

**AN INVESTIGATION ON THE RELATIONSHIP BETWEEN
EMPATHY-RELATED CONSTRUCTS OF ENGLISH INSTRUCTORS AT
ATILIM UNIVERSITY PREPARATORY SCHOOL WITHIN THE
FRAMEWORK OF PEACE EDUCATION**

**THESIS SUBMITTED TO
THE GRADUATE SCHOOL OF SOCIAL SCIENCES
OF
MIDDLE EAST TECHNICAL UNIVERSITY**

BY

ESRA ÖZDEMİR

**IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR
THE DEGREE OF MASTER OF ARTS
IN
THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

DECEMBER 2009

Approval of the Graduate School of Social Sciences

Prof. Dr. Sencer AYATA
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Master of Arts.

Prof. Dr. Wolf KÖNIG
Head of Department

This is to certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts

Assist. Prof. Dr. Alev YEMENİCİ
Supervisor

Examining Committee Members

Assist. Prof. Dr. Alev YEMENİCİ (METU, FLE) _____

Assist. Prof. Dr. Nurdan GÜRBÜZ (METU, FLE) _____

Assist. Prof. Dr. Dilara DEMİRBUŁAK (Çankaya U., ELL) _____

I hereby declare that all information in this document has been obtained and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last Name: Esra ÖZDEMİR

Signature:

ABSTRACT

AN INVESTIGATION ON THE RELATIONSHIP BETWEEN EMPATHY-RELATED CONSTRUCTS OF ENGLISH INSTRUCTORS AT ATILIM UNIVERSITY PREPARATORY SCHOOL WITHIN THE FRAMEWORK OF PEACE EDUCATION

Özdemir, Esra

M.A. Program of English Language Teaching

Supervisor: Assist. Prof. Dr. Alev Yemenici

December 2009, 212 Pages

This study aimed to examine the relationship between empathy-related constructs of English instructors at Atılım University Preparatory School and certain demographic features such as age, gender, educational background, and experience. The scale which consists of a demographic inventory, a questionnaire, and a semi-structured interview were developed by the researcher. The scale consists of “Interpersonal Reactivity Index (IRI)”. The results of the questionnaire were analyzed through SPSS 15.0. This data gathering instrument was implemented on 90 English instructors working at Atılım University Preparatory School. In analyzing the data, descriptive statistics as frequency, percent, average and standard deviation and inferential statistics as independent t-test was used. As the second scale of the present study, semi-structured interviews were conducted with 19 English instructors employed at Atılım University Preparatory School. The results of the interviews were analyzed through content analysis. The results of the study revealed that there is a relationship between perspective-taking and empathic concern tendencies of English instructors and their age and experience.

Keywords: peace education, conflict management, communication skills,
empathy, empathy-related construct

ÖZ

ATILIM ÜNİVERSİTESİ İNGİLİZCE HAZIRLIK OKULUNDA ÇALIŞAN İNGİLİZCE OKUTMANLARININ EMPATİYİ OLUŞTURAN YAPILAR ARASINDAKİ İLİŞKİLER YÖNÜNDEN BARIŞ EĞİTİMİ ÇERÇEVESİNDE İNCELENMESİ ÜZERİNE BİR ÇALIŞMA

Özdemir, Esra

Yüksek Lisans, İngiliz Dili Öğretimi

Tez Yöneticisi: Yard. Doç. Dr. Alev Yemenici

Aralık 2009, 212 Sayfa

Bu çalışma, Atılım Üniversitesi İngilizce Hazırlık Okulunda çalışan İngilizce okutmanlarının empatiyi oluşturan yapıları ile yaş, cinsiyet, eğitim ve deneyim gibi bazı demografik özellikleri arasındaki ilişkileri Barış Eğitimi çerçevesinde incelemeyi amaçlamaktadır. Veri toplamak için katılımcıların empatik eğilimlerini araştıran bir anket ve bir yarı yapılandırılmış görüşme içeren iki ölçek geliştirilmiştir. İlk ölçek “Kişilerarası Tepki Verme” anketini içermektedir. Bu anketin sonuçları SPSS 15.0 programı ile analiz edilmiştir. Bu ölçek Atılım Üniversitesi Hazırlık Okulunda görev yapan 90 İngilizce okutmanı üzerinde uygulanmıştır. Veri analizi için betimsel istatistik olarak sıklık, yüzde, ortalama ve standart sapma, çıkarımsal istatistik olarak independent t-test kullanılmıştır. Çalışmanın ikinci ölçeği olan yarı yapılandırılmış görüşme Atılım Üniversitesi Hazırlık Okulunda görev yapmakta olan 19 okutmana uygulanmıştır. Görüşme sonuçları içerik analizi yöntemi ile analiz edilmiştir. Çalışmanın sonuçları empatiyi oluşturan yapılardan bakış açısı edinme ve empatik ilgi ile yaş ve deneyim arasında bir ilişki olduğunu ortaya koymuştur.

Anahtar Kelimeler: Barış Eğitimi, çatışma yönetimi, iletişim becerileri, empati, empatiyi oluşturan yapılar

*To my parents Ömer and Nazmiye Özdemir,
To my brother Sercan Özdemir,
To my grandmom Hacer Çakar,
For their perpetual belief in me*

ACKNOWLEDGMENTS

I would like to express my thanks to the following people who have made this thesis possible with their contributions.

Firstly, I would like to express my deepest gratitude and appreciation to my supervisor, Assist. Prof. Dr. Alev Yemenici for her continuous support and guidance throughout the process. I am grateful for her constructive feedback and suggestions. I deeply owe her a great deal to be my guide. It has been and will always be a true privilege to be one of her students.

I am also grateful to Assist. Prof. Dr. Nurdan Grbz and Assist. Prof. Dr. Dilara Demirbulak for their constructive feedback and guidance throughout the study. Their comments and suggestions have contributed significantly to this study.

I am deeply grateful to Aytuna Kocabiyikođlu, who provided the opportunity to conduct my study. I would also like to acknowledge the English instructors working at the English Preparatory School of Atılım University who participated in this study.

My special thanks also go to Prof. Dr. Mark Davis, who not only gave me permission to use the Interpersonal Reactivity Index but also provided correspondences which lead my study. In addition, I would like to thank Assist. Prof. Dr. Erdiņ Duru who has given me constructive feedback through his emails.

I want to thank Berkan Tektaş, who was always with me through his contributions and assistance, Ece ifti, who provided invaluable support during the process and believed me. Additionally, I would like to thank Serap Demir and Bilge elik who helped me with translation and Hale Kızılıcık, Hlya Uncu, Tarık Durdu who helped me throughout the process. I also would like to express my thanks to Tolga Tezcan for helping me with the statistics part of my study.

I would like to thank my friends Pınar Özkurt Tülek, Pınar Aksoy, Reşat & Nurhan Çiftçi and Nilgün Akbulut for their valuable support and motivation during my studies.

Finally, special thanks go to my parents Nazmiye & Ömer Özdemir, my grandmother and my dear brother Sercan Özdemir for their endless love and faith in me. I owe them a great deal.

Thank you all.

TABLE OF CONTENTS

PLAGIARISM.....	iii
ABSTRACT.....	iv
ÖZ.....	vi
DEDICATION.....	viii
ACKNOWLEDGEMENTS.....	ix
TABLE OF CONTENTS.....	xi
LIST OF TABLES.....	xv
LIST OF FIGURES.....	xvii
CHAPTER.....	
1. INTRODUCTION.....	1
1.0 Presentation.....	1
1.1 Background to the Study.....	1
1.2 Purpose and Scope of the Study	8
1.3 Significance of the Study	10
1.4 Research Questions.....	13
1.5 Hypotheses.....	15
1.6 The Overall Design of the Study	17
1.7 Overview of Analytical Procedures	20
1.8 Limitations of the Study	20
1.9 Definition of Key Terms	20
2. REVIEW OF LITERATURE	22
2.0 Peace Education	22
2.1 Goals of Peace Education	29
2.2 Conflict	30
2.2.1 Definitions of Conflict	31
2.2.2 Kinds of Conflict	31
2.3 Conflict Management	32

2.3.1	A Model for Conflict Management	37
2.3.2	Assessment	38
2.3.3	Acknowledgement	38
2.3.4	Attitude	39
2.3.5	Action	39
2.3.6	Analysis	40
2.4	Cross-cultural Awareness	44
2.4.1	Factors Affecting Cross-Cultural Communication	45
2.5	Communication	46
2.5.1	Models of Communication	46
2.5.2	Types of Communication	51
2.6	Emotional Intelligence	54
2.6.1	The ELEVATE Strategies	60
2.7	Empathy	66
2.7.1	Empathy: An Organizational Model	68
2.7.2	A Multidimensional Approach to Empathy	73
2.7.2.1	Hoffman's Theory of Empathy	73
2.7.2.2	Cognitive Capabilities: The Cognitive Sense of Others	75
2.7.2.3	The Affective-Cognitive Synthesis	75
2.7.2.3.1	Global Empathy	76
2.7.2.3.2	Egocentric Empathy	76
2.7.2.3.3	Empathy for Another's Feelings	76
2.7.2.3.4	Empathy for Another's General Condition	77
2.7.3	Multidimensional Measures of Empathy	79
2.7.4	Gender Differences in Empathy-Related Constructs	81
2.7.5	Altruism and Helping Behaviour	81
2.7.6	Aggression and Antisocial Behaviour	83
2.7.7	Social Relationships and Social Behaviour	85
2.7.8	The Domain of Relationship Behaviours and Empathy.....	89

3. METHOD	92
3.0 Presentation	92
3.1 Design of the Study	92
3.2 Research Questions	93
3.3 Hypotheses	94
3.4 Participants	97
3.5 The Data Collection Instruments	98
3.5.1 Demographic Inventory (DI).....	98
3.5.2 Interpersonal Reactivity Index (IRI).....	99
3.5.3 Interview	101
3.6 The Data Analysis Procedure	102
4. PRESENTATION AND ANALYSIS OF THE DATA.....	103
4.0 Presentation	103
4.1 Descriptive Analysis Regarding the Characteristics of the Participants ...	104
4.2 Reliability Statistics of Questionnaire Items	108
4.3 Results of the Questionnaire	115
4.4 Research Question 1	115
4.5 Research Question 2.....	118
4.6 Research Question 3.....	119
4.7 Research Question 4.....	127
4.8 Discussion of the Results	134
4.9 Analysis of Interviews with English Instructors	143
4.9.1 Research Question 1.....	143
4.9.2 Research Question 2.....	156
4.9.3 Research Question 3.....	162
4.9.4 Research Question 4.....	167
4.10 Results of the Interview	174
4.11 Results and Discussion	176
5. CONCLUSION	183

5.0 Presentation	183
5.1 Summary of the Study	183
5.2 Discussion	184
5.3 Pedagogical Implications	190
5.4 Suggestions for Further Research	194
5.5 Limitations	194
REFERENCES	195
APPENDICES	202
APPENDIX A	202
APPENDIX B	207
APPENDIX C	209
APPENDIX D	211

LIST OF TABLES

TABLES

Table 2.1 Traits of Contrasting Communication Climates	43
Table 2.2 A model of communication	49
Table 2.3 Steps to Integrative Conflict Management through a good mediator	63
Table 2.4 Hofman’s model of empathy: An affective-cognitive synthesis.....	78
Table 3.1 Representative Sample for the Interview.....	98
Table 4.1 Reliability analysis of the questionnaire	108
Table 4.2 Item analysis for the questionnaire	109
Table 4.3 Reliability analysis of fantasy scale (FS)	111
Table 4.4 Item analysis for fantasy scale	111
Table 4.5 Reliability analysis of empathic concern	112
Table 4.6 Item analysis for empathic concern	112
Table 4.7 Reliability analysis of perspective taking	113
Table 4.8 Item analysis for perspective taking	113
Table 4.9 Reliability analysis of personal distress	114
Table 4.10 Item analysis for personal distress	114
Table 4.11 Descriptive statistics of sub-scales of empathy-related constructs ..	115
Table 4.12 Total variance explained	116
Table 4.13 Factor loading for the tool	117
Table 4.14 Correlations among sub-scales	119
Table 4.15 Correlation of female instructors’ empathy-related constructs	120
Table 4.16 Correlation of male instructors’ empathy-related constructs	121
Table 4.17 Correlation of the instructors’, who hold Bachelor’s Degree, empathy- related constructs	122
Table 4.18 Correlation of the instructors’, who have Master’s Degree, empathy- related constructs	123
Table 4.19 Correlations between sub-scales and 25-30 years of age	124
Table 4.20 Correlations between sub-scales and 30+ age	125

Table 4.21 Correlations among sub-scales according to 0-10 years of teaching experience	126
Table 4.22 Correlations among sub-scales according to 10+ years of teaching experience	127
Table 4.23 Descriptive statistics of empathy-related constructs regarding gender.....	128
Table 4.24 Independent T-test for empathy-related constructs and gender.....	129
Table 4.25 Descriptive statistics of empathy-related constructs regarding educational background	130
Table 4.26 Independent T-test for empathy-related constructs and educational background	131
Table 4.27 Descriptive statistics of empathy-related constructs regarding age ..	131
Table 4.28 Independent T-test for empathy-related constructs and age	132
Table 4.29 Descriptive statistics of empathy-related constructs regarding to the teaching experience	133
Table 4.30 Independent T-test for empathy-related constructs and teaching experience	134
Table 4.31 Correlations among the sub-scales	135
Table 4.32 Correlations of empathy-related constructs according to gender	136
Table 4.33 Correlations of empathy-related constructs according to educational background	137
Table 4.34 Correlations of empathy-related constructs according to age	139
Table 4.35 Correlations of empathy-related constructs of the instructors' teaching experience	139
Table 4.36 Summary of the Quantitative Results of the Study	141
Table 4.37 Summary of the overall results.....	180

LIST OF FIGURES

FIGURES

Figure 2.1 Components of human experience and self-concept	25
Figure 2.2 Outcome goals	26
Figure 2.3 Outcome goals of helpers	27
Figure 2.4 A Model of Communication	47
Figure 2.5 A Model of Communication	47
Figure 2.6 An advanced model of communication	50
Figure 2.7 Categorization of Interpersonal Communication	52
Figure 2.8 Components and centrality of EI	56
Figure 2.9 The organizational model	69
Figure 2.10 Davis' Mediation Model	86
Figure 2.11 Bradbury and Fincham's Model	88
Figure 4.1 Gender distribution of the instructors	105
Figure 4.2 Distribution of the participants' educational background	105
Figure 4.3 Age distribution of the instructors	107
Figure 4.4 Distribution of teaching experience	108

CHAPTER 1

INTRODUCTION

1.0 Presentation

This chapter consists of nine consecutive sections. The first one provides background information for the study. This section fundamentally focuses on the concept of peace education, conflict and conflict management skills, communication skills, empathy and the constructs associated with empathy in terms of social psychological approach. The following section deals with the purpose and scope of the study. Then, significance of the study is pointed out. Following this section, research questions are presented. In the next section, hypotheses are explained. Later on, the overall design of the study is mentioned. Following this, overview of analytical procedures is explained. Then, limitations of the study are dealt with. Finally, the basic terms in the study are focused on.

