

Learning and Teaching Strategies for Technology Education in Turkey

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Abstract: The main power behind the development of a country can be considered as EDUCATION. Today, due to rapid industrialization, professional and technical education is regarded as locomotive in raising staff to industry equipped with necessary qualifications. Engineering education in developed countries is based on theory and it is design oriented. Engineers participate rarely in implementation, though in some countries they are directly involved. The engineering education in Turkey is given in the faculties of Engineering and it has been observed that the education is mostly theoretical. It has also been observed that there are important shortcomings in transferring the comprehensive theoretical engineering knowledge into practice and that there is a gap between the industry and the universities. An important shortcoming exists in technology education, which actually means the transfer of theoretical knowledge into practice. The Technical Training Faculties do not only give theoretical knowledge but they also provide an important amount of applied education; however the graduates are entitled as technical teachers without clearly defined roles and responsibilities, as a result of which the industrial institutions can not make use of them. The engineering and technology education in developed countries are given by Engineering Faculties, Technology Faculties and Technician Schools. The technology Faculties part of this process is missing in our country. This should be completed by the establishment of the Technology Faculties.

1. Introduction

In Turkey, the occupational and vocational school which levels are same of the primary and middle school has been established by Mithat Pasa on 1860. The number of these school has been increased to meet the needed occupational power in the firstly year of the Republic. The first school of high technical teacher was established to meet the needed teacher in Ankara at 1937. And then these schools were arranged as vocational and technical education faculties in 1983. The number of this school was four at 1983. The number of this school has rapidly increased to 19 in 2007. These faculties have some problem about quality and employment.

The basics missions of Technical Education Faculty are to meet the teacher, who would be teacher in Industry Occupational and Technical high school, education centers of the apprenticeship and a teacher graduated from these schools takes a title "Technical Teacher". The employing of technical teacher is not intent to another working area. The number of the student in Technical Education Faculty is totally 28097 at 2006. However, from 1669 student only 19 students has been assigned to a civil servant. Also, there is no any assigning for years in some expertise area (Strategic report of YOK, 2007). In laws, title of "Technical Teacher" is not defined for industry, for example workmen, technician, engineer or another thing they have to face highly important problems.

2. Current Status of Technical Education Faculties in Turkey

These faculties are unique in the world so that the accreditation of these faculties is impossible. It was seen that the attraction and qualification of student or people has reduced from this status. Discussion about the status of Technical Education Faculty, its graduates and solving this problem has highly increased in nowadays. Discussions are based on the four subjects;

1. The employing problem of technical teachers and the increasing number of graduated student.
2. The title, authorization, and responsibility are not defined for technical teachers that have not been assigned as a teacher in industry.
3. Technical Education Faculties hasn't been accredited by any international accreditation organization and the equality of its diploma is not defined in EU, USA and the other countries in the world.
4. The equality of its diploma is not defined in EU, USA and the other countries in the world changing programme for student and academician hasn't been realized.

In developed country, technology education has been given by Technology Faculty. The basic aim of this faculty is grow up technology engineer with skilled in applications for industry. A student has industry experiences and pedagogic formation graduated from University of Applied Science, School of Technology, College of Technology or Faculty of Technology could be assigned as a technical teacher in EU, USA and the other countries. In our country only conventional engineering education has been given. But, in industry has desire Technology Engineer especially in the application area. Because of this reasons in our country Technical Education Faculties should be revised as Technology Faculty.

3. Which Kind of Workman are Desired by the Place of Employments in Turkey?

The result of the report made by ISO Occupation Committees (Istanbul Industry Associated) in May 2007 was shown that the profile of the workman desired from by the entire sector. Which kinds of workman are desired by the place of employments in Turkey was shown as a graph (Fig.1).

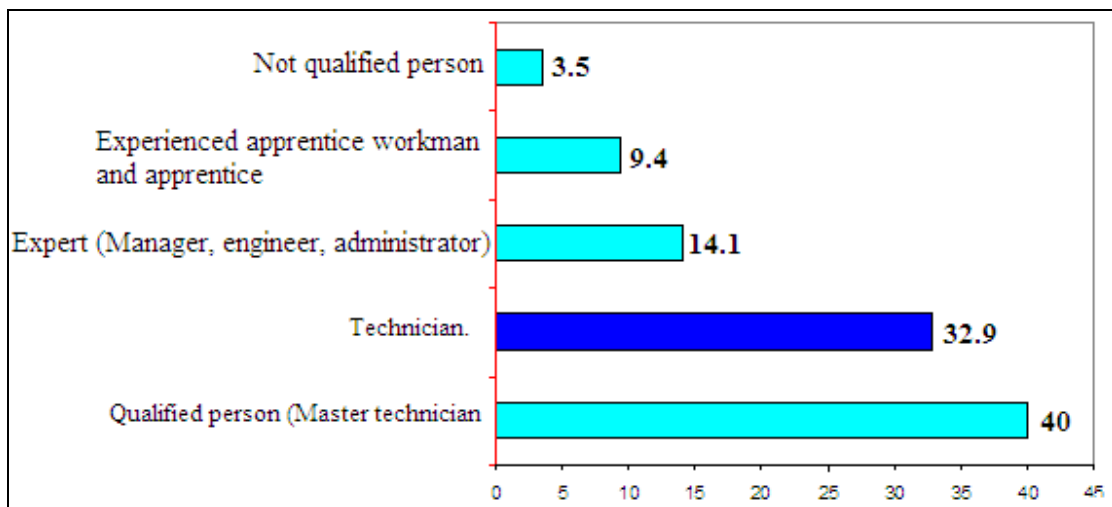


Figure1. The needing status according to the occupational groups in Turkey
(Source: Report made by ISO Occupation Committees in May 2007).

