O'Connor (2008) states, the job of teaching requires emphatic skills and emotional understanding towards others'. This nature of teaching however is generally thought as individual choices and neglected by policy makers.

3. METHODOLOGY

3. a. Participants and Setting

The data were collected from 199 Turkish EFL teachers. 50 of these teachers were used during the piloting process and were excluded from the real study. Since previous research reveals differences between expert and novice teachers in various areas, (O'Connor & Fish, 1998; Cruz, & Arias, 2007), teaching experience was taken as one of the variables of the study. The distribution of subjects according to their teaching experience is shown in table 1 below:

Table 1. Teaching Experience of Participants

Year of Experience	Number	Percentage
1 – 5	89	59.7
6 – 10	35	23.5
11 – 15	6	4.0
16 – 20	6	4.0
21 +	13	8.7
TOTAL	149	100

As seen in Table 1, more than half of the teachers had 1 to 5 years of teaching experience and the rest had 6 and more years of experience. In this study, we considered teachers in the first group as the novice teachers and the others as the experienced ones. Therefore, while 60% of the subjects consisted of novice teachers, 40% of them were experts.

Another variable of the study was the teaching context of the teachers. Turkish state schools and private schools are believed to differ from each other from multiple perspectives; the number of students in the classes or the number of foreign language courses students take might be given as obvious differences to these variances. For instance, while the maximum number of students in an average private class is 24, most of the state schools generally have more than 35 students in a classroom. Tas (2002) believes that teachers should be aware of their students very well; they should know their students' needs, learning styles, strategies. Nevertheless, this is very difficult to achieve for teachers when there are too many students in the classroom. Similarly, while state schools mostly start teaching a foreign language at grade 4, students attending a private school start learning a foreign language as soon as they start their education. Therefore, teaching context was assumed to cause differences in teachers' perceptions of the affect. The distribution of the teachers regarding their teaching contexts is shown in Table 2 below:

Table 2 . Teaching Context of Participants

Working Context	Number	Percentage
State schools	84	56.4
Private schools	28	18.8
Others	37	24.8
TOTAL	149	100

As seen in Table 2, while 84 of our teachers (56.4%) work in state schools, 28 of them (18.8%) work in private schools, and 37 of the teachers (24.8%) work in other institutions such as private language institutions called “dersane” in the Turkish education system. As a result, 56.4% of the subject group was from state school context and the other 43.6% were from the private sector.

3. b. Instrument

Since there was no instrument designed to reveal views on the affective side of learning, a questionnaire was developed for this study. The questionnaire consisted of two parts; in the first part, 25 items asked teachers to indicate their opinions to the items referring to the affective domain of language learning. In the second part, teachers were asked to indicate the possible reasons for not addressing to the

affective side in their own classes with an open-ended question. The 25 Likert-scale items in the first part of the questionnaire were chosen from an item pool which was developed through literature review and extensive discussions of the researcher group. After deciding on the items to be included in the final version, the distracters were added to raise the reliability level of the questionnaire. Items 2, 4, 9, 16 and 18 were included in the questionnaire as the distracters. Then, the questionnaire was sent to five experts in their field in order to get their opinions about the content and face validity of the instrument. After making necessary modifications considering the comments of the experts, the final version was piloted with 50 ELT teachers with the aim of confirming the clarity of the wordings of the questionnaire items as the last step. These 50 teachers were then excluded from the study.

3. c. Data Collection and Analysis Procedures

The final version of the questionnaire was sent to 200 Turkish EFL teachers either via e-mail or a hard copy. 75 % of the teachers, that is 149 of them, returned the questionnaires in a three-week period.

In order to answer the first research question and to find out Turkish EFL teachers' views on the affective domain, the percentages of their answers were calculated. Then, ANOVA was applied to answer the 2nd and the 3rd research questions, and to find out if the teachers' answers differed according to their teaching experience and teaching contexts. To analyze the open-ended question and to reveal the reasons for not addressing to the affective domain of the language learning process, content analysis was used and teachers' answers were divided into idea units. Then, the percentages of these units were calculated, and the most common reasons for not appealing to affective domains were identified. In order to increase the internal reliability of this analysis, two independent experts worked on the idea units and categorized them separately. Finally, they discussed their subcategories until they reached an agreement.