1.1 Background to the Study

Throughout history, human beings have experienced wars. There have been many reasons for wars on the surface. Sometimes wars have been fought to have more petrol or to exploit a land. On the other hand, there have been lots of attempts to prevent wars so that humans can promote peace. However, these attempts have ended up in failure. The destruction of the Berlin Wall and the dissolution of Soviet Empire were witnessed with pleasure to reach a more glorious future. However, long-lasting peace on earth has not been attained yet considering the end of the Cold War. Human beings still face a multitude of proliferating crises- at personal, national and international levels (Önür, 1994). People have still been confronted with war and its destructive consequences during the 21st century.

Despite destructive consequences of wars, why do wars still exist? It is believed that all wars are nonsense for human beings so precautions must be taken

to thwart war. One of these precautions leads up to the movement to establish free and universal public education that will raise peace consciousness (Harris & Morrison, 2003). So, the significance of education to promote peace is highly important. Consequently, identifying the reasons underlying wars through the education process is essential.

In addition to the reasons on the surface, conflicts underlie wars. In other words, there have been wars owing to conflicts between or among nations. The crises might be at personal, national and international levels (Önür, 1994). Consequently, these crises occur among people due to conflicts they have been experiencing. Thus, it is essential to understand what conflict is and to detect the underlying reasons.

As Harris and Morrison (2003) emphasize “[T]he conflicts that cause wars are human, and their resolution requires the energy, talents, and creativity of human beings, not relying on machines, but rather on trusting human instincts to bridge and resolve the issues inherent in conflict” (p.19). There is another perspective to conflict by Coser (1956, cited in Borisoff & Victor, 1989). According to him, conflict is “a struggle over values and claims to scarce status, power and resources in which the aims of the opponents are to neutralize, injure, or eliminate their rivals” (p.8). Conflict is also defined as “differences between and among individuals” (Cross, Names & Beck, 1979; cited in Borisoff & Victor, 1989, p.1). According to Wilmot and Hocker (2001, p.41), conflict can be defined as “an expressed struggle between at least two interdependent parties who perceive incompatible goals, scarce resources, and interference from others in achieving their goals”. The definitions focused on here and most of the other conflict definitions put an emphasis on the role of perception, incompatible goals, and incompatible means in a conflict situation (Cahn & Abigail, 2007). In spite of various definitions, a common ground of these definitions should be clarified: the resolution of conflict and individual differences.

Since individuals are unique, it is not surprising that they have different perceptions all over the world because each of them has different ideas, thoughts, and cultural background. Due to these differences, conflict situations occur in

every aspect of life. Hence, perception is located at the core of all conflict analysis (Wilmot & Hocker, 2001). Therefore, it is obvious that conflict can be experienced in daily life. It is almost inevitable not to experience conflict in a conversation or an interaction because individuals are different from each other, which creates different perspectives. In addition to Wilmot and Hocker (2001), Cahn and Abigail (2007) emphasize that many people constantly face conflict situations. These situations typically happen between friends, spouses, dating partners, colleagues at work, and family members. Conflict is one of the biggest challenges of the age. Conflict exists due to deep divisions in the society that affect interpersonal relationships. These divisions can be mentioned as the ones between ethnic, racial, and religious groups; or the political and value obstacles which divide conservatives and liberals; or gender gaps between sexes; or economic and power division among social classes; or the hindrances related to age between young and old citizens. In spite of all these divisions within interpersonal relations, individuals having the similar background may also face differences they find difficult to handle. According to Corvette (2006), conflict can be found everywhere and it is unavoidable. When there is a discordance of thinking and feelings among individuals or between them, conflict occurs. Conflict can be observed in “personal relationships, in business and professional relationships, in organizations, between groups and organizations, and between nations” (Corvette, 2006, p.34). So the cause of conflict can be differences and lack of communication among individuals because in a conversation what the person says might be perceived in a different way by the person who receives the message. So as not to hinder communication, it is highly essential to search for bridges when there is a division. Communication is the most striking and effective bridge to combine all the divisions caused by conflict situations so that obstacles can be removed within interpersonal relations (Cahn & Abigail, 2007). Therefore, perception and communication gain a significant role to resolve conflicts. The individual’s behaviour, attitude, and communication are affected by his or her thoughts and perception (Corvette, 2006). Borisoff and Victor (1989) emphasize that conflicts will not disappear but it is essential to learn how to handle them. In

order to manage conflicts, communication skills and empathy are key stones for resolution in a constructive manner (Harris & Morrison, 2003).

Communication is the ability to convey the message and the message should be received in the way it is sent. Dökmen (1996) defines communication as “creating, transferring and giving meaning to information” (p.20). According to Akman (1982) communication is “the reciprocal exchange of data” (cited in Dökmen, 1996, p.21). Communication skills play a significant role in communicating well and conveying a message effectively. Communication skills are ways to send a message to the receiver(s) or get the message sent. As for communication skills, empathy is the cornerstone to interact with someone efficiently because empathy gives people the opportunity to understand each other (Dökmen, 1996). He defines empathy as “a person’s understanding of the other person’s thoughts and feelings accurately by putting himself in the other’s place” (p.111). Hence should emphatic communication skills be active in an interaction, conflict can be resolved easily and constructively because each individual will possibly have an opportunity to perceive each other’s point of view. Therefore, empathy, which is usually referred to as awareness of and sensitivity to other’s feelings (Bar-On & Parker, 2000), has a great role within communication skills so that conflicts might be managed effectively. Conflict can be viewed as the relationship between emotion and reason and Emotional Intelligence (EI) integrates emotion and thought (Mayer, Salovey & Caruso , 2000). Consequently, Emotional and Social Intelligence are highly important to have successful functioning in interpersonal relationships in daily life to handle conflict situations. The ability to deal with person-to-person relationships and effective communication are prerequisites for such kind of intelligence. Application of emotional and social intelligence in the workplace, especially in customer service such as daily coworker relationships, high performance teamwork and in leadership management is essential. Customer service, which requires person-to-person interaction, necessitates individuals having effective emotional and social skills, particularly empathy and interpersonal relationships. Hence, it is essential that an individual working in such kind of occupation should have the ability to

understand his or her own feelings (emotional self- awareness) as well as those of others around him or her (empathy) and also s/he should be adept at handling both effectively (Bar-On & Handley, 1999). Moreover, empathy is very important in business relationships, particularly in interpersonal interactions because such relationships require a unique personal approach and it is possible to structure win-win scenarios through this skill. Individuals with high level of empathy are aware of individual differences and which strategies and tactics to use with several kinds of people. Additionally, they are aware of particular cues that signal anger or ‘tell me more’. Therefore, they can make use of various strategies and approaches which require to be utilized with several life situations they meet, particularly the situations having an interpersonal nature (Bar-On & Handley, 1999). If communication, empathy and global understanding of the issues can be possible, resolution of conflict can be managed, so there might be no reason to have wars (Harris & Morrison, 2003). Hence, instead of war, long-lasting peace will exist in the world.

To achieve peace, society should be educated so that individuals should be aware of their conflicts and the ways to manage them. One of the aims of education is personal growth. Long (1996) states four major prerequisites which are essential to facilitate the growth or self-understanding as follows:

1. Clear purpose and goals
2. Philosophy of growth
 - ✓ Self-understanding: The focus is on the individual’s understanding of self. It is essential for an individual to achieve self-understanding to help the other fulfill the growth and self-understanding.
 - ✓ Other-understanding: The focus is on understanding the individual from his or her own perspective. Other-understanding can be considered empathy.
3. Communication skills: The aim of communication skills is to perform fundamental components of communication- listening, responding, and

expressing- with the help of verbal and nonverbal behaviour, statements, and questions.

4. Facilitation skills: The capability of an individual characterized by self- and other-understanding to enable to be more equipped with growth or self-understanding by using communication skills (pp. 148-151).

One of the most prominent of communication skills is empathy. Empathy is the capability of being aware of, understanding, and appreciating others' feelings (Bar-On & Handley, 1999). The individuals who are empathic care about others, show interest in and concern for them, so empathy necessitates capacity for interpersonal warmth, involvement, attachment, and sensitivity. It also plays a significant role in social awareness, namely, being aware of others' feelings, needs, and concerns (Bar-On & Handley, 1999). It is essential for almost all occupations but it is vital for the ones requiring interaction with individuals such as in teaching. The teachers who have sincere relationships with students and who can empathize with their learners can understand them better so they can handle any problem related to their learners. Furthermore, learners' success can be influenced by the teachers' understanding. Therefore, the relationship between the teacher and the learners is highly significant in terms of learner success. Therefore, effective communication skills gain importance. Teachers should be aware of these skills and use them throughout the education process (Ercoşkun, 2005).

In a conflict situation if teachers and learners are able to understand each other's needs and feelings by empathizing, conflicts can be easily resolved so that needs of both parties can be met (Rosenberg, 2003). Being completely present to the other person's feelings and needs, which necessitates that pre-conceived ideas be eliminated, is an essential component of empathy.

Listening with the whole being is vital for empathy. The philosopher Chuang-Tzu refers to listening as follows:

The hearing that is only the ears is one thing. The hearing of the understanding is another. But the hearing of the spirit is not limited to any one faculty, to the ear, or to the mind. Hence it demands the emptiness of all the faculties. And when the faculties are empty, then the whole being

listens. There is then a direct grasp of what is right there before you that can never be heard with the ear or understood with the mind.

(cited in Rosenberg, 2003, p.51)

Besides listening to others attentively, it is significant to check whether the feelings and needs of the speaker are understood fully by putting the feelings and needs into words (Rosenberg, 2003). Since empathy can be considered to be the core of communication skills, the teaching and learning process might become much more productive if instructors use their empathic skills in their classes to the utmost. Also, since they are models, learners will have a chance to learn how to behave in an empathic way. Therefore, learners and also teachers will be aware of the importance of being empathic throughout the education process.

In order to inform society, classes and teachers as representatives of society gain importance. However, there are some researchers who believe that humanistic aspect of education has been lost. One of these researchers is Patterson. Patterson, an educationist and humanistic psychologist, has warned individuals that education has particularly lost its humanistic feature (cited in Ercoşkun, 2005). In addition, it is acknowledged that it is possible to bring back this feature by the help of teachers behaving empathically. So it is essential that teachers should have empathic skills so as to educate individuals to have effective communication skills which are essential to resolve conflicts. Furthermore, throughout the teaching and learning process interpersonal relationships are significantly important due to the interaction in the class (Ercoşkun, 2005). Individuals with well-developed interpersonal skills are often responsible and dependable. They can understand, interact, and relate well with others, so these people are capable of teamwork and interactions with others (Bar-On & Handley, 1999). There are some studies which reveal that the learners whose teachers are at high level of empathic skills are more motivated and are more successful (Ercoşkun, 2005).

The main purpose of language learning is to train learners to communicate. Chen (2008) emphasizes that a teacher can help learners to improve competence in intercultural communication by enhancing empathy as a communication tool in

an EFL setting. Many experts agree that high empathy has a positive effect on language learning (Chen, 2008). Hence, empathy becomes a very important skill to be taught through which conflicts can be managed and resolved both at national and international platforms. In addition to this, when a foreign language classroom is concerned, it is inevitable to face conflict due to different cultures and perspectives; however, it is important to resolve them particularly by using empathic communication skills as language can become a very effective communication tool to structure and restructure relationships. Chen (2008) points out that “when students can tolerate differences and believe that no cultural group should be judged as being inherently superior or inferior to another, the teacher has successfully created a classroom culture where students have acquired empathy through intercultural understanding via the learning of English” (p. 145). Additionally, in EFL classes, English teachers are bridges between the home culture and the target culture. Since the aim of education is to instruct individuals who are successful not only in classes but also in their life, empathic skills should be acquired. The teachers should use their empathic communication skills to model their learners so that learners will be aware of their potential to resolve conflicts with the help of communication skills and empathy.

1.2 Purpose and Scope of the Study

The purpose of this study is mainly to examine the relationship between empathy-related constructs of English instructors at Atılım University Preparatory School and their certain demographic features (age, gender, educational background, and experience).

The empathy-related constructs, which are evaluated with the help of the Interpersonal Reactivity Index (IRI) developed by Davis in 1980, are Perspective Taking, Empathic Concern, Fantasy and Personal Distress. These dimensions of empathy are significant for the present study since through these dimensions of empathy it becomes possible to find out whether English instructors are equipped with the skills of effective communication. Making this point clear, weaknesses of

the instructors can be strengthened so that in classes conflicts can be resolved in a constructive way with the help of these dimensions of empathy. For instance, Perspective Taking tendencies help instructors easily get into their learners' mind so that they can understand their learners and they can efficiently perceive their learners' point of view, which might reduce conflicts and enhance the learning and teaching environment. According to Hall (2006), perspective taking is one of the essential components through the language development process as well as social functioning. According to her, one of the fundamental goals of language learning is social functioning which includes the ability to perceive what others say and do so that they have the capability to respond in a suitable way. Consequently, it is essential that an individual should understand the signals sent so appropriate signals can be sent back so that the messages can be received in a meaningful and comprehensible way. In order to fulfill such an interaction in society, it is highly significant to have perspective taking skills, which helps individuals to understand other people's minds. This depends on how the individuals develop and use their communication skills. Another empathy-related construct is Empathic Concern, which seeks the participants' warmth, compassion and concern for others, which reveals whether English instructors show warmth, compassion and concern for their learners. It is important to unearth empathic concern of English instructors since it might have a great influence on the teaching and learning environment. Personal Distress, which is another empathy-related construct, is significant to examine this dimension of empathy since it gives a clue for the present study to reveal whether English instructors experience feelings of anxiety and discomfort when they observe another's negative experience. This dimension is important for this study since the instructors with high personal distress score might have poor interpersonal functioning and vice versa. The last empathy-related construct is Fantasy, which seeks for the tendency of identification with fictional characters in movies, novels, plays and other fictional cases. It is essential to figure out fantasy scores of English instructors since this dimension can enhance conflict awareness of the instructors. The instructors who can imagine themselves in the situations of conflicting parties can

easily put themselves into the shoes of others so that they can make suggestions to resolve conflicts constructively.

All these dimensions of empathy are significant to enhance the effectiveness of teaching and learning and improve the classroom environment. As Cooper (2004) emphasizes empathy not only has a strong effect on relationships and behaviours but also it is a basic component of high quality learning and she highlights the fact that the development of positive emotions and interactions creating the atmosphere for learning that makes possible to enhance communication is an essential issue of profound empathy in teaching and learning. An environment in which students feel that they are cared by their instructors is conducive to students' success as it enables them to learn efficiently. Hence, learners' success includes not only personal but also academic development and these two aspects are intertwined. The empathic skills mastered by the teacher affect the empathic skills revealed by the learners and the students' capability of sharing with and learning from others. Thus, "empathic teachers model and facilitate an empathic ambience for learning and development" (Cooper, 2004, p. 13).

1.3 Significance of the Study

It is highly significant to evaluate the empathy-related constructs of English instructors in terms of a multidimensional approach, which claims that empathy is a set of constructs that appeal to different dimensions of empathy, so that they will become aware of their weaknesses and strengths for self-empowerment. Besides self-empowerment, instructors will also have a chance to improve their learners with a variety of materials and activities so that their learners can have such skills that they can handle conflict situations in a constructive manner. So as to manage conflict situations, communication skills are necessary. When learners are well-equipped with such skills, they can deal with conflict occurring not only in the classroom but also outside the class. Therefore, learners can transform their newly-learnt knowledge in EFL classes

into real life situations, which possibly increases learners' motivation and eagerness.