As a result of the report according to the needing status based on the occupational group that the desired *qualified technical person ratio is about 73%* in Turkey. This result is so important for industry and education system in Turkey. .

4. Comparison of the Faculty of Engineering and Faculty of Technology

The researcher engineering graduated from faculty of engineering and engineering graduated from Faculty of Technology are named as "Chartered Engineer" and "Incorporated Engineer" respectively in EU countries, and USA. The most important different between the engineers is the first engineering education based on the knowledge-theoretical and conceiving the other one based on the skill and especially application in industry (Tab.1).

Engineering Faculty	Technology Faculty
Knowledge and theatrical	Skill and application
Conceiving new product	Application engineer
Mathematical modeling and theory	Applicable mathematic and application of science
System arrangement and planning	Applications of the current knowing in detailed
Researching and Developing	Create product quality and service processes
Advanced planning, using new technology and developing new product methods.	Productiveness of product and product system, use of the current technology, developing secure and economical product methods
Developing plans based on perspective in the middle and long period	To gain the aims in product developing plans based on the short and middle periods
Management source and equip	Management source and equip

Table1. The differences of education area between faculties of engineering and faculties of technology

The other important subject is the ratio of the occupational and other education. While the ratio of the occupational education is about 30-35% and the general education ratio is about 70-65% respectively in Turkey. However, the ratio of the occupational education is about 65-70% and the general education ratio is about 35-30% respectively in Europe and the other countries.

The quality is so important for growing up the qualified person in occupational school, vocational school and Faculty of Technology would be revised again. For this reason in our country;

- The esteem of the occupational and vocational education should be increased.
- The integration of this intuition with the local employments sector should be ensured.
- The best students should be directed to this institutions,
- Best carrier for the stuff who is working in this intuitions should be ensured,
- Technical Education Faculties should be again revised as Technology Faculty

4.1 Differences Between Engineering and Engineering of Technology

Differences between engineering and engineering of technology has been compared with together in scope of both generally and possibility of employment and summarized in below (Tab.2 and Tab.3).

General	Engineering Programme	Programme of Technology Engineering
Impact of Programme	Developing new analysis, solving methods for conceiving problems	Application of the daily engineering knowledge and expertise for solving some technical problem
Aim of the Experting	Developing conceptual skills	Developing application skills
Title of employing	The graduation is Engineer.	The graduation is Engineering of Technology.
Properties of Programme	Engineering Programme	Programme of Technology Engineering
Impact on the Technical Lesson	Engineering education is based on the theoretical and pointed out its potential application in.	Engineering of technology is based on the application and practice and Solving the problems in industry and applications
Impact on the Laboratory Lesson	Experimental methods in laboratory lessons, and processing with theories are given	In Laboratory for solving industrial problems the practice conceiving, producing and evaluation techniques are given.
Impact on the Technical Conceiving	General conceiving criteria and different methods are learned and new product, technology and system are developed	The current conceiving methods are developed and applied a specific technique area, practice conceiving are made.

Table2. Differences Between Engineering and Engineering of Technology
(Source: *Brochure of the American Society of Mechanical Engineers, September 2000*)

İş imkanları	Mühendislik Programı	Teknoloji Müh. Programı
The first typically employ position	Works areas are conceptual conceiving in industry, engineering of system, research for product and developing process.	Works areas are product and technical subject, developing product, testing, technical operations, service and quality control.
Technical interest	Produce with analytical approach for solving technical problem in scope of wide.	Experts for a specific area and produce of solving for the specifics problems especially application area.
Activity	Usually has a management position	Usually has industrial management positions
Acknowledge and membership for occupational organization	After passed from some exam in USA, could be taken Professional Engineer title.	After passed from some exam in USA, could be taken Professional Engineer title.
Master's degree	Could be studied in the other areas in engineering (Master's degree or PhD).	Could be studied in the other areas in engineering (Master's degree or PhD).

Table3. Comparing engineering and engineering of technology with together in scope of possibility of employment
(Source: *Brochure of the American Society of Mechanical Engineers, September 2000*)

The occupational working and responsibilities of the Engineer and Engineer of Technology was shown on a schema (Fig.1).