4. RESULTS and DISCUSSION

The answers to the 5-point Likert scale items in the first part of the questionnaire were divided into three groups for practicality reasons. The answers 4 and 5 were combined and presented as subjects' agreement, while the answers 1 and 2 were combined and considered as subjects' disagreement with the given statement. Subjects who indicated 3 as their answers were reported as having neither agreement nor disagreement. The answers of the teachers given to the first part of the questionnaire are presented in table 3 below. The results will be presented combining the three research questions. That is, to answer the first research question and to find out how Turkish EFL teachers perceive the affective domain, the responses will be presented synthesizing and tracing patterns in the teachers' results. The differences in teachers' answers depending on their teaching experience and context will also be presented along with the items in order to answer the 2nd and the 3rd research questions. If there are significant differences among the experience groups or the teaching contexts, these differences will be explained focusing on the details for the questionnaire items.

Table 3. The Answers of the Teachers Given to the Questionnaire

	Statement	Disagree		Neuter		Agree		Total	
		No	%	No	%	No	%	No	%
1	Teachers have an important role in students' lives.	2	1.3	7	4.7	140	94.0	149	100
2	It is impossible to deal with individual differences in crowded classes.	53	35.6	28	18.8	68	45.6	149	100
3	The increase in students' self confidence leads to an increase the success of the students as well.	2	1.3	5	3.4	142	95.3	149	100
4	The knowledge of how to teach English is more important than the ability of addressing affective side of students.	47	31.5	46	30.9	56	37.6	149	100
5	Students should be given the opportunity to develop positive opinions about themselves in English classes.	5	3.3	10	6.7	134	90.0	149	100
6	Materials used in the classroom should serve not only to students' language development, but also to their personal development.	4	2.7	8	5.4	137	91.9	149	100
7	Teachers should be a good model for their students.	1	0.7	8	5.4	140	94.0	149	100
8	Teachers should help their students to express their feelings.	0	0	6	4.0	143	96.0	149	100
9	Teachers' language proficiency is more important than their ability of addressing affective side of students.	56	37.6	48	32.2	45	30.2	149	100
10	Teachers should focus on what students can do, not on what they cannot do.	35	23.5	25	16.8	89	59.7	149	100
11	Each student should feel that s/he is a member of the class.	3	2.0	1	0.7	145	97.3	149	100
12	English classes should help students' personal development.	7	4.7	13	8.7	125	86.6	149	100
13	Students should feel secure in the classroom.	0	0	3	2.0	146	98.0	149	100
14	Teachers' awareness of their strengths and weaknesses helps them guide students better.	3	2.0	6	4.0	140	94.0	149	100
15	Teachers have a role in students' feelings of success or failure.	15	10.1	35	23.5	99	66.4	149	100
16	The aim of English lesson is to teach English and there is no place for feelings and emotions.	124	83.2	10	6.7	15	10.1	149	100
17	Each student in the class is valuable as an individual.	7	4.7	5	3.4	137	92.0	149	100
18	English lessons do not have any role on changing negative feelings of students about themselves.	119	79.9	16	10.7	14	9.4	149	100
19	Teachers' addressing to students' feelings are more important than their knowing English very well.	34	22.8	44	29.5	71	47.6	149	100
20	English lessons should address students' individual differences.	3	2.0	13	8.7	133	89.3	149	100
21	English lessons should help students to improve their self-confidence.	4	2.7	9	6.0	136	91.2	149	100
22	Language classes should help students not only learn the language, but also actualize themselves.	1	0.7	3	2.0	145	97.3	149	100
23	Language classes should help students to sympathize with others.	1	0.7	12	8.1	136	91.2	149	100
24	Teachers have a role in students' feeling themselves good in the classroom.	0	0	3	2.0	146	98.0	149	100
25	English lessons should contribute to the development of students' self concepts.	3	2.0	14	9.4	132	88.6	149	100