Moreover, since instructors are models in classes with empathic listening skills, their learners will have an opportunity to observe their instructors and to gain such skills through communication skills so as to manage conflicts effectively.

All these issues mentioned above give inspiration to English instructors and curriculum developers because they need to revise and restructure their lesson plans and curricula. Since conflict management skills, communication skills, and empathic listening skills are essential components to handle conflict situations, these skills should be integrated into the curricula. In English courses where conflict situations occur frequently, these skills should be focused on; therefore, learners gain insight into these skills. Especially speaking skills should be given importance to because with the help of speaking, it becomes possible to identify learners' preconceived ideas and predetermined thoughts. Identifying these ideas and thoughts will possibly increase awareness in the learners, so preconceived ideas and thoughts can be analyzed. Additionally, focusing on speaking skills will provide a chance to learners to share their own ideas and give equal chance to speak to each learner in the class so they can learn how to speak, when to speak and how to respect each other's ideas.

By finding out the perceived score of empathy-related constructs, empathic tendencies of the English instructors will be revealed. Working on the elimination of the instructors' weaknesses along the lines of empathy-related constructs will enable them to use their acquired skills as role-models in class. For instance, the instructors who have high perspective taking skills will arrange their activities accordingly, which helps learners to improve their perspective taking. According to Mertz and Lieber (n.d.), with the help of perspective taking exercises and activities, learners can increase awareness and deeper intellectual understanding of others' situations, experience the same reactions and feelings as others, and develop the ability to analyze situations and put them in a more universal context (cited in Hall, 2006). Hall (2006) also emphasizes that it is vital to encourage

language learners to be aware of and understand others' point of view in the society, which decreases the possibility of conflict and improves the possibility of cooperation to have a better community. Therefore, the learners who have tendencies of perspective taking will possibly manage conflicts constructively and appreciate different backgrounds and perspectives. Therefore, as instructors, it is significant to give learners inspiration and chances to seek for other perspectives throughout the teaching and learning process. MacWhinney (2005) emphasizes the relationship between language and perspective taking as follows:

When language is rich in cues for perspective taking and perspective shifting, it awakens the imagination of the listener and leads to successful sharing of ideas, impressions, attitudes, and narratives. When the process of perspective sharing is disrupted by interpretations, monotony, excessive complexity, or lack of shared knowledge, communication can break down. (cited in Hall, 2006, p. 8)

Therefore, in order to communicate effectively, it is essential to perceive others' points of view. Besides perspective taking, empathic concern is also significant for the present study since the tendency of empathic concern of English instructors will be revealed. This gives a chance to the instructors to be aware of how compassionate and concerned they are. Therefore, this dimension of empathy is essential for the teaching and learning environment since the environment should be supportive and conducive to sharing emotions and feelings. The instructors with tendency of empathic concern can provide such an environment which motivates learners to be much more enthusiastic about learning. The tendency of fantasy is also significant for the instructors since fantasy gives a clue of how individuals imagine themselves in the characters of fictional situations such as in books, films and so on. Therefore, this dimension reveals how instructors are aware of conflict situations and whether they can put themselves into the shoes of conflicting parties so that in classes in which conflict situations are unavoidable, instructors can easily handle such situations by the help of fantasy. The other dimension of empathy is personal distress which is related to the personal feelings of anxiety and discomfort when the individual

experiences another's negative experiences. The significance of this construct for the present study is to reveal whether the instructors feel the anxiety and discomfort of others. If the participants have high scores on this dimension, it suggests that they have poor interpersonal functioning (Davis, 1983). However, the low score of this dimension reveals that the participants are good at interpersonal functioning, which is an essential component for the teaching and learning process, especially for language education.

In conclusion, the present study will be a preliminary one for prospective investigations in terms of empathy and empathy-related constructs, communication skills, and conflict management skills.

1.4 Research Questions

The research questions of the current study are as follows:

1. What is the perceived score of empathy-related constructs of English instructors at the preparatory school of Atılım University?
 - 1.1. What is the perceived score of empathic concern of English instructors?
 - 1.2. What is the perceived score of perspective taking of English instructors?
 - 1.3. What is the perceived score of fantasy of English instructors?
 - 1.4. What is the perceived score of personal distress of English instructors?
2. Is there any relationship among the empathy-related constructs?
 - 2.1. Is there any relationship between perspective taking and fantasy?
 - 2.2. Is there any relationship between personal distress and empathic concern?
 - 2.3. Is there any relationship between perspective taking and empathic concern?
 - 2.4. Is there any relationship between perspective taking and personal distress?

- 2.5. Is there any relationship between fantasy and personal distress?
- 2.6. Is there any relationship between fantasy and empathic concern?

3. Is there any relationship among empathy-related constructs according to demographic characteristics?
 - 3.1. Is there any relationship among empathy-related constructs according to gender?
 - 3.2. Is there any relationship among empathy-related constructs according to educational background?
 - 3.3. Is there any relationship among empathy-related constructs according to age?
 - 3.4. Is there any relationship among empathy-related constructs according to experience?

4. Does the score of empathy-related constructs change according to English instructors?
 - 4.1. gender
 - 4.2. educational background
 - 4.3. age
 - 4.4. experience

1.5 Hypotheses

In line with the research questions, the hypotheses tested through data analysis are as follows:

Research Question 2:

H₁: There is a significant relationship between perspective taking and fantasy.

H₀: There is no significant relationship between perspective taking and fantasy.

H₁: There is a significant relationship between personal distress and empathic concern.

H₀: There is no significant relationship between personal distress and empathic concern.

H₁: There is a significant relationship between perspective taking and empathic concern.

H₀: There is no significant relationship between perspective taking and empathic concern.

H₁: There is a significant relationship between perspective taking and personal distress.

H₀: There is no significant relationship between perspective taking and personal distress.

H₁: There is a significant relationship between fantasy and personal distress.

H₀: There is no significant relationship between fantasy and personal distress.

H₁: There is a significant relationship between fantasy and empathic concern.

H₀: There is no significant relationship between fantasy and empathic concern.

Research Question 3:

H₁: There is a significant relationship among empathy-related constructs according to gender.

H₀: There is no significant relationship among empathy-related constructs according to gender.

H₁: There is a significant relationship among empathy-related constructs according to educational background.

H₀: There is no significant relationship among empathy-related constructs according to educational background.

H₁: There is a significant relationship among empathy-related constructs according to age.

H₀: There is no significant relationship among empathy-related constructs according to age.

H₁: There is a significant relationship among empathy-related constructs according to experience.

H₀: There is no significant relationship among empathy-related constructs according to experience.

Research question 4:

H₁: There is a significant difference in the perceived score of empathy-related constructs among English instructors working at Atılım University Preparatory School according to their gender.

H₀: There is no significant difference in the perceived score of empathy-related constructs among English instructors working at Atılım University Preparatory School according to their gender.

H₁: There is a significant difference in the perceived score of empathy-related constructs among English instructors working at Atılım University Preparatory School according to their educational background.

H₀: There is no significant difference in the perceived score of empathy-related constructs among English instructors working at Atılım University Preparatory School according to their educational background.

H₁: There is a significant difference in the perceived score of empathy-related constructs among English instructors working at Atılım University Preparatory School according to their age.

H₀: There is no significant difference in the perceived score of empathy-related constructs among English instructors working at Atılım University Preparatory School according to their age.

H₁: There is a significant difference in the perceived score of empathy-related constructs among English instructors working at Atılım University Preparatory School according to their experience.

H₀: There is no significant difference in the perceived score of empathy-related constructs among English instructors working at Atılım University Preparatory School according to experience.

1.6 The Overall Design of the Study

This study aims to examine the relationship between empathy-related constructs of English instructors at Atılım University Preparatory School and certain demographic features such as age, gender, educational background and experience. Therefore, the subjects of the study were the English instructors at preparatory school at Atılım University. 90 English instructors took part in the study.

Data collection was carried out by using both quantitative and qualitative techniques. A survey technique was used to collect data. This technique is the most controlled and structured method (McKay, 2006). The questionnaire used in this study was Interpersonal Reactivity Index (IRI) developed by Davis (1980). This tool has four subscales tapping into different but related constructs of dispositional empathy. English instructors rated their own empathy score with a 5-point likert scale. Additionally, demographic inventory designed by the researcher to obtain demographic information was included in the beginning of the questionnaire (see Appendix A).

For the present study, the university chosen for data collection is the English Preparatory School of Atılım University. In order to examine the relationship between empathy-related constructs of English instructors at Atılım University Preparatory School and certain demographic characteristics (age, gender, educational background and experience), Davis' Interpersonal Reactivity Index (IRI) (1980) is used as a tool. The IRI is a self-report tool which includes 4 subscales, each of which taps into different dimensions of the global concept empathy, which are perspective taking, fantasy, empathic concern, and personal distress. Each subscale consists of 7 items, so there are 28 items in total. The tool is based on a 5-point Likert scale which ranges from 'describes me well' to 'does not describe me well'. The items scored zero to four points (Davis, 1980). The

'perspective taking' (PT) includes items associated with the capability of adopting other's point of view and to perceive things from their perspectives. The ones with higher PT suggest that they have better interpersonal functioning (Davis, 1983). The 'fantasy' scale (FS) includes items which assess the tendency of identification with fictional characters in movies, novels, plays and other fictional cases. The individuals score high on this subscale suggests that they have a tendency to be helpful to others (Davis, 1983). The 'empathic concern' (EC) seeks the tendency of the participants' feeling of warmth, compassion, and concern for others. Lastly, 'personal distress' (PD) subscale consists of items inquiring the personal feelings of anxiety and discomfort which occurs when another's negative experience has been observed (Davis, 1980). High scores on this subscale suggest that the participants have poor interpersonal functioning (Davis, 1983). 'Perspective taking' and 'fantasy' subscales assess the cognitive part of empathy and 'empathic concern' and 'personal distress' measure affective side of empathy (Davis, 1983). Consent was obtained from the author to utilize the tool in this study. No items were changed in the tool so the tool was not piloted for the present study. However, the items in the questionnaire have been checked with 12 English instructors attending different universities in Ankara to see whether the items are comprehensive enough. Upon observing that the items were not ambiguous, the questionnaire was administered to the actual participants, 90 English instructors at Atılım University Preparatory School, involved in the study.

In addition to the IRI and the demographic inventory, an interview was carried out with 19 English instructors at Atılım University Preparatory School to provide an in-depth analysis of the research questions. A representative sample of 19 instructors was determined by taking instructors' years of experience, their gender and their educational background (whether they have a BA degree, an MA degree or MA in progress) into consideration. In the demographic inventory, an item for experience at Atılım University was added. This item has four categories such as; 0-2 years of experience, 3-5 years of experience, 6-8 years of experience and 9-13 years of experience. For the first category (0-2 years of experience), 5 English instructors were chosen (2 of them have a BA degree- 1 female and 1

male, 2 of them attending an MA programme- 1 female and 1 male; and 1 female holding an MA), in the second category (3-5 years of experience) there were 5 instructors (2 of them have an MA degree- 1 female and 1 male; 2 of them attending an MA programme- 1 male and 1 female; 1 female holding a BA); in the third category there were 5 instructors (2 of them have a BA degree- 1 male and 1 female, 2 of them attending an MA programme- 1 male and 1 female; 1 female instructor holding an MA), in the last category 4 English instructors were chosen (2 of them holding an MA- 1 female and 1 male, and 2 of them have a BA degree- 1 female and 1 male). There were no male instructors who have an MA degree in the first category, there were no male instructors holding a BA degree in the second category, in the third category there were no male instructors who have an MA degree, and in the last category, there were no male and female instructors attending an MA programme so there were 19 interviewees in total. An appointment was arranged for each interviewee to collect data. The interviews were held in the instructors' offices.

The results are expected to shed light on the relationship between empathy-related constructs of English instructors working at Atılım University Preparatory School and certain demographic features (age, gender, experience, and educational background). This study will shed light to a better understanding of significance of empathic communication skills as well as managing conflict situations in EFL classes throughout the teaching and learning process.

1.7 Overview of Analytical Procedures

The data gathered from the questionnaire were analyzed through Statistical Package for the Social Sciences (SPSS), version 15.0 and the content analysis was used to analyze the interviews.

1.8 Limitations of the Study

This study has certain limitations. In examining the relationship between empathy-related constructs of English instructors and certain demographic characteristics, only self-reports of the participants and the responses given during the interview are analyzed without observing their actual behaviour.

Also, the number of subjects is limited to 90 English instructors working at Atılım University Preparatory School. Thus, the results of this study are restricted to the subject group.

1.9 Definition of Key Terms

Peace Education: Peace education is a philosophy and a process which consists of skills such as listening, reflection, problem-solving, cooperation, and conflict resolution. Throughout this process, people have an opportunity to be well-equipped with the skills, attitudes, and knowledge so as to create a safe world and develop a sustainable environment (Harris & Morrison, 2003).

Conflict Management Skills: The skills that provide individuals with opportunities to handle conflicts constructively.

Communication Skills: The tools of communication which help people to understand others and to interact with them to solve problems.

Emotional Intelligence: Goleman (1995) defines Emotional Intelligence as embracing “abilities such as being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one’s mood and keep distress from swamping the ability to think; to empathize and to hope” (p.34).

Empathy: Being adept at understanding, appreciating of others' feelings. According to Davis (1983), empathy is "a set of constructs, related in that they all concern for responsiveness to others but are also clearly discriminable from each other" (p.113).

Perspective Taking: The tendency to perceive others' point of view (Davis, 1980).

Empathic Concern: According to Davis (1980), empathic concern is the tendency to feel compassion, warmth and concern for others who are less fortunate than the observer.

Fantasy Scale: The tendency to identify individuals themselves with fictitious characters in a book, play or movie (Davis, 1980).

Personal Distress: The personal feelings of anxiety and discomfort upon observing someone's negative experience (Davis, 1980).

CHAPTER 2

REVIEW OF LITERATURE

2.0 Peace Education

Peace is typically defined as the absence of war; however, it refers to more than that. For Gandhi, “peace is more than the absence of overt war” (cited in Allen, 2007, p.294). Such kind of peace provides insights into resolving conflicts effectively and constructively so it refers to more than the absence of war (Harris & Morris, 2003).