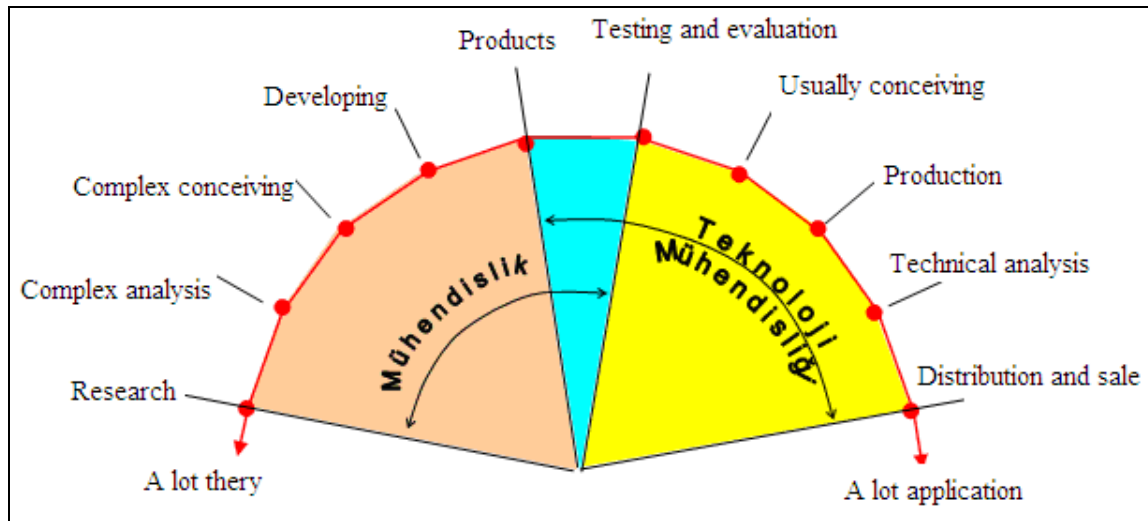


Figure1. Comparing the working area for Engineer and Engineer of Technology
(Source: [Brochure of The American Society of Mechanical Engineers](#) September, 2000.)

5. Qualifiedness of Graduated from Faculty of Technology

The graduated person should be authority by giving assigning authority for making project with your area, conceiving, management, application and control, developing products, testing, analysis, management of quality and production. The graduated person should be taken the title of Engineering of Technology in all of the world. The authorities for the Engineering of Technology could be summarized in below (Tab.4).

Engineering of Technology		
Possible Employing	Differences from Engineer	Education Programme of Engineering of Technology
Works areas are product and technical subject, developing product, testing, technical operations, service and quality control.	Skill and application, Application engineer	Application of the daily engineering knowledge and expertise for solving some technical problem
Experts for a specific area and produce of solving for the specifics problems especially application area.	Applicable mathematic and application of science	Developing application skills
Usually has industrial management positions	Applications of the current knowing in detailed	The graduation is Engineering of Technology.
After passed from some exam in USA, could be taken Professional Engineer title.	Creates product quality and service processes	Engineering of technology is based on the application and practice and Solving the problems in industry and applications
Could be studied in the other areas in engineering (Master's degree or PhD).	Productiveness of product and product system, use of the current technology, developing	In Laboratory for solving industrial problems the practice conceiving, producing and

	secure and economical product methods	evaluation techniques are given.
	To gain the aims in product developing plans based on the short and middle periods Management source and equip	The current conceiving methods are developed and applied a specific technique area, practice conceiving are made.

Table4. Qualified ness of Graduated from Faculty of Technology

Carrier and positions of person graduated from Faculty of Technology and samples for the graduated degree of Technology Faculty accredited by the kind of accreditation institution in different countries was given below (Tab.6 and Tab.7).

Applications Engineer	Engineering Technologist	Project Engineer
Associate Engineer	Hardware Engineer	Quality Assurance Engineer
Automation Engineer	Management Associate	Sales Engineer
Controls Engineer	Management Trainee	Service Engineer
Control Systems Coordinator	Manufacturing Engineer	Shift Engineer
Display Design Engineer	PCB Designer Engineer	Software Engineer
Electrical Applications Engineer	PCB Manufacturing Engineer	Staff Engineer
Electrical Engineer	Power Supply Test Engineer	Systems Engineer
Electronics Systems Engineer	Product Change Coordinator	Systems Integrator
Embedded Systems Engineer	Production Supervisor	Test Engineer
Engineer	Product Support Engineer	Validation Engineer
Field Engineer	Programmer	Wireless Engineer

Table 5. Carrier and positions of person graduated from Faculty of Technology

Names of Programme			
<i>Automotive Engineering Technology</i>	Engineering Technology	Computer Engineering Technology	Engineering
Manufacturing Technology	Engineering Technology	Electromechanical Technology	Engineering
Mechanical Engineering Technology	Engineering Technology	Mech. Design Technology	Engineering
Design and Drafting Technology	Engineering Technology	Aeronautical Technology	Engineering
Electrical Engineering Technology	Engineering Technology	Marine Engineering Technology	Engineering
Electronics Engineering Technology	Engineering Technology	Telecommunications Technology	Engineering
Architectural Technology	Engineering Technology	Environmental Technology	Engineering

Civil Engineering Technology	Laser Technology	Electro-Optics Engineering
Construction Technology	Engineering	Aircraft Engineering Technology

Table 6. Samples for the graduated degree of Technology Faculty accredited by the kind of accreditation institution in different countries

6. Result and Recommendations

These faculties are unique in the world so that the accreditation of these faculties is impossible. It was seen that the attraction and qualification of student or people has reduced from this status

From 1669 student only 19 students has been assigned to a civil servant in 2006. Also, there is no any assigning for years in some expertise area (Strategic report of YOK, 2007). In laws, title of “Technical Teacher” is not defined for industry, for example workmen, technician, engineer or another thing they have to face highly important problems.