Although the questionnaire does not include any predetermined categories, the answers of the teachers will be presented combining the related questions. That is, the questions related to the teachers' roles (1,7,8,10,14,15,19 and 24), the ones related to the language learners (3,11,13 and 17) and the questions referring to the aim of the English lessons (5,6,12,20,21,22,23,25) will be presented together. Finally, the analysis will include the questions 2, 4, 9, 16 and 18 which have been included in the questionnaire as the distracters.

Considering teachers' roles, as seen in table 3, majority of Turkish EFL teachers believe that they have very strong effects on their students. They strongly believe that teachers have an important role in their students' lives (94%, item 1) and also in their students' feeling themselves good in the classroom (98%, item 24). They think that they should help their students to express their feelings (96%, item 8). Being a good model for the students is also very important for Turkish ELT teachers (94%, item 1). They strongly agree that their awareness of their strengths and weaknesses helps them guide their students better (94%, item 14). No significant differences have been identified regarding the experience or teaching context of teachers in any of these items.

Items 10, 15 and 19 do not reveal consistency among Turkish ELT teachers. According to the answers to statement 10, although more than half of the teachers (59.7%) think that they should focus on what students can do, rather than what they cannot do, 23.5% of their colleagues disagree with them. Teachers who have the most experience are also the ones who agree with the statement most. This difference, however, has not been found statistically significant. Regarding the fifteenth item, 66.4% of the teachers agree with the idea that teachers have a role in students' feelings of success or failure. On the other hand, 10.1 % disagree and 23.5% of them are neutral about their role in their students' feelings of success. No significant difference has been identified statistically according to teaching experience or the working contexts. For item 19, while 47.6% of the teachers think that addressing to students' feelings is more important than their knowledge of English, 22.8% of their colleagues do not agree with them, and the remaining 29.5% do not have any firm beliefs. While the percentage of agreement increases with experience, no significance regarding neither experience nor teaching context has been identified statistically.

The items related to the learners in a language classroom, present a general agreement in the teachers' answers. As an answer to the third questionnaire item about the impact of students' self-confidence, almost all of the teachers (95.3%) believe that the increase in students' self-confidence leads to the success of the students as well. Similarly, they strongly believe that students should feel they are a member of the class (97.3%) and should feel secure in the classroom (98.0%). Finally, according to the 17th item, for Turkish teachers, each student in the class is valuable as an individual (92.0%). No significant difference has been found regarding the experience or teaching context of teachers in the statements considering the language learners.

The analysis of the questionnaire reveals a consensus among Turkish teachers about the aims of the English lessons. The majority of teachers believe that students should be given the opportunity to develop positive opinions about themselves in English classes (90%), and these classes should help students' personal development (86.6%). Similarly, 91.9% of them strongly believe that materials used in the classroom should serve not only students' language development, but also their personal development. According to item 20, English lessons should address students' individual differences (89.3%) and help them improve their self-confidence (91.2%). Almost all of the Turkish teachers (97.3%) believe that language classes should help students not only learn the language, but also

actualize themselves (97.3%), they also believe that language classes should help students sympathize with others and contribute to the development of students' self concepts. No significant differences regarding teachers' experience or their teaching contexts have been identified for any of the above items.