In order to understand the meaning of peace education, it is essential to identify the terms “peace” and “education”. In literature, peace is differentiated as positive and negative peace, so it has not only positive but also negative aspects. These two aspects are defined by Galtung. “Negative peace is defined as the absence of organized violence between such major human groups as nations, and positive peace as a pattern of cooperation and integration between major human groups” (cited in Carro, 1987, p.158). Peace researchers have explained that the term negative peace is a lack of war and violence. On the other hand, in positive aspect, peace is a catalyst for human beings in order that they can live in balance with nature. Using the force to prevent aggression or using nonviolent communication skills without using force are strategies to create a peaceful environment. Harris and Morris (2003) define peace as follows:

a concept that motivates the imagination, connotes more than “no violence”. It implies human beings working together to resolve conflicts, respect standards of justice, satisfy basic needs, and human rights. Peace involves a respect for life and for the dignity of each human being without discrimination or prejudice. (p.12)

So as to reach the concept of positive peace, education gains a highly significant role in society. In a statement released in 1984 in London, the National

Union of Teachers expressed that “[T]o bring about positive peace, education will be about understanding the nature of conflict, studying the causes and consequences of violence, and developing an awareness of the rights and responsibilities of individuals”, which highlights the significance of education within the process of creating a positive peace environment (cited in Harris & Morrison, 2003, p. 38). Rosenberg (2003) indicates that learners need not only basic skills in reading, writing, and math but also they need to learn how to think, how to obtain the meaning of newly-learned knowledge, and how to work and live together. Eisler (2003) states that basic alterations are necessary for education so that learners can be equipped with skills to live in a more peaceful, just, and sustainable environment (cited in Rosenberg, 2003). Education is a life-long process in which individuals gain skills and abilities to lead their own lives (Heimbach-Steins, 2006; Rosenberg, 2003). Additionally, education is a process by which learners are trained to learn throughout their lives, to have good relationships with others, to be creative and flexible, and to empathize with humankind as well as their relatives (Rosenberg, 2003). Rosenberg (2003) calls such an education as “Life –Enriching Education” (p.xi). To Eisler (2003), the goal of education should be enriching life, that is to say, expanding minds, hearts, and spirits (cited in Rosenberg, 2003, p.xi). Throughout this process personal growth of individuals can be achieved by developing “aspects of personality formation and aspects of vocational and strategic training” hand in hand (Heimbach-Steins, 2006, p.65). In other words, education not only focuses on one dimension of individuals’ development but also considers individuals as whole-beings. Gandhi suggests a holistic approach towards education which includes the training of the body, mind, and spirit (cited in Allen, 2007). Similarly, Panju (2008) emphasizes that schools should appeal to the ‘whole learner’, that is to say, the learners’ hearts and minds should be integrated into the learning process.

So as to educate individuals as whole-beings, a positive self-concept should be gained. To develop positive self-concept, personal growth is the process that should be actualized. The meaning of positive self-concept is that an

individual perceives his or her own being in a positive manner. It includes three important components.

One of them is “perspective”, which refers to the individual’s judgment towards occasions. Another one is “conceptualization of self”, which refers to the understanding of an individual’s being by referring to all the human dimensions- affective experience, behaviour and cognition. And finally, positive self-concept is one’s “view of himself or herself as positive” (Long, 1996, p. 47).

Upon focusing on a positive self-concept in terms of affective experience, three dimensions of it should be explored. One of the dimensions is self-acceptance, which means accepting yourself as you are and being aware of your weaknesses and strengths without any judgments. However, there are some hindrances related to this dimension. If an individual gives much importance to external approval rather than appreciating his or her own being, it may cause lack of self-identity, emphasis on doing instead of being and incompatibility of beliefs and behaviour (Long, 1996). Long (1996) also mentions self-esteem, which means respecting yourself and being aware of your strong points so that you can appreciate these points. So actions play a significant role to have self-esteem. Self-identity and respect are suppositions underlying self-esteem. Self-actualization is the last component of self-concept in terms of affective experience. To Abraham Maslow (1954), self-actualization is “an innate human need and motivation” (cited in Long, 1996, p.55). It is a process in which an individual actualizes himself or herself to become the person s/he really is. Throughout this process the individual actualizes his or her own being by discovering the potential that s/he has and making all the human dimensions- thoughts, feelings, and behaviours in harmony and combining the real facet of his or her personality with the ideal one (Long, 1996). Therefore, human dimensions such as behaviour, cognition and affective experience have an influence on human experience and a positive self- concept has three components of affective experience, which are self-esteem, self-acceptance, and self-actualization. All these components mentioned above are interrelated with each other. This relationship is displayed in Figure 2.1 below.

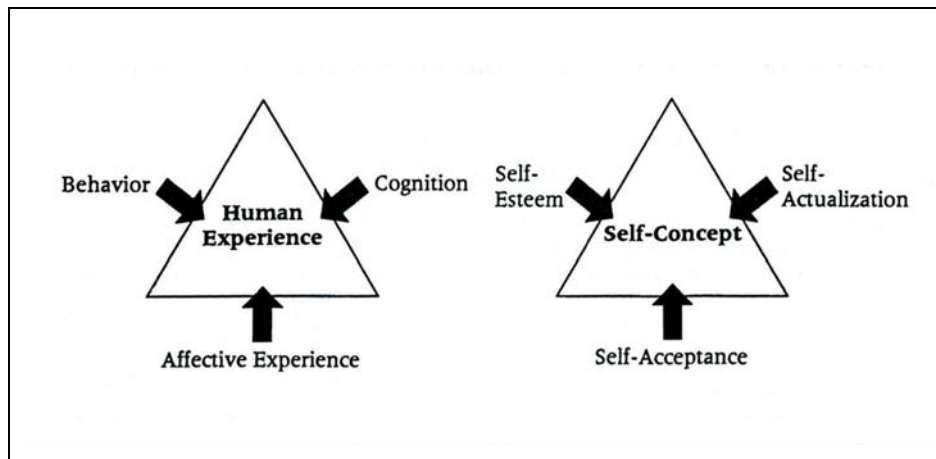


Figure 2.1 Components of human experience and self-concept
Source: Long, 1996, p.50

Congruence, competence, and internal control are the components of a positive self-concept with regard to behavioural experience. Congruence is the occasion on which an individual's behaviours express his or her own ideas. So behaviours are in accordance with internal self. However, if the situation is opposed to the one described above there is a disagreement between one's own behaviours, thoughts and feelings. In other words, an individual prefers to behave in such a way that s/he can get approval of others rather than behaving in the way s/he approves or appreciates his or her own actions. A main impediment of congruence is fear of rejection by others. Congruence can be accepted as an underlying component of self-acceptance (Long, 1996).

Competence is another component of a positive self-concept in terms of behavioural experience. It can be explained as the abilities and qualities individuals develop to improve and care about themselves so that they can use all the human dimensions, which lead to a life with respect and dignity. Competence is the underlying belief of self-esteem. As a fundamental hindrance to competence is the fear of failure. If an individual tries to do something new, s/he might find out something about himself or herself that s/he has never found out so far. Without trying something new, it is almost impossible to discover the skills that an individual needs (Long, 1996).

The last component of a positive self-concept related to behavioural experience is internal control, which means taking the responsibilities of the choices individuals make. It is considered an underlying component of self-actualization. As for cognitive beliefs, the *right* to be oneself, *self-respect* for one's capability, and *self-responsibility* for one's actions and choices are components of a positive self-concept. The general outcome goal is a positive self-concept. The specific outcome goals are self-acceptance, self-esteem, and self-actualization in terms of the affective experience; the underlying behaviours are congruence, competence, and internal control, and lastly the underlying cognitive beliefs are rights, self-respect, and self-responsibility. The outcome goals are shown in Figure 2.2 below.

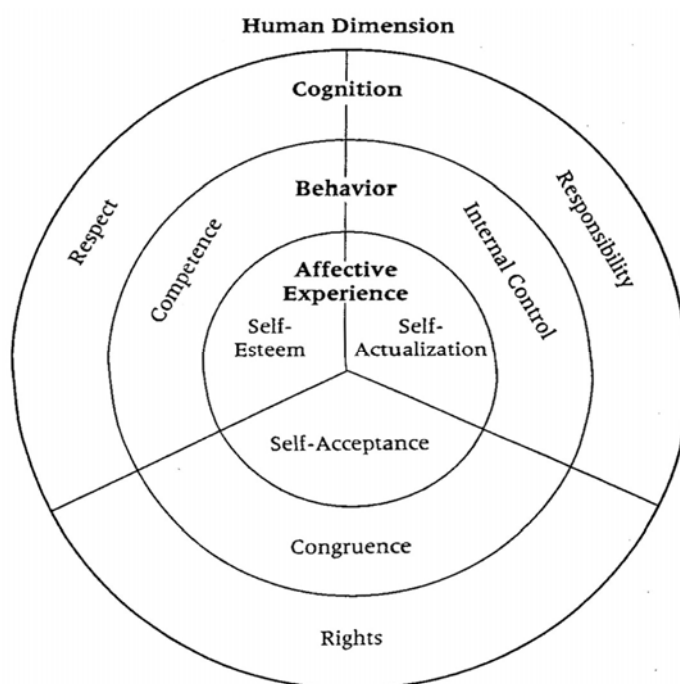


Figure 2.2 Outcome goals
Source: Long, 1996, p. 65

Enabling learners to gain positive self-concept is essential throughout the teaching and learning process in order to educate them as whole and unique

individuals. In order to help learners to develop positive self-concept and its components, teachers as effective helpers should use effective helping skills, so effective growth facilitation becomes the process goal. The aspects of effective helping can be focused on with regard to human dimensions as affective experience, behaviour, and cognition. As for affective experience, helpers are role models, catalysts, and facilitators. As for behavioural goals, genuineness, positive regard, and focusing: empathy and expression are essential components. Genuineness is to be authentic, real, and sincere with another person, which is essential for class atmosphere. To accept other people's right to have their own unique individualities and perspectives refer to positive regard. Respecting others' point of view without making judgments is vital for positive regard. Actually, positive regard is an antecedent to empathy. Rights, respect, and responsibility are cognitive outcomes of the helper. Figure 2.3 reveals outcome goals of helper skills in terms of human dimensions (Long, 1996).

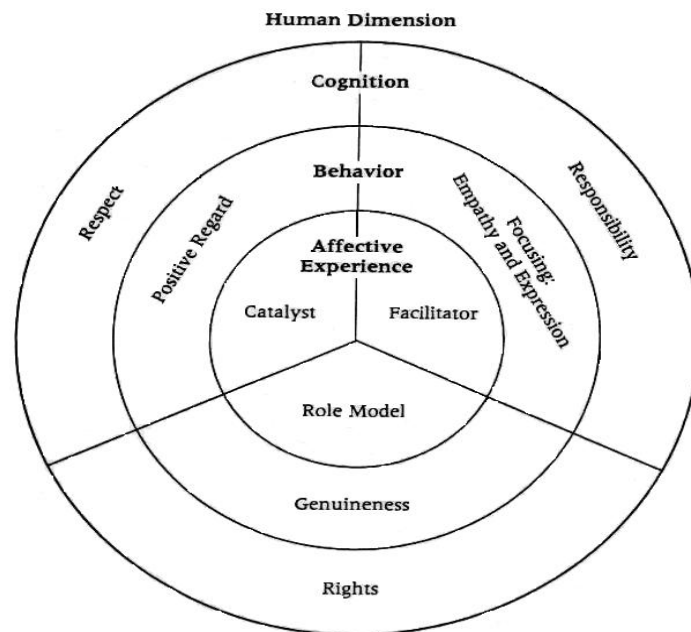


Figure 2.3 Outcome goals of helpers
Source: Long, 1996, p. 68

Teachers as helpers should own helper skills in order to assist and lead their learners. If they believe that everyone has the right to be themselves, the respect for their own capabilities, and responsibility to make their own choices, an attitude might emerge. Long (1996) defines attitude as “the component of communication that is an affective perspective based on cognitive beliefs” (p.110). Therefore, in the EFL classes, teachers’ attitude is significantly important to create a learning and teaching atmosphere conducive to learners’ improvement and enrichment. As for behavioural goals, helpers should reflect an experience of self-acceptance and genuineness since they have a right to be themselves and they need to be congruent with themselves. The meaning of genuineness is to be “authentic, real, and sincere with another person” (Long, 1996, p.69). Consequently, it is essential to reflect an experience of genuineness since it gives learners a clue to be congruent with themselves. Also, it is essential for teachers to be authentic, real, and sincere with their learners to enhance classroom atmosphere. Positive regard is also essential for classroom environment since it refers to “accepting other people’s right to their unique individualities and perspectives” (p.71). Therefore, with the help of positive regard, teachers as helpers in the class, respect their learners’ abilities and rights to make their own choices related to their lives. By this way, they can respect their learners’ point of view without making any judgements, which is an essential prerequisite to empathy. Long (1996) emphasizes the fact that individuals have the right to be themselves so there should be respect for one’s capability to make choices. This view leads to student’s self-responsibility, which gives a chance to helpers to focus on the issues without assuming their student’s responsibilities. This assists helpers to get a clear image and help students to become aware of their issues, challenges, directions and goals. Therefore, this outcome is important for teachers as helpers in the class and outside the class since they can increase their learners’ awareness and consciousness by helping them gain self-responsibility. Teachers are role-models, catalysts, and facilitators as effective helpers. An efficient and healthy way of being, doing, and choosing is represented and modelled as a role model; as a catalyst, the helper promotes change in individuals by showing

respect and positive regard; and as a facilitator, the helper encourages change actively and deliberately in order to make the process easier and promote growth (Long, 1996). Therefore, teachers should behave in such a way that learners can enhance their growth. So, teachers should have certain features as helpers; namely, respect, genuineness, positive regard and empathy. Thus, they become the role-model, catalyst, and facilitator. In order to create an effective environment conducive to teaching and learning, learners should be given an opportunity to gain positive self-concept.

Individuals having a positive self-concept may actualize positive peace in their own lives, which might be considered an initial step towards peace education. Harris and Morrison (2003) state, “[P]eace education teaches a respect for all forms of life. Peace education students need to develop positive self images, a sense of responsibility for self and others, a capacity to trust others and a caring for the well-being of the natural world”(p.35). Hence, it is essential to focus on goals of peace education to comprehend fully what peace education is and to gain insight into its aims.

2.1 Goals of Peace Education

Peace education has both short and long term goals as Sloan (n.d.) has stated. As short-term goals, “peace educators must respond to the immediate situations that threaten “life” in their classrooms and in the world” (cited in Harris & Morrison, 2003, p. 31). As long-term goals, peace education aims “to create in human consciousness the permanent structures that desire peaceful existence and hence transform human values to promote nonviolence” (cited in Harris & Morrison, 2003, p. 31). Without focusing on the short or long term goals, there might be ten main goals of peace education as follows:

- To appreciate the richness of the concept of peace,
- To address fears,

- To provide information about security,
- To understand war behaviour,
- To develop intercultural understanding,
- To provide “futures” orientation,
- To teach peace as a process,
- To promote a concept of peace accompanied by social justice,
- To stimulate a respect for life,
- To manage conflicts nonviolently (Harris & Morrison, 2003, p.32).

It is highly significant for teachers to be aware of these goals since they can arrange their educational activities and the objectives accordingly so that educating for peace can be achieved. Also, they can revise their classroom materials and involve some materials appealing to such topics as peace, security, intercultural understanding, social justice, and respect, handling conflicts constructively, which all constitute goals of peace education. Focused on the short and long term goals of peace education, it can be observed that conflict resolution is essential to achieve peace. Therefore, understanding of the term is vital to handle it.

2.2 Conflict

Many people associate conflict with negative connotation and it is usually defined as “disagreements between and among individuals” (Borisoff & Victor, 1989, p.xiii). Additionally, they consider conflict “a battle to win or an encounter to avoid” even though they face disagreements in their daily lives. So it is significant that an individual be aware of positive sides of a conflict rather than focus on its negative aspects. Therefore, conflict should not be only considered something that has a negative connotation; in fact, conflict should be perceived “as an opportunity for development, creativity, and change” (Borisoff & Victor, 1989, p. xi).

2.2.1 Definitions of Conflict

In literature, conflict is defined by many researchers. According to Coser (1956), conflict is “a struggle over values and claims to scarce status, power, and resources in which the aims of the opponents are to neutralize, injure, or eliminate their rivals” (cited in Borisoff & Victor, 1989, p.1). Another definition puts emphasis on the process aspect while explaining conflict. To Thomas (1976) conflict is “a process that originates when one individual perceives that another party has been frustrated, or is about to frustrate, some goal or concern of his or hers” (cited in Borisoff & Victor, 1989, p.1). Additionally, Hocker and Wilmont (1985) explain conflict in terms of the communication aspect: “Conflict is an expressed struggle between at least two interdependent parties who perceive incompatible goals, scarce rewards, and interference from the other party in achieving their goals” (cited in Borisoff & Victor, 1989, pp.1-2).