The result of the report made by ISO Occupation Committees (Istanbul Industry Associated) in May 2007 was shown that according to the needing status based on the occupational group that the desired **qualified technical person ratio is about 73% in Turkey**. This result is so important for industry and education system in Turkey. The researcher engineering graduated from faculty of engineering and engineering graduated from Faculty of Technology are named as “Chartered Engineer” and “Incorporated Engineer” respectively in EU countries, and USA. The most important different between the engineers is the first engineering education based on the knowledge-theoretical and conceiving the other one based on the skill and especially application in industry

The other important subject is the ratio of the occupational and other education. While the ratio of the occupational education is about 30-35% and the general education ratio is about 70-65% respectively in Turkey. However, the ratio of the occupational education is about 65-70% and the general education ratio is about 35-30% respectively in Europe and the other countries. The quality is so important for growing up the qualified person in occupational school, vocational school and Faculty of Technology would be revised again. The engineering and technology education in developed countries are given by Engineering Faculties, Technology Faculties and Technician Schools. The technology Faculties part of this process is missing in our country. This should be completed by the establishment of the Technology Faculties.

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The Value of Emotional Intelligence for EFL Settings

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Abstract: In spite of the proliferation of emotional-intelligence-based research over the past few decades, this concept came only to receive sporadic attention from TEFL circles. The emphasis of the definitions ranges from “ability to engage in abstract thinking; general approach to new problems in life; adjustment to the environment; capacity for knowledge and knowledge possessed; general capacity for independence, originality, and productiveness in thinking; apprehension of relevant relationships; ability to judge, to understand, and to reason; deduction of relationships; and innate, general cognitive ability”. With this emphasis in mind, Emotional Intelligence appears to have potential to contribute substantially to our language students’ intellectual and emotional well-being and growth., which in return, helps create a very interactive, synergic atmosphere for EFL learners. This paper is a experimental follow-up study to investigate how English-majoring students develop emotional intelligence within the existing curriculum

Introduction

Emotional intelligence developed within the area of psychological research appears to have been well publicized within the business community to the extent that some companies employ people on the basis of test results of the emotional quotient and later popularized by Daniel Goleman’s 1995 known book, *Emotional Intelligence: Why it Can Matter More Than IQ*. Although emotional intelligence is theoretically a loose concept (Matthews et al 2002), given its practical implications, this can be considered an important reaction and response to the cognition-based approaches, mainly to IQ (intelligence quotient) in determining succes.

IQ (intelligence quotient) was widely used for a long time and is still claimed by its advocates to be most effective predictor to account for academic achievement and performance at school. Attempts are painstakingly directed to find substantial relationship between success and IQ. Nevertheless, IQ testing which solely relies on cognitive abilities, reasoning and problem solving capacities fails to include several social, individual, affective, personal and interpersonal factors such as social structure, persistence, self-reliance, encouragement for success from family, teachers, and friends, interest and involvement in school, creativity, managing emotions and interpersonal skills.

Intelligence testing, in real sense, began in France in 1904 with Alfred Binet, who was given the job by the French government to find a method to differentiate between intellectually normal children and inferior ones with a purpose to put the latter into special schools to receive more individual attention and subsequently to avoid their destruction to the education of other children. This testing was to be known as Binet-Scale. The scale was designed to serve as a guide for identifying students who need extra help in school. It was not intended to be used to define general intelligence of people. According to Binet, intelligence could not be measured with a single score as intelligence was not fixed and inborn ability. Later Binet Scale was revised, extended and turned to be the standard universally intelligence testing in the United States for the next several decades. There were also times when it was abused against certain groups of people (Siegler 1992; White 2000).

As far as school achievement is concerned, IQ came out to detect children of lower intelligence in order to place them in special education programs. So a child’s intelligence was compared to what his or her expected intelligence should be as compared to the child’s age. If the child performed higher than a determined normal child of his or her own age, the child was given a higher score, and if the child scored lower than the expected for a child of his or her own age, the child received lower IQ score. Today IQ testing has been extended to adults with a view to determining an adult’s mental potential. Unlike yesterday, an adult’s test results are compared to other adults and intelligence is defined by comparing each test taker to all other test takers instead of an arbitrary age-based standard Intelligence.

IQ has received strong criticism. From the very beginning the simplest definition that “intelligence is whatever intelligence tests measure” fails to characterize the construct itself, the nature of intelligence and the ability assumed to be measured. Furthermore, there are many different intelligence tests, which seem not to all measure the same thing. From the literature review I have covered, prominent scientists, psychologists and educators appear not to be in line with the definition of intelligence. The definitions range from ability to engage in abstract thinking to understand and to reason; deduction of relationships.

It is interesting to note that students, though having high IQ, may have serious problems in terms of interpersonal skills and may not be capable of regulating their emotions and promoting their intellectual growth. Typical example is that most autistic children have high IQ measurements, yet they are unable to communicate in other forms, indicating that IQ is not suitable to measure creative and emotional abilities (Tricia Ellis-Christensen 2009).

IQ is also severely criticized for being-culturally-biased as conceptions of intelligence vary from setting to setting and from culture to culture. Western dominated-I.Q tests can not be applied to other cultures with different values and world views. So intelligence tests are claimed to have the capacity to measure only a portion of a person’s ability that could be related to the aspect of intelligence (Gardner 1983, 2008).

IQ is considered to be more of a result of an individual’s own conditions and opportunities to acquire skills and learn information in consistent with a particular cultural context. IQ testing is claimed to be deceptive and inadequate as it solely relies on cognitive abilities, reasoning and problem solving capacities to a large extent, ignoring several social and personal factors such social structure, persistence, self-reliance, encouragement for success from family, teachers, and friends, interest and involvement in school, creativity, managing emotions and interpersonal skills (Gardner 1995).