The items included in the questionnaire as distracters do not reveal a consensus as the other items do. When we look at the teachers' answers of dealing with affect in crowded classes, we see variations among their views. That is, 45.6% of our subjects agree with the statement and think that individual differences cannot be dealt with in crowded classes. However, 35.6% of their colleagues disagree with them, and 18.8% remains neutral. ANOVA results revealed that teaching experience creates differences among the teachers regarding their opinions about the possibility of dealing with the affective side of language learning in crowded classes ($p=, 017$). That is, while teachers with less experience think that in crowded classes it is difficult to address the affective domain of the students, experienced teachers believe in their ability to deal with their students' emotions even in crowded classes. This answer seems to be contradictory with the teachers' answers considering their roles. That is, although the majority of the teachers believe that they have an important role in their students' lives and in their students' feelings, they think it is difficult to deal with the feelings in a crowded classroom. When we consider their working conditions and the number of the students they have, we can assume that it must be very difficult for the teachers to cope with the paradox between their beliefs and the reality. The fourth item stating that knowledge of how to teach English is more important than the ability of addressing affective side of students resulted in a significant difference among the teachers according to ANOVA results ($p=,011$). That is, teachers with more experience give more importance to methodology knowledge than to affective domain. This result contradicts the result of the item focusing on the crowded classrooms. That is, while experienced teachers believe that they can deal with students' emotions even in crowded classes; they still give more importance to methodology knowledge. From this result it might be possible to infer that experienced teachers think if they know how to teach well, this knowledge will also help them deal with any type of problems regardless of the number of the students in the class. Turkish experienced teachers' belief is supported by O'Connor (2008) who connects caring to teachers' pedagogical or classroom management strategies.

Statement 9 exposes similar results with statement 4; teachers do not share the same opinion with each other. While some (30.2%) think that language proficiency is more important than their ability to address affect, others (37.6%) do not agree with them and 32.2% of the teachers cannot decide which one is more important; language proficiency or ability to address the affective domain of teaching. These differences are not related to teaching experience or working context. 83.2% of the teachers disagree with the item stating the aim of English lesson is just to teach English, and that there is no place for feelings and emotions. There was no significant difference among the subjects regarding the variables of the study. Similarly, the eighteenth item in the questionnaire stating English lesson does not have a role on changing negative feelings of students about themselves has been disagreed by 79.9% of the teachers without any variation in the experience or working context of the teachers.

The open ended question asking teachers' reasons of not appealing to their students' affective domain has been answered by only 49 of the teachers. That is, 32.9% of our participants state their reasons for not dealing with their students' feelings. Although we do not know the exact reason, this low percentage of responses might be interpreted in three ways. First, Turkish teachers may not experience problems of not addressing students' emotions in their classes, so they may not have anything to write down. Second, they may have various reasons for not writing down any answer, such as not having sufficient

time or being too busy. And finally, they might not want to reveal the problems they experience in their own classes.

The content analysis of the teachers' answers to the open-ended question reveals 93 communication units which have been combined into four main categories; school context, students, teachers and environmental factors. The distribution of these categories is shown in table 4 below:

Table 4. The Main Categories of Reasons Given by the Participants

	REASONS	No	%
1	School Context	50	53.8
2	Student	20	21.5
3	Teacher	12	12.9
4	Environmental Factors	11	11.8
TOTAL		93	100

As seen in table 4, the most important reason for not dealing with the affective domain for Turkish EFL teachers is the school context (53.8%). While the students in the classroom have been stated as the second reason (21.5%), teachers believe that they are sometimes the reasons themselves (12.9%). Finally, environmental factors play an important role in teaching English (11.8%). The subcategories of each reason are explained in table 5 below.

Table 5. The Sub-Categories of Reasons for not Dealing with Affective Domain

CATEGORIES	REASONS	No	%
SCHOOL CONTEXT	Crowded classrooms	20	40
	Curriculum	20	40
	Lack of time	8	16
	School culture	2	4
	Total	50	100
STUDENTS	Indifference to English	10	50
	Raising conditions of the students	8	40
	Effects of their peers	2	10
	Total	20	100
TEACHERS	More focus on the cognition	6	50
	Inadequate knowledge	2	16.7
	Lack of experience	2	16.7
	Psychological reasons	2	16.7
	Total	12	100
ENVIRONMENTAL FACTORS	Families	5	45.5
	Lack of Materials	4	36.4
	Financial Problems	2	18.2
	Total	11	100

As seen in Table 5, teachers believe that the school context is the main reason for not addressing the affective domain of the students. They report crowded classrooms as one of the most important reasons for this (40%). They believe that dealing with students individually, talking about their emotions or increasing their self-esteem are easier to handle when there are not too many students in the classroom.