2.2.2 Kinds of Conflict

In literature, there are different categorizations of conflict in terms of various aspects. However, in this part, some of them are focused on in order that the association between the term conflict and other terms used in the study can be revealed.

Deutsch (1971a) emphasizes that there are five types of conflict: Intrapersonal (within the self), interpersonal (between individuals), intragroup (within a group), intergroup (between groups), and international (between nations) (cited in Borisoff & Victor, 1989, p.1).

Also, it is possible to divide conflict into two as pseudoconflict and actual conflict with regard to cultural differences. Miller and Steinberg (1975) identify pseudoconflict as “conflicts emerging from disagreements created by inaccurate communication (cited in Borisoff & Victor, p. 120). On the contrary, actual conflict arises if the concerns of two or more parties are inconsistent with one or both parties. Actually, the concerns in actual conflict do not take place in pseudoconflict; however, these are perceived as if they existed. In a cross-cultural

pseudoconflict situation, a conflict arises owing to the mistaken perception because the way individuals interact and the way they process information are different from individuals belonging to different cultures. However, not all the conflicts in a cross-cultural setting stem from misconceptions related to a culture, a great deal of such misunderstandings are, in fact, linked to pseudoconflicts while these are assumed to be actual conflicts in cross-cultural environments (Borisoff & Victor, 1989). Therefore, it is essential to focus on the necessity of intercultural communication and the term culture in order that sources of pseudoconflict could be examined (Borisoff & Victor, 1989). In order to get rid of pseudoconflicts emerging from misconception of cultural differences, individuals should be aware of the importance of cross-cultural aspects and the skills to interact effectively. However, individuals should be willing to get involved in the process. Generating the need and value of cross-cultural communication skills are necessary as the first step in the assessment of intercultural conflict management, so it is highly significant that an individual be capable of interacting in an intercultural setting (Borisoff & Victor, 1989).

2.3 Conflict Management

Conflict management can be defined as the behaviour an individual displays based on his or her analysis of a conflict situation (Cahn & Abigail, 2007). Cahn (1990) emphasizes that conflict management refers to alternative ways of dealing with conflict, which involves resolution or avoiding it completely (cited in Cahn & Abigail, 2007).

According to Folger and his colleagues (2001), conflict management is the kind of interaction which will create productive conflict (cited in Cahn & Abigail, 2007). Therefore, it is important to evaluate how effectively conflict is managed along with negotiation techniques (Cahn & Abigail, 2007). Borisoff and Victor (1989) assert, “[T]o assure that participants in a conflict are able to voice their concerns and ideas, individuals need to encourage, respect, and confirm the other party as well as to communicate fairly” (p.56).

It is obvious that an individual has various choices to make when s/he is in a conflict situation. S/he can decide on any options to handle conflict: S/he may avoid or confront it, react peacefully or violently, treat others with respect and civility or verbally abuse others, simply give in or insist on having everything his or her own way (Cahn & Abigail, 2007). In spite of all these options, the significant issue is to deal with conflict in a constructive manner so that the ones who face conflict situation can mutually benefit from it. Maier and Sashkin (1971) assert, in order to manage conflict, the ideas and suggestions of both parties should be integrated and combined to develop creative solutions (cited in Borisoff & Victor, 1989).

In classes, particularly in the EFL setting, it is almost inevitable not to face conflict since the language is a dynamic and living part of life, the components of language such as culture should also be integrated into the teaching process. With the help of activities and tasks designed, it becomes possible for learners to have an opportunity to learn the culture of the language they have been learning so that they can be aware of the real-life component of the language. Therefore, if problems related to cultural differences appear, learners might easily overcome these because they have already been exposed to cultural differences, having learned to appreciate these differences. Additionally, in EFL classes, lots of topics related to world problems, language, culture, countries and so on can be discussed. For instance, with the help of a speaking activity, discussion, learners might be assigned topics. Each learner might do research on different topics. When they come to class, they might discuss the topic with different dimensions based upon their research so that learners can experience how to discuss and how to listen to others. With the help of such an activity, learners have a chance to learn how they resolve a problem and how to negotiate and how to communicate with the one who does not share the similar opinion. Therefore, it is highly essential for language teachers to design activities and tasks which appeal to all learners and differences in the class and give them an opportunity to share their ideas with and listen to each other in a respectful way. Therefore, learners can learn how to manage conflicts or solve problems thanks to these activities in the

EFL classroom. Throughout the language learning process, feedback gains importance since it is one of the essential components of effective communication (Borisoff & Victor, 1989).

Feedback, which means exchanging information, viewpoints, and responses within the process of communication, is an essential component to manage conflict situations and to empathize with someone since handling conflict requires listening to all the parties and each party becomes aware of different perceptions of one another. In order to communicate effectively, feedback is necessary for each party to understand each other's perceptions. Majority of individuals are afraid of being misunderstood, rejected, criticized and evaluated; however, feedback is a powerful tool to show empathic communication when supportive communication environment is present (Borisoff & Victor, 1989). As Bowkett (2007) indicates, quick feedback enhances learners to develop their confidence and eagerness to learn.

There are three main verbal strategies to give and obtain feedback: questioning, paraphrasing, and role reversal. As for the questioning strategy, questions should be selected wisely in order not to be hostile throughout the process and the tone to ask these questions gives an opportunity to individuals to obtain information about differences and get feedback from each other. As Dickson and Hargie (2006) indicate, questions are highly significant components of social interaction. Hawkins and Power (1999) emphasize that one of the most powerful tools in communication is to ask a question (cited in Dickson & Hargie, 2006). Stewart and Cash (1988) suggest that there are three fundamental classifications of questioning, which can be used through the communication process: open or closed, primary or secondary and neutral or leading (cited in Borisoff & Victor, 1989). Closed questions usually aim to have basic, limited, factual information and these questions are replied with a short answer generally with yes/no. On the other hand, open questions aim to enlarge the topic so these questions can be replied in many ways, which depends on the respondent. Such questions generally necessitate more than one or two words so it encourages individuals to talk longer and in a detailed way. These questions provide in-depth

expression of opinions, attitudes, thoughts, and feelings since the person who asks the questions has a chance to observe and listen to the respondent attentively (Dickson & Hargie, 2006). Secondary or probing questions are follow-up questions to the initial or primary ones so as to provide the information which is required. All questions underline sets of assumptions and presuppositions. For instance, if somebody asks ‘Are you my sister?’, one of the assumptions underlying this question is ‘you are female’ (Dickson & Hargie, 2006). Therefore, leading questions can be exemplified as ‘Don’t you just love the autumn?’ and as for a neutral one ‘How do you feel about the autumn?’ (Dickson & Hargie, 2006, p. 132).

Furthermore, the tone which is used by asking questions is significantly important as the quality of interaction will probably be affected by the language used, the point that the question aims to reach throughout the interaction, and the recipient’s capability of answering the questions sufficiently. If the questioning process has been used efficiently, the concerns and ideas of each party will be listened to completely and comprehended by both parties (Wolvin & Coakly, 1982; 1985; cited in Borisoff & Victor, 1989). Developing an environment supporting trust and enabling an understanding of a problem mutually instead of thwarting are the goals to be held and then getting feedback by asking questions judiciously such as “Do you feel there is only one way to resolve this dispute?”, “What is your reaction?”, “Are you avoiding me?” and “If I understand you correctly, you’re upset with my voice” will possibly make the process much more fertile than asking the hostile question such as “Do you really expect that your obvious attempts to avoid me are going to make me forget our difference?” (Borisoff & Victor, 1989, p. 44-45).

Another strategy to give and get feedback is paraphrasing. DeVito (1986) explains the concept paraphrase as “a sentence or phrase that conveys the same meaning but is presented in a different form from another sentence or phrase” (cited in Borisoff & Victor, 1989, p. 45). Borisoff and Victor (1989) emphasize that whether the meaning or the intent of the message has been understood or not can be assured by restating the sentence or phrase.

The other strategy used to give or get feedback is role reversal. As indicating one's own perception and ideas about the differences is significant for the individual in a conflict situation, the inner world of another individual should be revealed. Rogers (1951) states this process as role reversal, which means "a process in which an individual assumes the role of the other party and attempts to articulate the other individual's viewpoint using his or her communication style"(cited in Borisoff & Victor, 1989, p. 45).

By putting aside all these verbal strategies used to give or obtain feedback, willingness is essential for both parties to be understood by each other utterly and to feel with the other party becomes possible then (Borisoff & Victor, 1989).

These strategies mentioned above to give or get feedback, questioning, paraphrasing and role reversal, are highly significant for the teaching and learning process since feedback is very important. For instance, questioning, which is one of the strategies to give and get feedback, is agreed to enhance student learning if it is used effectively by teachers (Ralph, 1999; cited in Dickson & Hargie, 2006). Bar-On and Handley (1999) emphasize that giving feedback is highly essential for individuals to improve themselves. They also add that feedback should be given in an informative, positive, constructive and encouraging way. Consequently, when teachers give effective feedback to their learners, as Longaretti and English (2008) highlight, individuals become aware of others with the help of non-judgemental and non-defensive feedback, the learners will be aware of their own being and others' being as well. Therefore, effective communication can be created in the class, which leads to resolve conflict situations constructively with the help of activities and tasks conducive to conflict management embedded into the course.

2.3.1 A Model for Conflict Management

Borisoff and Victor (1989) represent a model for conflict management contingent upon analyzing steps for communication, which might be a tool to present and assess remarkable theorists and traits and skills which are needed to handle conflict situations effectively. With the help of this model, it becomes

possible to evaluate and present essential skills in order to resolve conflict situations in a constructive manner. Therefore, individuals become aware of how they can handle conflict situations. The model consists of five steps, which are assessment, acknowledgement, attitude, action, and analysis. Comprehending each of these dimensions of the model might lead to individuals' awareness of conflict and enable them to gain the capability to handle conflicts in a constructive manner.

This model focuses on the process of conflict management itself with the effective integration of the theory and interpersonal communication skills (Borisoff & Victor, 1989). Integrative conflict management processes are considered to be efficient when particular organizational conditions are present (Fisher & Ury, 1981; Robbins, 1974; cited in Bess & Dee, 2008). Therefore, if the conflict can be identified, participants can reveal their feelings easily so they can find as many creative solutions as possible. So as to make conflicts visible, safe environments should be created for participants to identify disagreements without judgement so that each participant can share their opinions, appreciating diversity of opinions and different perspectives (Bess & Dee, 2008).

Additionally, Panju (2008) underlines the importance of the environment which is conducive to learning and she emphasizes that ELEVATE strategies create an environment in which all the components of learning, namely, learners, teachers, and curriculum are in harmony. She highlights the significance of the environment for learning, language of emotions, establishing relationships, active engagement, thinking skills and empowering through feedback in classes. Therefore, in order to create such an environment where each individual can share their opinions, where differences can be valued in conflict situations, it is essential to identify disagreements with the help of steps in the model suggested by Borisoff and Victor (1989) to be adept at resolving conflicts constructively by integrating communication skills.

2.3.2 Assessment

This is the first step which gives individuals an opportunity to understand the nature of their relationships, the nature of the conflict and communication strategies to be used throughout the process. As for this step, five components of the communication environment should be mentioned:

- The individual traits of the participants and the nature of the relationship
- The nature and cause of the conflict
- The clarification of each party's goals
- An examination of the communication environment climate
- A preliminary determination of the appropriate conflict-handling behavior (Borisoff & Victor, 1989, p.3).

2.3.3 Acknowledgement

All the components mentioned in the assessment process are significant; however, as long as the other party is not acknowledged about the process, these components might lose their importance. Deutsch (1971), who approaches conflict management in view of social psychological perspective, mentions that an individual's perception is the focus no matter whether this perception is seen as an objective evaluation of the situation or not. Still, if individuals fail to display awareness and if the beliefs, goals, ideals and personality traits of the other party are not expressed fully, it may not become possible to handle the conflict effectively (cited in Borisoff & Victor, 1989).

Hall (1961; 1966) and Triandis (1976), cross-cultural communication experts, suggest that understanding and acknowledging the similarities and differences between people are useful processes (cited in Borisoff & Victor, 1989). Therefore, being aware of similarities and differences between people in order to communicate effectively is essential, which provides individuals with an opportunity to express their viewpoints and ideas effectively in order to handle conflicts in a constructive manner.

Individuals make certain assumptions about their own and others' behaviours based upon their own backgrounds, experiences, and culture. Hall (1961; 1966) entitles this situation as "out-of-awareness". This case might lead to the failure in expectations so individuals experience discomfort and anxiety. Consequently, throughout this process, individuals should be aware that perceptions of themselves might be different from those of others. The ability to handle conflicting situations without such awareness might be prevented (cited in Borisoff & Victor, 1989). Therefore, it is highly important to acknowledge the other party so that misperceptions could be defined and explained.

2.3.4 Attitude

To handle conflicts constructively, the parties should be eager to participate in the conflict resolution process. They should take part in "a mutually dependent exchange that includes rather than excludes the parties involved" (Borisoff & Victor, 1989, p.10). Therefore, one's attitude toward others turns into a vital aspect throughout the process. As Long (1996) indicates, attitude influences the use of communication skills efficiently.

2.3.5 Action

Borisoff and Victor (1989) emphasize that taking productive action toward achieving one's goals is the fundamental purpose of conflict management. This stage is a vital component of the conflict management process as it requires merging aforementioned dimensions of the model- assessment, acknowledgement and attitude into the most suitable action for the specific occasion. At this point, participants' verbal and nonverbal choices gain importance to reveal action. Gibb (1961) emphasizes that "communication strategies are the central factors in the creation of either defensive or supportive climate" (cited in Borisoff & Victor, 1989, p.13). So how individuals convey what they mean and how they act throughout the communicative process are significant to manage conflicts.

2.3.6 Analysis

This phase is the last stage of the model. Even though this step is used throughout the process as part of the assessment, acknowledgement, attitudinal, and action phases, it is also essential to sort out analysis as a separate and final step of the model.

To Hocker and Wilmot (1985), conflict presents danger as well as opportunity. The concepts of frustration, loss, and threat are indisputable aspects of conflict; on the other hand, as Deutsch (1971) states, “the potential value of conflict should be neither ignored nor denied” (cited in Borisoff & Victor, 1989, p.16). Hocker and Wilmot (1985) observe that conflict may make a great deal opportunity possible if an era supports and requires communication (cited in Borisoff & Victor, 1989).

Conflict is present in every aspect of life. It is inevitable; however, the ways to promote understanding to change the conflict situation are essential. Harris and Morrison (2003) state that “[P]eace is not the absence of conflict but entails learning how to live with conflict in a constructive manner” (p. 29).

Being able to communicate is important in that it enables participants to manage conflict effectively. Communication is the fundamental component of all interpersonal conflict situations. The relation between communication and conflict can be explained as follows:

- Communication behaviour often *creates* conflict.
- Communication behaviour *reflects* conflict.
- Communication is the *vehicle* for the productive or destructive management of conflict (Wilmot & Hocker, 2001, p.43).