Emergence of Emotional Intelligence

In response to the limited capacity of IQ to measure a person’s ability, new theories of intelligence have developed in such a way as to include the whole person. Historical roots of EI go back to 1920s when Thorndike (1920) introduced social intelligence as the person's ability to understand and manage other people, and to get involved in social interactions wisely, drawing a distinction between academic ability and social intelligence, which is an essential element in what makes people succeed in life.

The concept of social intelligence led to the several kinds of intelligence including multiple intelligences to be formulated by Howard Gardner (1983) who theorized that there were seven intelligences but in recent years more have been added:

Verbal Linguistic - the ability to use words and language

Logical Mathematical - highly developed ability to use reason, logic and numbers

Bodily Kinesthetic - capacity to control body movement and handle physical objects

Visual Spatial - strong visual capacity to think in pictures and create pictures in their mind

Musical Rhythmical - heightened ability to appreciate and produce music and sound

Interpersonal - advanced ability to relate to and understand other people

Intrapersonal - exhibit a strong sense of self and ability to understand and share their inner thoughts and feelings

Naturalist - recognition, appreciation and understanding of the natural world around us

Important figures in this area such as John Mayer, Peter Salovey and Howard Gardner were also to highlight the crucial importance of considering the cultural and social context and elements for a better evaluation of performance. Instead of focusing on cognitive aspects of intelligence, social intelligence includes the whole range of mankind’s relationships with other humans and with the world in general. According to John Mayer and Peter Salovey , emotional intelligence "is a type of social intelligence that involves the ability to monitor one's own and others' emotions, to discriminate among them, and to use the information to guide one's thinking and actions" (Mayer & Salovey, 1993: 433), overlapping with Gardner’s Interpersonal intelligence which involves the the capacity to understand oneself-one’s strengths, weakness, desires, fears and understanding of other persons-how to interact with them, how to understand their personalities (Gardner, 2005). Goleman (1998) also views the concept as the capacity for recognizing one’s and others’ feelings as to manage emotions in relationships with others.

In spite of variation and overlapping with similar concepts, emotional intelligence seems to encompass the following five characteristics:

Self-awareness--knowing your emotions, recognizing feelings as they occur, using your feelings to make good decisions, observing yourself, understanding negative thought processes.

Managing emotions--handling feelings in appropriate manners and acting and reacting appropriately to a current situation and you react finding way to handle fears, anxieties, anger, and sadness.

Self-motivation—Coordinating and channeling your feelings and directing yourself towards a goal, concentrating one's emotions on the achievement of the goals, despite self-doubt, inertia, and impulsiveness

Empathy— recognizing and being sensible to the concerns and feelings of others and taking their perspectives, understanding others, appreciating the differences in the way they take the things

Handling relationships—handling interpersonal interaction, social competence, conflict resolution, and negotiations, being adept at managing the emotions and their interactions with others, being in harmony with people (Mayer & Salovey 1993, Goleman 1998).

Emotional Intelligence and Turkish EFL Environment

It is true to say that with astonishing speed in the advancement of telecommunication technologies and intercultural contacts in a modern global society today many foreign language programs and educational organizations in Turkey have been challenged to prepare students to develop communicative competence for the realization of this dynamic and conversational interaction with the cross-border environment. New policies and procedures set out by the Turkish Ministry of National Education in relation to teaching/learning of a foreign language in primary and secondary education over the last ten years are leading indicators of the efforts to meet this increasing need for the integration of our country with the world. To this end, the Ministry of National Education has designed new coursebooks promoting a communicative perspective. Similar trend can be observed in state-run or private language programs and in textbooks developed for young Turkish adults and university students. For example, Campus Life-English Course for Young Adults, recently designed by a team of Turkish lecturers at Çanakkale 18 Mart University, totally adopts the Common European Framework (CEF) guidelines, namely Erasmus-oriented syllabus, most integral aspects of which is to foster the European mobility of students. To be more specific, it is the communicative value of the language mostly emphasized in the textbook.

Considering the fact that the materials from a coursebook to smartboard are nothing but an aid to an end, which can be summarized as the use of target language for communicative purposes. The current comprehensive literature provides strong evidence that one of the most integral aspects of speaking in target language is to have self-confidence, motivation and to feel at ease, far from anxiety (MacIntyre and Gardner, 1994, Daly 1991, Young, 1991 and Horwitz & Young 1991). All of these are affective factors on learning a second/foreign language, and very much to do with the concept of emotional intelligence. It is our everyday classroom observation, as supported by MacIntyre and Gardner, (1991) that learners may avoid taking the necessary risks to acquire communicative competence in the target language or they may feel deeply insecure in anxiety-provoking language environment. Daly (1991) and Young (1991) find that most students are particularly anxious when they have to speak a foreign language in front of their class. Whether the cause or the result of language learning problems, language anxiety poses a serious barrier on the way to effective language learning/teaching. Without breaking down this seriously hindering psychological barrier, it is very difficult to create an environment for the language learning/acquisition to take place because anxiety is unpleasant emotional state or condition which is characterized by subjective feelings of tension, apprehension, and worry, and by activation or arousal of the autonomic nervous system" (Spielberger, 1983, cited in Horwitz, 1986, p. 125).