For them, trying to do all these is almost impossible when there are more than 45 students in a class. This result is consistent with the teachers' answers to the questionnaire item asking teachers' opinions about dealing with affect in crowded classrooms. Especially the novice teachers state their beliefs about the difficulty of addressing students' emotions in crowded classrooms, as seen in the following two examples;

-The number of the students in the classroom makes it impossible to deal with each of them individually.

-Each of the 6 classes I am teaching this term has at least 44 students. How can I be expected to know them individually?

Being forced to follow a predetermined curriculum (40%) is another important reason for not dealing with students' feelings in the language classes. Teachers working in the state schools complain that the curriculum they have to follow is too loaded and that they always have lots of things to complete during the class hours. Hence, they think that concentrating on the topics to be taught interferes with their concentration on the affective side. Two of the opinions reveal their thoughts;

-The curriculum is too loaded and detailed. I cannot find time to deal with anything else!

-If you want to know your students individually, you need to have more teaching hours and fewer classes. Our friends working in private schools are lucky. They have maximum 3 classes and minimum 8 hours in each class. How can we address our students' affective sides with only 2 hours in a crowded classroom? I do appreciate if there is anybody who says he can...

Likewise, they complain about being too busy with administrative obligations and not having enough time for dealing with the other issues (16%). Finally, in this category they state that the affective side does not have any place in their school culture; it is ignored by the administrators and the other teachers, and as stated below, this is one of their reasons for not addressing the affect in their own classes.

-In our school culture affect does not have any place. Therefore, students do not have any expectations from the school to deal with their emotions.

Teachers believe that students are the reason for not taking the affective side into consideration. When we look at the reasons we see that teachers perceive students' indifference to English as the main problem in the classroom. Teachers complain that with the current education system, students do not fail in English classes in primary and secondary education and this causes students not to be motivated to learn English. Instead, they prefer to study mathematics or Turkish which will be useful to enter the university. Therefore, due to this problem caused by the system, teachers state that their own motivation is also affected negatively while trying to teach a foreign language to students who do not have any intrinsic or extrinsic motivation. Two of the teachers explain their opinions about the lack of students' motivation as follows;

-Students believe that English is not necessary for their future life. This belief makes it very hard for me to focus on the lesson. It also discourages me from addressing their emotions.

-They prefer to answer multiple choice questions rather than learning English.

Students' raising conditions were reported as the second reason in this category (40%). That is, in Turkish culture feelings are not expressed easily and students are taught to be respectful to their teachers without questioning their authority in the classroom. This characteristic of Turkish culture sometimes makes it difficult for the students to talk about their feelings as expressed by one of the teachers;

-Turkish students perceive their teachers as an authority figure, which makes it difficult for them to express themselves freely.

Finally, teachers report that other students in the classroom might cause problems or they might be the reason for anxiety for each other when feelings are focused (10%). Two teachers mention the effects of friends below;

-Friends might be more effective than the teacher sometimes.

-Students are afraid of being in a difficult situation in front of their friends. So, they prefer not to talk about their emotions.

Teachers perceive themselves as the reason for not dealing with affect in the classroom. They indicate that they focus on the cognitive side of the language learning process more than the affective side (50%). They also state not having adequate concrete knowledge about what affect is, why it is important and how they can deal with it while they are teaching as the explanations of this perception. The following statements explain their concerns;

-While preparing my lessons I focus on the cognitive side more because I do not feel myself confident to focus on students' emotions.

-I do not have enough concrete knowledge which will help me to address students' affective sides most effectively.

-I think we have to be well equipped academically if we want to address our students' affective domains. If our students do not trust in our knowledge, they will not talk about their emotions with us.

-I think some teachers are not even aware of what affective domain is...