Hence, it is obvious that communication and conflict are intertwined. Watson and Johnson (1972) emphasize that four types of communication are essential to handle conflicts effectively. One of these is that participants who engage in the conflict should perceive others’ point of view accurately, which is a hard task as the tendency of individuals is to center upon their own issues.

Secondly, it is significant to have accurate communication in order not to misinterpret the intended message. Thirdly, effective interaction requires an attitude of trust. Lastly, in order to appreciate the differences a shared assessment of conflict is needed (cited in Borisoff & Victor, 1989).

It is highly significant that both parties should take part in the process of dealing with the conflict. These parties should mention their own concerns so that the needs of the parties can be revealed. In order to reach a mutual understanding these needs can be taken into consideration so that both parties can be satisfied with the process. Consequently, each party gains advantage from the conflict they face. So “win-win” situation occurs, which makes it possible for both parties to collaborate with each other (Watson & Johnson, 1972; cited in Borisoff & Victor, 1989). On the other hand, Deutsch (1971a) has noticed that “a competitive orientation often results in communication that is destructive rather than productive” (cited in Borisoff & Victor, 1989, p. 54). As Rosenberg (2003) indicates, if the needs of an individual are not met, interpretations, diagnoses, and judgments of others occur. Maier and Solemn (1962) and Maier (1963) suggest a three-step plan which focuses on both solutions and the process to reveal the problems conflicts originated from. As a first step, individuals should define the problem. Secondly, individuals engaged in a conflict propose as many convenient solutions to the problem as possible. Finally, quality assessment of the solutions should be done during the conflict management process (cited in Borisoff & Victor, 1989).

There are five kinds of conflict handling behaviour recognized by Blake and Mouton (1964), which are competing, withdrawing, smoothing, compromising and collaborating (cited in Borisoff & Victor, 1989). Collaborating is considered to be effective in handling differences since it necessitates the effort, effective communication, and an open-minded attitude to address and mention the concerns of both parties so that reaching solutions approved by both parties can be inevitable (Borisoff & Victor, 1989).

It is hard to have effective communication even under normal situations due to the fact that individuals have tendencies to perceive incidents from their

own points of view and they are willing to express their own feelings rather than listen to others. So they are likely to be unsuccessful in understanding others' concerns and ideas (Borisoff & Victor, 1989). Based upon Barlund's observation (1968), when individuals do not pay attention to what others talk about and ignore what has been said, misunderstanding, alienation, and frustration occur. Hence, interpersonal communication results in catastrophe. However, it is possible for individuals to avoid such an environment with the help of trust. If individuals communicate in an environment shaped by trust, inadequacies, misunderstanding, and alienation might be avoided. Therefore, as Gibb (1961) suggests, a supportive communication environment can be created (cited in Borisoff & Victor, 1989). Such kind of an environment is highly essential for the teaching and learning process since a peaceful and fertile atmosphere can be created with the help of characteristics of supportive climate. Tasks and activities designed for language learning can be implemented in such a class in a productive manner so each learner will possibly be ready for learning in a supportive environment. Therefore, their motivation and willingness to learn a language will be high. On the other hand, in a defensive climate, teaching and learning might become impossible in class since the environment fails to be conducive to teaching and learning because each learner might be afraid of being evaluated or judged negatively by both teachers and classmates. Therefore, a supportive environment provides "win-win" situations for learners; on the other hand, defensive environments create "win-lose" situations.

Gibb (1961) describes two confronting environments: defensive and supportive. The former refers to communication which is evaluative, controlling, strategic, neutral, superior and certain. The latter promotes mutual trust, openness and cooperation. Therefore, it is characterized by communication which is descriptive, problem oriented, spontaneous, empathic, equal, and provisional (cited in Borisoff & Victor, 1989). These two opposing climates can be seen in Table 2.1.

Table 2.1 Traits of Contrasting Communication Climates

DEFENSIVE	SUPPORTIVE
Evaluation	Description
Control	Problem orientation
Strategy	Spontaneity
Neutrality	Empathy
Superiority	Equality
Certainty	Provisionalism

Source: Borisoff & Victor, 1989, p.29

In a defensive climate, in which mutual trust, openness, and cooperation are prevented competition becomes unavoidable; however, in a supportive climate, collaboration which enhances mutual trust can be observed. Hence, in classes, it is essential to have a supportive communication environment in order to handle conflict situations effectively. Without an environment conducive to collaboration, openness, and trust, throughout the learning and teaching process, the goals such as developing individuals as whole-beings and improving positive self-regard will possibly not be reached. On the other hand, it is significant to have a supportive climate in classes because learners will feel secure in such an environment so that education process can achieve its goals. Such an environment is especially significant for EFL setting since most of the language learners feel under pressure throughout the teaching and learning process due to fear of negative evaluation (Ölçü, 2008). Therefore, understanding learners' anxiety is highly significant for language teachers in order to foster their learners' skills because "they may have an anxiety reaction which impedes their ability to perform successfully in a foreign language class" (Horwitz, Horwitz & Cope, 1986). As Young (1991) emphasizes, providing learners with a learner-centered and low-anxiety classroom atmosphere is one of the present challenges in second language teaching and immense consequences can result from the atmosphere

which is created by the instructor in the class. Consequently, it is very important for learners to create a friendly environment so that learners can feel secure enough to use newly-learned knowledge without the fear of having negative reactions (Ölçü, 2008). Therefore, it is essential to diminish the factors which might be perceived as threats for learners. These threats can be observed in a defensive climate. However, with the help of collaboration and effective communication skills, the threats can be diminished and supportive climates can be created in EFL classes.

2.4 Cross-cultural Awareness

Conflict might exist due to cultural differences. These differences might be intercultural or cross-cultural. Culturally caused misunderstanding occurs as members of one culture are not able to understand the members of another culture due to the differences in terms of communication practices, traditions, and thought processing (Borisoff & Victor, 1989). However, appreciation of cultural differences is highly important in that it fosters interaction between people. According to many experts (Porter and Samovar, 1982; Ronen, 1986; Ruben, 1977, Singer, 1987), it is impossible to separate culture from communication (cited in Borisoff & Victor, 1989). So culture can be defined as “the patterned ways of thinking, feeling, and reacting” and “the total life way of a people, social legacy the individual acquires from his group” (Kluckhohn, 1964; cited in Borisoff & Victor, 1989, p. 122). Hence, it is obvious that culture has an influential effect on communication.

As seen, awareness of cultural differences is important to have effective communication. It is argued by many authorities in fields such as business, communication, sociology, anthropology, foreign language instruction, and linguistics that “the likelihood of effective communication diminishes when that awareness is lacking” (cited in Borisoff & Victor, 1989, p. 124). In order to diminish communication-based conflict across cultures, it is essential to be aware of one’s own cultural outcomes and principles so that effective communication

can be enhanced. The effective communicator is the person who understands the point of a given message that might change according to the viewpoint of others which are culturally determined (Borisoff and Victor, 1989).

In EFL classes, it is obvious that learners have different cultural backgrounds so it is almost inevitable to face conflicts in EFL settings. Therefore, as Çakır (2006) emphasizes, culture plays a significant role in foreign language education since culture and language are inseparable. According to him, in order to resolve communication problems in the EFL classrooms, it is essential for the learners to learn the target culture, which is embedded in the syllabus. Therefore, with the help of activities and tasks conducted in the class, cultural awareness might be raised. So as to develop cultural awareness, Çakır (2006) mentions some key points such as role play, which assists learners to tackle with culture and enhance cross-cultural dialogues. In addition, other techniques such as readings, films, simulation, games, culture assimilators, culture capsules, and culturegrams might be useful for language teachers to enrich their learners so that they can become aware of cultural differences (Chastain, 1988; cited in Çakır, 2006).

2.4.1 Factors Affecting Cross-Cultural Communication

There are four factors affecting cross-cultural communication; language, place, thought processing, and nonverbal communication behaviour. As Sapir-Whorf hypothesis claims, culture is formed by the help of language, which has a great influence on the way its users think (Gumperz & Hymes, 1964; Hoijer, 1982; Hymes, 1972; Lander, 1966; Niyekawa-Howard, 1968; Pike, 1971; Romney & D'Andrade, 1964; cited in Borisoff & Victor, 1989). Hence, in language classes cultural features should be touched upon so that learners can appreciate not only their own culture but also the culture of target language throughout the learning process of the language.

Handling conflicts effectively is of crucial importance for individuals. Relationships between and among individuals might be destroyed because of personal differences. Or these differences may flourish relationships and enhance

personal growth. Hence, it is important to “embrace conflict situations as a source of change and growth” (Borisoff & Victor, 1989, p.183).

2.5 Communication

Communication is a complex process which involves two or more people with their respective perspectives. These perspectives represent their values, beliefs, assumptions, needs, cultural, spiritual, and family backgrounds, expectations, experiences, and both past and present thoughts, feelings, and behaviours, which affects all the individuals involved in the process (Long, 1996). “A primary aim of communication is to persuade or enable another individual to share our perceptions and view of reality” (Borisoff & Victor, 1989, p.37). So, sharing the perceptions has a great role in communication.

2.5.1 Models of Communication

In literature, some models are used to express communication. The simplest model includes three components, which are the sender, the receiver, and the message. According to the model, a sender conveys a message to a receiver. It apparently ignores the human factor during the process. This model is displayed in Figure 2.4 (Keltner, 1973, p.16).

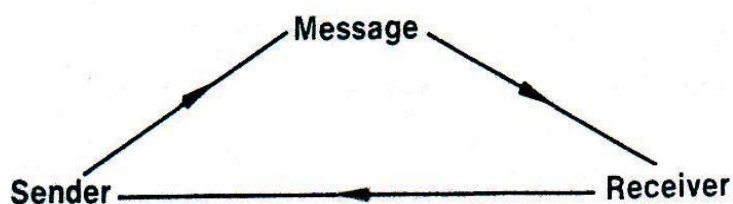


Figure 2.4 A Model of Communication
Source: Keltner, 1973, p.16

Another model is suggested by Miller. In his model, the attitudes of the speaker and the listener, representing the human factor; the encoding skills of the speaker and decoding skills of the listener; and feedback of positive and negative nature are the factors inherent in the model (cited in Keltner, 1973, p.16). This model is shown in Figure 2.5 below.

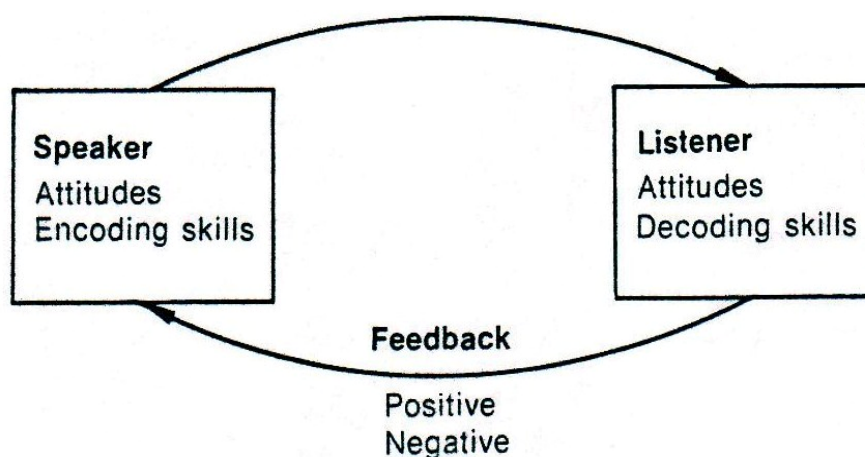


Figure 2.5 A model of Communication

Source: Keltner, 1973, p.16

Another model that explains communication is the Source-Message-Channel-Receiver (SMCR) model based upon Davis Berlo's concept of the main components of communication, which are source, message, channel, and receiver. The model that follows is a representation of an adaptation of Berlo's model. However, this model is *organizational* rather than descriptive since there is no reference to feedback so this model is not process-oriented. According to this model, communication skills, attitudes, knowledge, social system and culture are the factors that affect the source and the receiver. By means of elements, structure, content, treatment and code, the message is developed. The channels are associated with the functions of the five senses; seeing, hearing, touching, smelling, and tasting. This model is depicted in Table 2.2 below (Keltner, 1973). There are four elements which constitute the model: Source, message, channel

and receiver. Source is the first part of the model. A person, a group of people, a company, organization, or institution might be the source for communication process. There are certain factors that might affect source throughout communication process such as the source's communication skills, attitudes toward audience, the subject matter, yourself, or toward any other factor associated with the situation. The way how the source operates might be affected by knowledge of the subject, the audience, the situation, and other background. Therefore, social background, education, friends, salary, culture, which are sometimes named sociocultural context where the source lives are important for the communication process (Lee, 1993).

Message is sent with the source. So as to send a message, code or language should be chosen. The codes are usually considered languages or music, art, and gestures. With the help of message, it is possible to select content and organize it so as to meet reasonable treatment for the audience. Should the audience make a poor choice, the message will probably fail (Lee, 1993).

As for channel, it can be considered a sense: seeing, hearing, touching, smelling, and tasting. It might be useful for being aware of the channel over which the message is transmitted such as telegraph, newspaper, radio, letter, poster, or other media. The type and number of channels mostly hinge on purpose. Through the communication process, receiver is the final bond. The receiver is the person or persons to whom the message is sent. The factors which affect the source apply to the receiver (Lee, 1993).

Communication skills are significant since these skills have a great influence on how the receiver gets the message. All the factors related to receiver might be different in certain ways from those of the source. However, it is essential to think of all the factors such as social background, education, culture since these factors will have a great influence on how the receiver perceives and understands the message (Lee, 1993). In conclusion, as Suresh (2003) explains that the model gives importance to individual characteristics of communication and emphasizes the relationship between the source and the receiver as significant components of the communication process.

Table 2.2 Berlo's SCMR Model

Source	Message	Channel	Receiver
Communication skills	Elements	Seeing	Communication skills
Attitudes	Structure	Hearing	Attitudes
Knowledge	Content	Touching	Knowledge
Social system	Treatment	Smelling	Social system
Culture	Code	Tasting	Culture

Source: Keltner, 1973, p.17

Miller and his colleagues developed a more organized model to refer to communication by focusing on not only verbal but also physical behaviour. Miller underlines the fact that, in communication, there are certain basic elements, namely referent, source-encoder, stimuli and receiver-decoder. As for referent, the message sent by source-encoder might "refer to" a variety of objects, acts, situations, ideas, or experiences. The message can be sent through verbal, physical, and vocal stimuli. Drawing attention of the receiver is the foremost aim of the source-encoder. After receiving the message, the receiver-decoder gets various meanings of the message, which might result in evaluative (Attitudinal) and nonevaluative (Comprehension) responses. These responses are determined by the interaction of source-encoder and referent. Hence, verbal, physical, and vocal stimuli are all interwoven and essential in effective communication (Keltner, 1973). Figure 2.6 is an adaptation of the model developed by Miller and his colleagues.