Anxiety is usually classified into three divisions: trait, state and situational. *Trait anxiety* is relatively stable personality trait. A person who is trait anxious is likely to feel anxious in a variety of situations. The source which creates anxiety is not the event or the state, but the personality. "People with high levels of trait anxiety are generally nervous. They lack emotional stability." (Goldberg, 1993 cited in MacIntyre, 1999)

Second type anxiety is classified as situation-specific anxiety, the most common examples of which are test anxiety, math anxiety, language anxiety, stage fright and communication apprehension. This anxiety recurs in specific situations and can be stable over time; nevertheless, it is not distinguishing personality characteristic but specific to a particular situation. For example, talking before audience, talking to a native speaker, taking an exam, taking an oral interview can be given examples of this type anxiety.

State anxiety, on the other hand, is different from trait and situation-specific anxieties in that it shows fluctuation and its intensity changes over time. It is a temporary condition experienced at a particular moment. Situation specific anxiety reflects a trait that recurs in a specific situation (MacIntyre, 1995). While people with trait and situation anxieties feel nervous in general or in certain situations, people with state anxiety are much more

sensitive about what other people are thinking of them. The observable symptoms of this type of anxiety are sweaty palms, wringing hands or faster heartbeats.

However, state anxiety is the anxiety itself. It is a temporary negative emotional change that affects emotions, cognition and behaviours. Anxiety can be either facilitating or debilitating. Facilitating anxiety motivates learners to adopt an approach attitude and is willing to confront the new learning task. Debilitating anxiety motivates learners to assume an avoidance attitude and therefore tends to escape from the learning task (Scovel, 1991). Krashen's Monitor Model also provides further evidence for the role of affective factors in that learners raise their "filter" when they have anxiety and fear of making mistakes, preventing them from learning and acquiring the target language as fear and anxiety.

A burgeoning body of literature has provided adequate evidence on the impact of language anxiety on language learning but failed to suggest sound ways to overcome this problem. Given the fact that people having EQ are assumed to exhibit common attributes such as managing emotions, self-awareness, self-motivation, empathy, interpersonal relationship skills, then, it would be possible to reduce language anxiety in teaching foreign through developing emotional intelligence as this concept primarily appears to focus on the relation between cognition and emotions. And "minds without emotions are not really minds at all. They are souls on icecold, lifeless creatures devoid of any desires, fears, sorrows, pain or pleasure" (LeDoux 1996: 25) People proficient, for instance, in managing emotions are well prepared to overcome negative feelings, anxiety, and irritability. Through EI implications an anxietyfree classroom atmosphere can be established.

Techniques Developing Emotional Intelligence

Drama is a very powerful tool to be utilized to develop emotional intelligence. Teachers tend to be skeptical about the role of using drama in classes although many are quite familiar with the uses of skits to teach and reinforce material. Drama offers the students a way to interact with the physical environment and interaction with other people, which is critical in cognitive and emotional development and this moves the learners outside of the limits of the normal classroom environment. This is where the traditional classroom system appears mostly to fail. As drama employs a multi-sensory approach to language acquisition by involving second language learners physically, emotionally, and cognitively in the language learning, students are led to explore and experiment with the boundary of their anxiety and emotions, developing a sense of awareness of self in the target language culture. Students get involved in free flowing extemporaneous conversations as they interact with one another prior to the dramatizations and during the improvisations working cooperatively to orchestrate the dramatizations and improvisations. This naturally creates immense opportunity for interaction and interrelation communication among students. It becomes a matter of realizing themselves and producing something which they would be very proud of. Students are able to channel their emotions to achieve a goal, generate initiative for their own will. Drama activities provide not only variety, curiosity and enthusiasm to traditional run of courses but also a unique chance for the students to overcome the sources of language anxiety summarized by Young (1994) as Low self-esteem, Competitiveness, Self-perceived low ability levels Communication apprehension, Social anxiety, Existential anxiety, Lack of second language group membership, Learners' beliefs about language learning.

Another technique which can be used to develop learners' emotional intelligence is Rational Emotive Behavioural Therapy (REBT), developed in the early 1950's by Albert Ellis. The rationale behind this technique is that most of emotional disturbances stem from our irrational beliefs, and human being is capable of cognitively controlling illogical emotional responses as there is a strong relation between our thoughts, beliefs and emotions whether they are based on facts or not. So, our emotional disturbances such as anxiety and depression can be reduced through the changes in the way of thinking. Rigid thoughts and beliefs may well lead us to unrealistic expectations, resulting in disappointing outcomes. For example, people with anxiety disorders perceive situations more disturbing than their actual level. Their fear of failure poses a considerable obstacle that prevents them from making progress. According to the Rational Emotive Behavioural Therapy, humans are capable to get rid of their irrational beliefs and thoughts and replace them with rational ones which establish and maintain being emotionally well (Avcı 2008). REBT is claimed to have an empirical evaluation of the events and consists of some therapeutic processes. In a study by Avcı (2008) aiming to reduce language anxiety through Rational Emotive Therapy techniques and Emotional Intelligence implications with 27 adult university students in an intensive English Program at Karadeniz Technical University in Turkey, REBT was found to reduce language anxiety and develop emotional intelligence.

Research

This is a follow-up study carried out one year after the original study done on the use of drama with English majoring 3rd year students at university level (Kayaoglu 2006). In the initial research a structured questionnaire was used to assess whether the incorporation of drama into the existing curriculum developed the students' emotional intelligence. Quantitative data from the initial research gave strong support to the fact that getting students involved in performing drama was very effective in bringing about needed social changes that could result in a freer human development. This study followed the same procedure that a total of 46 English-majoring students were involved in performing drama as term Project. The students were again divided into groups of 5 to 9 and given freedom to perform any play in their own way. They were also allowed to use their creative imagination to modify the plays, creating an atmosphere for different ideas to be discussed. Having been encouraged, the students performed the plays in front of audience, most of whom were again students and teachers in the department. Instead of using a structured questionnaire, students were, this time, asked to keep diary of their experience and given an open ended questionnaire to gain more in-depth data for content analysis. This also served to provide triangulation.