-I believe that teachers educate as they are educated. That is why most of them do not know how to deal with their students' emotions.

-Dealing with affect is not our primary goal.

-This is not a part of our teacher education system.

Similarly, some state lack of experience as a reason for not dealing with affect (16.7%). They think that since they are new teachers, they are trying to learn how to deal with the complex process of teaching. Psychological reasons (16.7%) have also been reported as teachers' explanations for not dealing with their students' feelings. Some teachers state that they sometimes might not feel themselves psychologically ready for the lesson. Those lessons are generally not very effective either cognitively or affectively.

-You have to be very well prepared for an efficient lesson, especially if you want to motivate your students and address their emotions. But sometimes I do not have enough energy, motivation or time to prepare really good lessons.

Finally, the environmental factors have been stated as affecting teachers' classes. As seen in table 5, families are reported as an influencing factor for the teachers. They believe that the socio-cultural characteristics of the families sometimes make teachers' job difficult to communicate with the students (45.5%). For instance, when children are not given any value as an individual in the decision making process at home, they do not learn how to make their own decisions at school as well, or they experience difficulties in having any responsibility in their own learning process.

-Family...No matter how much a teacher tries, he cannot be effective on a child if the family is not consistent. Family and teacher are parts of a whole and must have the same attitude.

-Lack of family-teacher-student dialogue affects student-teacher relationship negatively.

Teachers report lack of materials (36.4%) as another reason for not dealing with the affective side in their classrooms. They state that they have to follow the books suggested by the Turkish Ministry of Education which do not include activities focusing on the affect, and even if they want to include such activities, they do not have any materials which they can use in their own classes. And finally, financial problems (18.2%) have been identified as another problem. That is, schools' budgets do not allow teachers to get any materials including activities or games referring to the affective domain of language learning.

-In state schools, especially in primary schools we do not have enough materials. We try to do our best, but how much can we afford with our own salaries? We can't do much with this belief system in the society.

-The materials we use are not appropriate for our students' interests and needs. They just focus on grammar.

To sum up, we can argue that although an important majority of Turkish ELT teachers participating in this study perceive affective domain as an important factor to consider in their language classes, some of them experience problems in addressing their students' emotions due to various reasons. The numbers of students in the classrooms, following a pre-determined and loaded curriculum, the structure of the current education system, the characteristics of Turkish culture, the socio-cultural characteristics of the families, and lack of sufficient materials have been reported as the major reasons for these problems. Teachers also state that even if they could handle the other problems and wish to address the affective domain, they do not know how to do it. Although no statistical differences have been identified in the teachers' answers regarding their teaching experience or context, the answers given to the open-ended question reveal that mostly novice teachers and the teachers teaching in state schools experience more problems than their more experienced colleagues and the teachers working in private schools.

5. CONCLUSION

According to the results of this study Turkish EFL teachers give importance to the affective side of language learning in their own classes. Although this study is limited to teachers' perceptions and we cannot be sure whether they really apply what they believe in the classroom, we are sure that believing the importance of something is the first essential step in taking further steps.

We can also conclude that teaching experience of Turkish teachers does not make any difference in the importance they give to emotions while learning a language. The answers both experienced and novice teachers gave to the questionnaire items regarding their roles as teachers reveal that almost all of Turkish EFL teachers (more than 90 percent) participating in this study believe that;

- they have an important role in their students lives,
- they should be a good model for their students,
- they should help their students express their feelings, and they have a role in students' feeling themselves good in the classroom, and
- their awareness of their own strengths and weaknesses helps them guide students better.

As a result, we can assume that Turkish ELT teachers perceive their role not only as someone who teaches students the language, but also as the person who tries to help students' personal development, by presenting them a good model and also by including emotions while learning a foreign language.

Related to language learners in the classroom, teachers strongly believe that

- each student should feel that he is a member of the class, valuable as an individual and should feel secure in the classroom,
- they should be given the opportunity to develop positive opinions about themselves and,
- the increase in students' self-confidence leads to an increase in the academic success of the students as well.