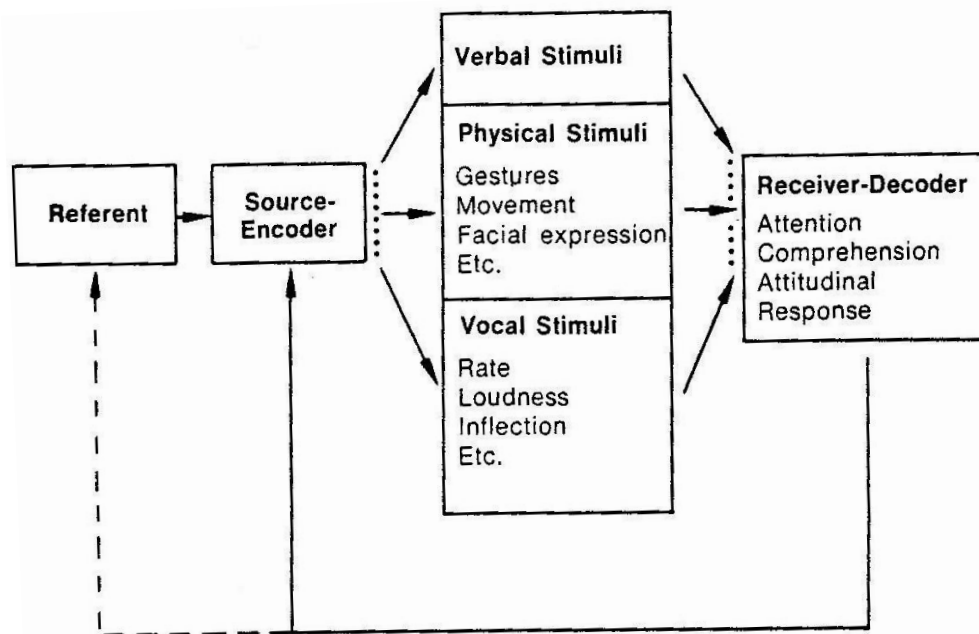


Figure 2.6 An advanced model of communication

Source: Keltner, 1973, p.17

Keltner (1973) indicates that it is significant to be aware of all these models since an understanding of communication can be revealed through models by classifying and describing the parts of the process and indicating how these parts fit together. It is obvious that there are some common points in the models described. “They involve at least two individuals and the creation of messages into the form of physical stimuli that affect the behavior of the individuals” (Keltner, 1973, p.19). As Keltner (1973) emphasizes, it is essential to be aware of all the factors included in the process in order to identify basic problems which might influence communication. Therefore, models will possibly provide opportunities to predict behaviour of self and others which might lead to the empowerment of individuals so that they can explore their own growth (Keltner, 1973).

All these models presented here can be observed in everyday life and in classes, and as Keltner (1973) highlights, models might help individuals to understand the total communicative event. On the other hand, since there are

various dimensions to the self in the communication process, none of the models may be sufficient enough to identify individuals' behaviour. However, these might at least provide clues to individuals to explore further and do some research (Keltner, 1973). Therefore, it is highly essential for language teachers to be aware of these different models since these can be observed in language classes, which is based on communication. It seems that the second model of communication presented in Figure 2.5 and the last model displayed in Figure 2.6 can be considered one of the expected ones in classes, particularly in the EFL setting, as it is clear that the source sends a message and the receiver decodes it and then the receiver sends feedback, so communication occurs in these models. On the other hand, the third model called SMCR might be the least expected one in the EFL context since it is not process-oriented, which might result in almost no interaction between the source and the receiver. Therefore, in the EFL setting, in order to enhance learners' speaking ability, communication is primary and it is essential for teachers to be aware of models of communication and types of communication.

2.5.2 Types of Communication

Several categories of communication can be found in literature. The classification of Chaffe and Berger (1987) and Roloff (1987), which consists of four categories, is the most widely discussed.

1. Intrapersonal communication and conflict: An individual's thinking, internal observation, recognition of his or her personal needs can be considered a part of intrapersonal communication.

2. Interpersonal communication and conflict: The way people interact with each other by exchanging knowledge or by symbolizing information can be called interpersonal communication in which mutual sharing occurs (Dökmen, 1994; trans. Kay, 1996).

There are various different perspectives on how to classify interpersonal communication. There is a general tendency to divide communication into two:

verbal and non-verbal (Wieman & Harrison, 1983; cited in Dökmen, 2009). On the other hand, Hargie and Marshall (1991) classify communication as linguistic and non-linguistic. They separate paralanguage communication related to quality of voice from non-verbal communication, while others (Davitz, 1964; Duncan, 1969; Mehrabian, 1972) agree that paralanguage is a part of non-verbal communication (cited in Dökmen, 2009). This categorization is displayed in figure 2.6 below (Dökmen, 1994).

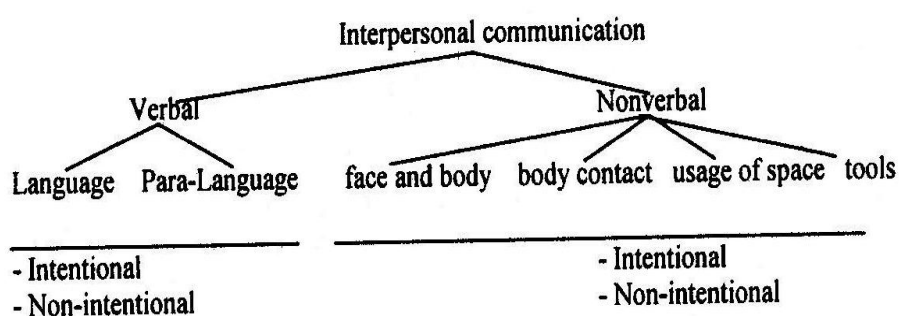


Figure 2.7 Categorization of Interpersonal Communication
Source: Dökmen, 1994, p. 28

3. Organizational communication and conflict: The fact that people’s activities directed to a common cause and occurring in a hierarchy can be defined as organization. Schein (1978) emphasizes that there are people taking roles in an organization who try to accomplish the requirements of their roles (cited in Dökmen, 1994; trans. Kay, 1996).

4. Mass communication and conflict: The process by which some symbols and signs are created and conveyed to a larger number of people and these symbols and signs are interpreted by these people (Dökmen, 2009).

Since these types of communication are both domains of study and reasons for conflict, individuals might experience conflict situations during communicative events in daily life. Thus, learning and teaching kinds of communication to understand the causes of conflict stemming from communication breakdowns and to resolve the conflict situations within an

atmosphere of mutual understanding will enrich communicative abilities of students and teachers.

Long (1996) indicates, the goal of communication is to facilitate understanding. So as to fulfill this goal, it is essential that an individual be able to express himself or herself by sending apparent messages (thoughts, feelings, behaviours) and understand the message sent efficiently.

Communication skills are necessary for teachers when learners are reluctant to accomplish certain objectives. In such a situation, it is important to identify the resistance to learn. With the help of communication skills, teachers might be able to understand the reasons why learners are unwilling to learn. Upon clarifying the resistance, teachers can figure out learners' needs. Taking these needs into account, the teacher will be better at meeting them. Therefore, the resistance of individuals to learn will possibly diminish in time so they will probably participate in the learning activities in an enthusiastic manner. In order to get learners involved in the learning process, teachers should find different ways to make the objectives of the process more appealing to them (Rosenberg, 2003). Therefore, newly-learnt knowledge becomes meaningful to learners. As Di Pietro (1987) emphasizes "[L]earning a new language should be as meaningful as any other social activity. It should entail the same dynamic tension that enlivens real-life encounters" (p.vii). Consequently, interaction gains significance in language classes. Learners go through some steps such as evaluating the case, focusing on the choices for resolution of the situation, predicting the others' responses in the chosen option, applying the choices by interacting with others in conversation, and revising the consequences of the interaction and embedding the approaching information in a personal conceptual framework, which are significant in personalizing knowledge upon interacting with each other through the target language (Di Pietro, 1987). Since the aim of language teaching is to assist individuals to communicate with each other, it is essential to make individuals be well-equipped with the language so that they can use it in a suitable way in different social contexts, which is usually referred to as communicative competence. As Savignon (1976) highlights, it is possible to have several

classroom activities which trigger learners to use the language spontaneously in class such as role playing, discussion topics and games, which are considered representatives of the strategies enabling learners to be involved emotionally in class activities. Di Pietro (1987) suggests that an efficient technique called “strategic interaction” aiming to enhance learners’ effective communication skills to easily handle conflict situations can be employed. With the help of strategic interaction, which is based upon an extended way of role-play which constitutes both cooperative learning strategies and scenarios that are based on conflict situations, learners can communicate effectively and resolve the conflict situations given in scenarios. Therefore, learners might become proficient in the language so they can negotiate effectively. To appeal to learners’ needs and to help learners construct their own meaning through the newly-learnt materials, designing activities considering Emotional Intelligence within the framework of conflict management may integrate components of conflict management into the process of EFL learning.

2.6 Emotional Intelligence

Salovey and Mayer (1989/1990) define Emotional Intelligence (EI) as “the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions” (cited in Bagby & Taylor 2000, p.45). Emotions are significant due to the following reasons:

1. They can contain valuable data.
2. Our bodies talk to us through our emotions.
3. Our emotions communicate messages to others.
4. Our emotions are impulses that compel us toward- or away from- various courses of action.
5. Emotions improve our thinking (Panju, 2008, pp. 6-7).

Emotions have a great role throughout the education process. When the teaching environment appeals to learners’ emotions, the content can be encoded

by the brain so the experience becomes significant and meaningful. When such an appeal occurs constantly in the classroom, learners will possibly enlarge personal and intellectual capacities (Panju, 2008).

As Panju (2008) states, dealing with emotions helps individuals to manage conflict and change it constructively. Panju (2008) points out that parents being aware of their emotions and having the ability to cope with their feelings can guide their children in handling anger, resolving conflict in a constructive manner, impulse control and empathy for others. However, there are some parents who lack such awareness so that their children start educational life without being aware of their emotions so teachers gain importance to assist learners to obtain this awareness. Therefore, it is highly essential that teachers should be aware of the learners' emotions and the ways of coping with these emotions (Panju, 2008). As Panju (2008) indicates, 'to teach is to touch the heart' so that teachers can help learners be equipped with such skills as team-building, effective communication, emotional management and thus strengthen their intellectual capacities; consequently, learners will probably become successful in life.

With the help of EI, it is possible to have richer experiences throughout the learning process so that academic achievement can be improved. Thus, individuals become successful both at school and workplaces (Panju, 2008).

Goleman (1995) suggests fundamental components of EI as follows:

1. Knowing one's emotions- Self-awareness
2. Managing emotions- Self-control
3. Recognizing emotions in others- Empathy
4. Motivating oneself- Personal Motivation
5. Handling relationships- Relationship Skills (Goleman, 1995; Panju, 2008).

Figure 2.7 below depicts both the components of EI and the centrality of self-awareness (Panju, 2008, p.24).

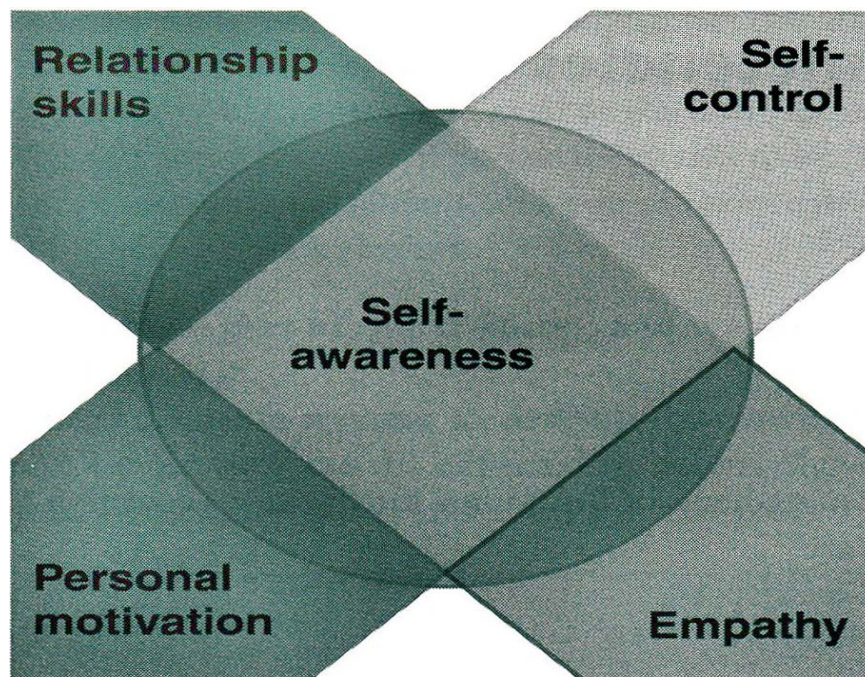


Figure 2.8 Components and centrality of EI
Source: Panju, 2008, p. 24

1. **Self-awareness:** Self-awareness is the keystone of EI (Goleman, 1995; Panju, 2008). With the help of this capability, it is possible to know internal states, preferences, resources and intuitions, which include emotional awareness- recognizing our emotions and understanding the reasons why these emotions occur, accurate self-assessment- being aware of strong and weak points and self-confidence- a strong sense of one's own self-worth and capabilities.

The skills involved in self-awareness are as follows:

- ✓ Recognizing our own emotions
- ✓ Understanding the causes and impact of our own feelings and actions on us and on others
- ✓ Recognizing our strengths
- ✓ Being responsible
- ✓ Building on our self-image (Panju, 2008, pp.24-5).

2. **Self-control:** Self-control makes it possible for individuals to handle their feelings in a suitable way so these feelings could empower instead of

interfering with individuals' duties. The skills involved in self-control are as follows:

- ✓ Managing disruptive emotions and impulses
- ✓ Delaying gratification
- ✓ Choosing appropriate responses based on understanding the situations or the circumstances we are in
- ✓ Self-control and applying appropriate expressions for our emotions
- ✓ Expressing anger without fighting (Panju, 2008).

It is important to control emotions in many aspects of life since expressing them immediately may not be suitable for such situations, particularly when handling negative emotions: the timing might not be right, or the setting is unsuitable or the people may not understand the case. Feelings may be excessive, distorted or inappropriate with regard to the situation or unrelated experiences might activate these feelings. Additionally, self-control enables individuals to be more flexible in both emotional and social lives. Rather than accepting the emotional state, attempts might be fulfilled towards changing the emotional state, making it work for the individual so that performance levels could be maximized and reaching the goals can be achieved regardless of negative emotions such as frustration and temptation. Understanding one's own emotions is highly vital for self-control since options will probably be revealed when an individual becomes aware of his or her emotions, so handling emotions becomes possible. It is also essential that an individual be aware of the fact that s/he is not the only person to experience negative feelings such as anger, frustration, annoyance, distress and sadness. However, s/he should realize how to handle these emotions, so it is significant to recognize these feelings (Panju, 2008).

3. Empathy: Empathy involves understanding others, sensing their needs, supporting their abilities, and creating and maintaining rapport. The ability to empathize with someone is directly associated with the ability of self-awareness. Without being aware of one's own emotion, appreciation of others' is almost impossible. Panju (2008) points out, individuals who are in a state of high level of empathy are likely to identify not only the expressed but also the unexpressed

feelings compared to the ones who are unaware of others' feelings in a state of low empathy. Panju (2008) mentions the skills involved in empathy as follows:

- ✓ Recognizing feelings in self and others
- ✓ Taking the perspective of others
- ✓ Listening carefully to others
- ✓ Appreciating diversity

Empathy is significant as understanding of others' feelings is essential for social competencies so empathy gives individuals an opportunity to create and have good relationships with others. Therefore, learners having the tendency to empathize are likely to do better in school, and in social relationships. Additionally, empathy in the classroom might lead to reduction of aggressive behaviours and violence among learners (Panju, 2008). Appreciation of differences is highly important due to the diversity in the classrooms, so empathy turns out to be an important factor in the classes. Teachers should raise the students' awareness of others so self-awareness acts as a bridge to understanding others' feelings. In conclusion, both awareness of social diversity in the classes and high level of empathy might improve learning opportunities (Panju, 2008).