Findings

Content analysis of students' diaries and self-reports of the open ended questionnaire resulted in the following themes:

Handling Feelings

- I used to be anxious in speaking in front of my classmates but I have overcome this anxiety. At least there is no more excitement or blush that I felt once.
- Thanks to drama courses, I have found the opportunity to be more creative and productive, which let me be more self-confident and self-controlled.
- I think I was successful in overcoming my excitement after the first play. Acting as if there was no audience increases my motivation.
- Performing on the scene causes excitement; however, after experiencing this for many times, excitement turns into pleasure.
- It was impossible to experience such an excitement somewhere else rather than on the stage. Since no one considers the "grades", there follows good performances. I gain the ability to overcome my excitement in front of a community and to develop self-confidence.
- It was very important for me to control my anxiety.
- By this way, we can get rid of the stress of being a student. I've acted 3 different characters in 3 different plays. I experienced their lives, their feelings and shared their cautions in a way; and this helped to me learn how to react in such conditions.
- I get excited easily; therefore, I cannot feel comfortable in a community. Thanks to these plays, I learnt how to behave in front of a community.
- Of course, there are disagreements among the group members but dealing with the disagreements isn't too difficult for us.
- I am an excited person; I couldn't perform as I wished to do. Yet, as the time passed I managed to overcome my excitement to a considerable extent.
- There was uncertainty and some obstacles at first...
- It was a two-person play. And we got excited. After the play started, we became so preoccupied with the performance that we didn't recognize the crowd.
- You get tired and stressed. Also you have the chance to experience things yourself.
- It was impossible not to get excited when the time came. Yet after a while I overcame that anxiety. It will be more useful in the future as we are going to address students in classroom environment or to address a larger community.
- It is still not easy for me to control my excitement and stress. I thought that I would never overcome those. Yet after sometime I overcame that, as well.
- It is not easy to make a speech in front of a group yet we overcome this in time. I am not so excited when compared to the past.
- We get used to feel comfortable in a community.

- I become more stressful in addressing a community. I can easily control my excitement
- I couldn't behave in this way in front of anybody else before. Yet I overcame this in time.
- Generally, I don't feel comfortable while speaking in front of the audience. This excitement causes me to make more mistakes. With the help of the drama courses, I can cope with this handicap.
- Although it is very a bit stressful to act alone in front of a community and to be aware that they are watching you, I learnt how to control this.
- It is very important to be patient in these plays. You learn that.
- In the following plays we overcome our excitement. We sometimes laughed, sometimes discussed.
- No matter how many presentations we made it is very different to act in front of our teachers and friends.
- Firstly, drama improved my ability to overcome my excitement. The rehearsals help us overcome stress.
- It helped me overcome my excitement. Drama is to control myself and construct unity.
- Drama helps me to become more self-confident and self-controlled.
- I got very excited yet what I expected didn't come true.

Acceptance of Others

- Thanks to these plays that we had the opportunity to notice the real face of people.
- We have learnt to overcome some unimportant problems through these plays.
- We try to do our best in order to understand the way of group work and each other. I think it is very useful to know and develop ourselves.
- Knowing how to work in groups and have a voice in the group contributed to my personality very much.
- During our rehearsal of the first play we had some problems within the group and these problems, of course, were reflected in the play. However, all these were experiences for all of us.
- During our rehearsal of the second play, we didn't have any problems. Unlike the first one, the rehearsals were enjoyable because we know each other better and we behave accordingly.
- By doing their duties in the group the individuals figure out what "responsibility" is.
- I can say that I see many people who obtained their self-confidence. There grew intimate relationship among the students in the classroom. We welcome correcting each other's mistakes. We are tied to each other more closely.
- Sharing ideas among each other leads to the fact that people know and welcome each other better.
- I realized the importance of group work. As I was reading man (woman) I had more responsibility. I had to understand and motivate my friends. I learned how to behave in group, noticed my friends' characteristics better and learned that I had to have social relationships with other people.
- It was enjoyable but difficult. It is not easy to work within group with different people. Everyone has different characteristics. While some do their best for their play some do nothing
- Sometimes there are some disagreements within group but this is quite normal because different people with different characteristics come together.
- We correct each other's pronunciation mistakes.
- This is not an individual work but a group work.
- Despite problems, group work was fantastic.
- We learned how to be patient. This was difficult because different people have different perspectives in terms of perspectives.
- I sometimes observed that how some people can be irresponsible without thinking the others.
- If individuals have a sense of responsibility within a group there is success. The more sense of responsibility one has the more successful he will be. You have to work hard individually because the success can be obtained by group work.

Self-confidence

- I used to have no self-confidence; however, I have it now
- I gained the ability and courage to speak in front of public.
- You learn how to overcome your anxiety and gain self-confidence.
- It improved one's self-confidence, since it put responsibility on individuals. I got very anxious in my first play but it was a great experience for my next play.
- It enabled me to have more self-confidence. It proved that we could be successful in different fields.