When we summarize the results related to the aim of English lessons, we can conclude that Turkish ELT teachers believe;

- English classes should help students' personal development, improve their self-confidence, and help learners sympathize with others,
- they should help students not only learn the language, but also actualize themselves, and
- materials used in the classroom should serve not only students' language development, but also their personal development.

Teaching experience has revealed differences only in two items; while expert teachers believe that it is possible to deal with individual differences even in crowded classrooms, novice teachers do not agree with them. This conclusion supports the findings of Ozgun-Koca and Sen's (2006) study in which crowded classrooms were found to be difficult to create a student-centered environment by Turkish pre-service teachers. Similarly, while novice teachers do not agree with their more senior colleagues, experienced teachers believe that methodology knowledge is more important for a teacher than dealing with the affective domain of language teaching. On the contrary, novice teachers give more importance to the affective domain of language teaching than methodology knowledge. The contradiction in these differences might be interpreted in two ways, we can either say that novice teachers know the importance of emotions in language classes but do not feel themselves equipped with the necessary skills in dealing with crowded classes, or expert teachers believe that dealing with students' emotions even in crowded classes is part of their methodology knowledge. That is, they might believe that if a teacher knows how to teach well, they can also deal with the affective domain. This result is in parallel with the results of Tschannen-Moran and Hoy's (2007) study in which experienced teachers were found to have higher self-efficacy beliefs than novice teachers in terms of instructional strategies and classroom management. Our novice teachers just like their experienced colleagues in this study and prospective elementary teachers in Gencer and Cakiroglu's (2007) study perceive a combined professional identity which includes multi components. They are aware that providing knowledge to students is not enough, they also need to consider how students feel in the learning environment as well as to encourage their personality development. Similarly, pre-service teachers in Siwatu's (2007) study expressed their beliefs in the importance of development of positive teacher-student relationships.

The same conclusion can be stated for the working context of teachers. Therefore, we can argue that teachers teaching both in state and private schools give importance to their students' feelings and emotions.

School context, students, teachers and environmental factors have been reported as the reasons for not being able to address the affective side for the teachers who think they can or should do better than they are doing in the current situation. As also stated by Yamasaki and Yamasaki (1999), sometimes the crowded classes in state schools, or sometimes being forced to follow a predetermined curriculum make it difficult for the teachers to apply what they wish to. As Karaagac & Threfall (2004) argue, teachers might even act in a conflicting way with their beliefs if teaching goals are imposed upon them

Students' lack of motivation or their raising conditions due to the characteristics of Turkish culture also affect teachers' language classes. Teachers also report that they might be the reasons for not taking affect into consideration. Focusing on cognition more than on emotions, teachers' inadequate knowledge or inexperience have been reported among these reasons. Finally, the socio-cultural characteristics of families or not having enough materials and money are the reasons stated by Turkish ELT teachers.

To sum up, this study has made a genuine attempt at focusing on the affective dimension of language teaching which has been neglected in the area. Therefore, we believe that the results of this paper will contribute to researchers focusing on effective language teaching as well as teacher training. However, we are well aware of the fact that the results of this study are limited to revealing Turkish ELT teachers' opinions on the affective side of language teaching through a questionnaire and the most important aspect, that is, what they actually do in the classroom still remains a question. This study is restricted



to finding out what teachers think, why they think so or how their thoughts are shaped are beyond the focus of this research. Future research should examine what extent teachers' classroom behaviors overlap with what they believe focusing on the possible reasons of the mismatches. Observing teachers' classroom behaviors, interviewing with them to find out why they do what they do will definitely give a greater depth of understanding the affective domain of language teaching. We believe that teachers' positive opinions will affect their behaviors in the classroom in educating efficient language learners. Learners who believe in their own capabilities, who feel secure in the classroom, who are not afraid of expressing their feelings can be raised by teachers who are aware of the importance of affect and who try to address this dimension in their own classes.

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