- It gives the opportunity to see your self-confidence since it leaves you alone on the scene.
- My self- confidence has improved much.
- It enabled me to have self- confidence.
- Before drama class, I used to be very anxious even in my presentations. Now, I am more confident.
- My self- confidence has improved very much
- The ability to speak in public has improved my self- confidence.
- Thanks to the drama classes, my self- confidence has improved, I think.
- Your self-confidence improves.
- I gained my self-confidence in time.
- These plays improved my self- confidence.
- I gained self-confidence.
- My self- confidence is improved very much
- Acting in front of audience and reflecting the emotion in the play are very challenging and achieving this enable me to gain self- confidence.
- I had no self- confidence in the first plays. Day by day I gained self- confidence.

Social development

- I had no close relation to the majority of the class except “hi” and “good morning”. I had new close friends thanks to these plays. I gained a different perspective to look at my friends. I felt happier. We spent more time than ever. The more we shared the closer we got.
- We gained social status in front of the crowded class by performances.
- Although I have been in this department for five years, there were some people I did not communicate with, but by means of the play “Of Mice and Men”, I had the chance to improve my relations with them. I have five new friends thanks to this play.
- I had the chance to get to know the people to whom I only said “hi” by means of these plays and I was good with them. I got rid of all my prejudice about them.
- Working in groups helped us get rid of social fear and I was conscious not only for myself but also for my friends.
- Sometimes it was hard to come together by group but we succeeded. I followed my friends’ lines besides mine. We added things from ourselves. I think our relations improved a lot by these plays
- Students’ interaction with others has positive effects. It is a great opportunity in terms of creativity and sociability.
- You share something with others and improve social relations. We acted our first play with the failed students. We did not know each other before the plays but we became good friends with the help of these plays. We had the chance to get to know each other closely. We felt we were much interacted.
- The friendship ties got stronger thanks to these plays. We became close friends with the people to whom I only said “hello” before. Now I have many close friends. We used to do our rehearsals in canteens, homes, dormitories and outdoor places. These are suitable places to improve friendships.
- I believe that drama helped me to improve my creativity and sociability.
- A person may be anti-social but these kinds of performances give great chances. You can be very good friends with the people whom you did not know before.
- We had some problems as we first acted in a play. The disagreement resulted from working principles and not being able to come together. We had little arguments from nothing. By this way, we have the chance to know each other very well. However, we had no problem in the second plays. Contrary to the other play, the rehearsals were much more enjoyable because we knew each other and we behaved accordingly. It is hard to work with people whom you do not know and I think we succeeded this with drama.
- There were many people with whom I did not have any interaction although we were in the same class. We got good interactions by these plays.
- The people whom were anti-social had close relations and got rid of social fears with the help of these plays
- We worked day and night because we had to perform our plays in front of audience and had to do our best. I was a commander in the second play. I met a commander in the campus because we needed a uniform of a commander. We met new people and strengthened our relations.
- Friendship, expressing yourself in public and socialization.
- I think it strengthened our relations in the class. I got to know the people whom I said “hi” up to now more closely.

- It improves friendship, teaches us the benefits of working as a group (co-operatively).
- We improved our dialogues with our friends and experienced benefits of group work
- Beside all, it provides socialization. I got to know the people whom I had little sincerity before.
- We learned many things in terms of socialization. It enables us to work within a group
- Beside all, it provides socialization. I got to know the people whom I had little sincerity before
- It is easy to be successful individually but not in groups. I got to know the people whom I said “hi” up to now more closely.
- I got close interaction thanks to these plays.
- You can make new friends by working in groups.
- It helped us have new friends.
- We got close friendship with many different people.
- It provided social activities and enabled group work apart from the courses.
- First of all, it enabled me to be active and neat in a group. I reflected this into my social relations. Now I can be more active and successful in a social environment. I met new friends thanks to drama.
- Classroom interaction and social relations got better and better.
- We improved our friendship
- It affects relations in a positive way. It provides interaction in the department

Individual development

- Thanks to drama I am more creative.
- I have become more social. I think it affects everybody positively. To me, it enables us to speak comfortably to an audience and to improve our creativity when necessary.
- I had no idea that I would be able to perform in such an activity
- Working in groups has triggered our individual development.
- Feeling comfortable in community is the leading factor.
- In other words, you become a creative individual.
- We learned to work in groups.
- Drama has affected our success positively in other courses.
- The crucial contribution is self-development.
- Thanks to drama, I feel more creative.
- I discovered my capabilities.
- I’ve made progress.
- I’ve gained the ability and the courage to speak in public.
- I became more interested in drama after this play.
- Although I am not a social person, it has improved my individual development.
- Thanks to these performances, I became more creative.
- It is necessary to bring about creative ideas. I’ve seen that the sense of responsibility is an important virtue.
- Thanks to these performances, we are more creative.
- These performances have improved my personal development at a great degree. Unlike other courses, it contributes to my personal development
- It has an indispensable role in my self- development.
- I feel I’ve developed myself in many respects.

Conclusion

Considering the fact that the statements under each category were recorded from individually different subjects, the use of drama within the traditional education system developed students’ emotional intelligence and enabled them to cope with stress and anxiety-provoking situations. The students were found to recognize, monitor and manage their emotions for positive change. Perhaps, one of the most significant results of the study was that the students, having improved their self-esteem and self-confidence, were able to develop social competence in their interpersonal relationships. This is likely to have very positive effect on their future performance in EFL classes as they appear to develop the ability to tolerate many disturbances. Using drama as a medium for developing emotional intelligence in EFL settings is a viable choice for us to recognize and monitor.

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