4. Personal motivation: Personal motivation skills embrace a drive for achievement, commitment, initiative and resilience. Emotional tendencies that trigger individuals to guide or facilitate the achievement of goals are enhanced by the help of these skills. Individuals who are self-motivated can focus and concentrate on the task better than the ones who have low self-motivation. The skills involved in personal motivation are goal orientation, achievement drive, initiative, and optimism (Panju, 2008). Panju (2008) states that goal setting, delaying gratification, making choices and encouraging positive self-belief are the ways to improve personal motivation in the classroom.

5. Relationship skills: Relationship skills are important as these skills are related to the behaviours which guide individuals in dealing with others, achieving expected results and reaching personal goals. Effective communication, cooperative learning, assertiveness and conflict resolution are the relationship skills.

✓ Effective communication: Communication skills are keystones to have successful relationships. To be in rapport with people, communication skills are necessary since all relationships are based upon communication. Effective communication skills can be categorized as verbal and non-verbal skills (Panju, 2008).

✓ Cooperative learning: Cooperative learning helps learners to obtain a set of skills which are vital for life. These skills are related to self management, interpersonal relationships, handling anger, and self-motivation. Cooperative learning skills show learners how to manage themselves and get along with others, how to handle their anger, how to motivate themselves, how to persist when the task becomes difficult, how to resist temptation and stay fixed on a goal, how to work towards a common goal, and how to know when to take the lead and when to follow.

✓ Assertiveness: Individuals should perceive themselves as worthy and have a right to enjoy life. Also, they should appreciate that others are valued equally and their opinions and ideas are respected. As Panju (2008) states, “assertive behaviour is the ability to formulate and communicate our own thoughts and wishes in a clear, direct and non-aggressive way” (p.50). Assertive statements include three parts: the facts- which describe the situation, the feeling, and the want. Panju (2008) exemplifies an assertive statement which might be uttered by a learner in class “When you took my new pen from my tray, I was worried that I had lost it. Next time, please tell me if you wish to borrow it” (p.50).

✓ Conflict resolution: Conflict occurs in every aspect of life, so it is essential to handle conflicts in a constructive manner so that well-being of an individual can be improved (Panju, 2008, p.50).

Developing relationship skills in the classroom is possible by providing opportunities for communicating with each other as a group, modeling group roles, allowing opportunities to develop the skills of assertiveness, and using problem-based scenarios regularly (Panju, 2008).

2.6.1 The ELEVATE Strategies

As Panju (2008) claims, with the help of ELEVATE strategies, it is possible to implement tasks and activities designed within the EI framework in the classroom. These strategies enable interaction of learners with each other, with the curriculum, and with the teacher.

Environment for learning: create a safe and positive learning environment

Language of emotions: build on the language of emotions

Establishing relationships: caring relationships strengthen learning

Validating feelings: validating learner's feelings eases tension within

Active engagement: encourage active engagement

Thinking skills: integrate higher-order thinking skills into learning

Empowering through feedback: give useful and timely feedback (p.55).

Panju (2008) points out the characteristics of an emotionally intelligent teacher and the learner as follows:

An emotionally intelligent teacher (is);

- ✓ Infectiously optimistic
- ✓ A good listener
- ✓ Demonstrates commitment
- ✓ Validates other's feelings
- ✓ Emotionally resilient (p.90).

An emotionally intelligent student shows;

- ✓ Higher academic motivation and achievement scores
- ✓ Better problem-solving and planning skills
- ✓ A strong sense of community- makes and sustains friendships
- ✓ A good understanding of consequences- can resolve conflicts fairly
- ✓ A positive attitude to school and learning (p.91).

Once self-awareness is raised, the other components will improve automatically (Panju, 2008).

The fact that education reflects the world around individuals is one of the vital and indispensable components of educational systems. Due to rapid changes

in societies, economy, and technology, individuals work in more specialized environments, which necessitate individuals' collaborating, problem-solving, and communicating well with each other so that individuals can be well-equipped for such an environment. At this point, schools gain importance to prepare learners for life. One of the functions of the schools is to put an emphasis on Emotional Intelligence in classrooms to reach such a goal so that "[T]eachers can be the most powerful force in modeling and teaching learners how to control anger, respect other people's feelings, resolve conflicts, and motivate themselves and others" (Panju, 2008, p.1).

Based upon observation, Panju (2008) realized that unresolved and repetitive conflict among learners, low morale and diminished productivity often result from the inability to manage emotions or communicate effectively. So learning becomes impossible without managing emotions and positive relationships. By handling emotions and creating positive relations, individuals or groups of people in a conflict can utilize mediation to manage their differences since mediation is a part of life.

Mediation is primarily the art of persuasion and it has turned out to be quite popular in the last twenty-five years since it helps individuals be more constructive, and comfortable throughout the conflict resolution process. Therefore, it is used with greater frequency. Through mediation process, a skilled and impartial third party can assist disputants to regard their conflict as a positive opportunity, find common ground, explore creative ideas for solutions, and express their perspectives (Domenici & Littlejohn, 2001). With the help of mediation, obstacles to communication might be eliminated so that bridges can be constructed throughout the conflict resolution process. As a mediator, a neutral third party gives importance to discussions and assists the language used, aiming at achieving an outcome which is mutually accepted (Domenici & Littlejohn, 2001). A good mediator should have the abilities and capabilities to manage conflict based on the model proposed by Borisoff and Victor (1989) shown in Table 2.3 because the focus of this model is the process of conflict management which is in harmony with the effective integration of the theory and interpersonal

communication skills (Borisoff & Victor, 1989). As Fisher and Ury (1981) and Robbins (1974) highlight, integrative conflict management processes are considered to be efficient when particular organizational conditions are present (cited in Bess & Dee, 2008). Consequently, upon identifying as many solutions as possible, participants can unearth their feelings easily. Therefore, it is highly essential to create a safe atmosphere to indicate disagreements without repulse in order to share opinions and ideas so that diversity of opinion and different perspectives can be appreciated (Bess & Dee, 2008). Therefore, it is significant for a mediator to be aware of the steps to integrative conflict management so that s/he can assist individuals in a constructive way.

Table 2.3 Steps to Integrative Conflict Management through a good mediator

STEPS TO INTEGRATE CONFLICT MANAGEMENT	
ASSESSMENT:	Allow yourself time to calm down and to evaluate the situation Gather appropriate information or documentation Assess the points you are willing or unwilling to compromise on Assess what the other party wants Make a preliminary determination of the appropriate conflict-handling behaviour for the situation; for the relationship; for the environment
ACKNOWLEDGMENT:	Listen to the other party's concerns Try to understand his or her viewpoint
ATTITUDE:	Avoid stereotyping and making predeterminations Try to remain objective Remain as flexible and open as possible
ACTION:	Watch your own use of language Watch your nonverbal communication Observe how the other party communicates verbally and nonverbally Stick to the issues; don't go off on tangents Don't make promises you can't keep Don't present issues in a win-lose context Don't sidestep the issues Be sincere and trustworthy Try to remain open-minded and flexible Use the conflict-handling behaviour appropriate for the situation and be able to revise your behaviour according to how the transaction progresses Listen, repeat, clarify information
ANALYSIS:	Make sure all parties' concerns have been articulated and considered Summarize and clarify decisions Review procedures for implementing any changes

Source: Borisoff & Victor, 1989, p.17

As shown in Table 2.3, it is necessary to be aware of the steps, assessment, acknowledgement, attitude, action, and analysis to mediate the situation effectively. In addition to being aware of how to resolve conflicts, collaboration is significant for the mediation process. As Domenici and Littlejohn (2001) emphasize, collaboration at every level is one of the most significant aspects during the mediation process because the aim is to work together so that everyone wins. To find out who is right, who is to blame or who to give credit to is not the goal of mediation. Its goal is to examine a suitable resolution to the conflict so that both parties can be satisfied with. Upon having a successful mediation, all parties become aware of what issues are significant to them, and each declares their concerns, perspectives, feelings, and ideas obviously so all the parties perceive one another's point of view, which leads to empowerment (Domenici & Littlejohn, 2001). So, in classes, teachers as mediators have an opportunity to empower their learners by resolving conflict in such an atmosphere. In addition, this process enables learners to have choices. It is significant for learners to have options because picking one of the choices means that they take its responsibility and face the consequences of the choice. Therefore, opportunities could be created for them to have more options (Domenici & Littlejohn, 2001).

Dignity and respect are essential components to behave so they are the necessities for the mediation process. In a conflict situation, one's self-image might be threatened, so mediators pay attention to keeping respect, protecting disputants from damage. When the mediation is achieved successfully, disputants themselves try to contribute to a positive atmosphere (Domenici & Littlejohn, 2001).

In order to mediate successfully, communication competence is fundamental for parties that each party should have effective communication skills and the ability to follow the structure provided through the mediation process (Domenici & Littlejohn, 2001, p.41). Since conflict is a normal and unavoidable part of life, mediators might assist individuals to handle conflict by suggesting behaviours and language to be used throughout the process. It becomes possible to attain success when a mediator uses effective communication skills to

enhance a process in which individuals turn out to be more cooperative negotiators (Domenici & Littlejohn, 2001).

Constructive mediation consists of some characteristics suggested by Domenici and Littlejohn (2001), which are collaborative communication, power management, process management, safe environment, and face management. Collaborative communication gives importance to opportunities for creativity and constructive problem-solving, so it can be considered an alternative to problem-solving and can lead to “win-win” situations. There are five main components of collaborative environments:

- ✓ Participants have shared goals or priorities.
- ✓ Participants rely on each other for achievement of these goals or priorities.
- ✓ Participants assert their own position without demeaning the position of the other.
- ✓ Participants commit to process in which all the appropriate people participate.
- ✓ Participants show concern for work goals as well as relational goals (pp. 47-8).

Bush and Folger (1994) emphasize the significance of empowerment and recognition in mediation. They define empowerment as “knowing clearly what is important to you and being able to express this in a way that makes it possible for others to hear it” (cited in Domenici & Littlejohn, 2001, p. 101). The other component of mediation is recognition, which can be defined as the ability to understand what is important to others in terms of their feelings, perspectives, ideas, and interests (cited in Domenici & Littlejohn, 2001). Empowerment and recognition are inseparable goals in the mediation process because it becomes impossible for an individual to empower himself or herself if others cannot recognize what s/he is saying (Domenici & Littlejohn, 2001). Therefore, in order to empower individuals, it is essential to listen to them so that it becomes possible to understand their own perceptions. According to Long (1996), understanding an individual is a prerequisite to assist or interact with another efficiently. Namely, it

is possible to understand an individual only if his or her own point of view could be comprehended.

2.7 Empathy

To understand an individual without making any judgments, empathy gains importance. As an important step in behaving empathically to others, understanding the other party's perspective comes first. Ignoring the differences among individuals necessitates the eagerness of both parties to understand each other so they can have the chance to resolve the conflict being experienced. Besides understanding the other party's point of view, it is essential to avoid judging the other party to attain empathic bond. "To achieve empathy with another, individuals must willingly attempt first to understand the other party. Second, individuals must judiciously suspend their tendency to judge others" (Borisoff & Victor, pp. 42-43).

The term empathy is used to explain "the tendency of observers to project themselves "into" that which they observe typically some physical object of beauty" (cited in Davis, 1996, p.5). Lipps (1903, 1905) and Titchener (1909) believed that the inner imitation of the observed person or object is the process which causes empathy. Today this process is called "motor mimicry". As a result of the process similar emotions can be awakened in the observer, which leads to enhance a better understanding (cited in Davis, 1996). So this process can be perceived as a cognitive process. One of the theorists who believe this is Kohler (1929). He claims that empathy is an understanding of the individuals' feelings. Understanding one's feelings can be achieved by observing their actions, movements, and physical cues. Therefore, it is evident that affective sharing loses its importance in his view (cited in Davis, 1996). Mead (1934) is another theorist who emphasizes the significance of the cognitive approach. He deeply puts an emphasis on the individual's capacity to put himself or herself in another's shoes to understand them. Also, Piaget (1932) asserts that a child is not able to separate his/ her experiences and those of others. The term egocentrism and empathy do not go hand in hand because there is almost no possibility for an individual who

behaves in an egocentric way to empathize with someone (cited in Dökmen, 2009). However, throughout the cognitive developmental stages a child can become aware of the possibility of having different experiences so s/he can differentiate between the experiences of self and those of others. Consequently, it is obvious that role taking and decentering have a common feature in that both highlight the cognitive process. During this process, an individual puts his or her own view aside and attempts to understand others' points of view (Davis, 1996).

However, Stotland and his colleagues (Stotland, 1969; Stotland, Sherman & Shaver, 1971) assess empathy only in terms of the affective tone. According to Stotland (1969), empathy is “an observer’s reacting emotionally because he perceives that another is experiencing or is about to experience an emotion” (cited in Davis, 1996, p. 7).

Batson (1991); Batson, Fultz and Schoenrade (1987) propose a much more restricted approach to the term empathy. To Batson, empathy focuses on “other-oriented feelings of concern and compassion which result from witnessing another person suffer” (cited in Davis, 1996, p. 8). On the other hand, Wispe (1986, 1991) defines empathy as an “attempt by one self-aware self to comprehend unjudgmentally the positive and negative experiences of another self” (cited in Davis, 1996, p. 8), which shows that he defines empathy in a more cognitive aspect than many other contemporary theorists. Hoffman (1987) also defines empathy as “an affective response more appropriate to someone else’s situation than to one’s own” (cited in Davis, 1996, p.9). In his framework, cognitive role-taking, personal feelings of distress created by others’ distress, and feelings of sympathy/ concern for the other play a significant role (Davis, 1996).

There is an ongoing disagreement among theorists about the nature of empathy. Some explain empathy as having a cognitive role-taking aspect; on the other hand, others clarify it in terms of affective reactivity to others. However, the term applies to both constructs rather than differentiating from each other. Additionally, there seems to be a semantic confusion in defining the term empathy as a process or an outcome. Since disagreements are still on agenda, an organizational model is proposed to have a deep understanding for the concept

empathy since the model refers to the term empathy as a multi-faceted phenomenon (Davis, 1996).

2.7.1 Empathy: An Organizational Model

Empathy is a multidimensional phenomenon, so it has many constructs (Davis, 1996). The aim of the model is to stress the connectedness of the constructs which constitute the term empathy. The term empathy can be defined as “a set of constructs having to do with the responses of one individual to the experiences of another. These constructs specifically include the *processes* taking place within the observer and the affective and non-affective *outcomes* which result from those processes” (Davis, 1996, p.12) to have a broad perception towards the term. There are four constructs:

Antecedents: Characteristics of the observer, target or situation.

Processes: The particular mechanisms by which empathic outcomes are produced.

Intrapersonal Outcomes: Cognitive and affective responses, produced in the observer, which are not expressed to the target.

Interpersonal Outcomes: Behavioural responses directed to the target (Davis, 1996, p.12).

The constructs based on the model are displayed in Figure 2.8 (Davis, 1996, p.12).

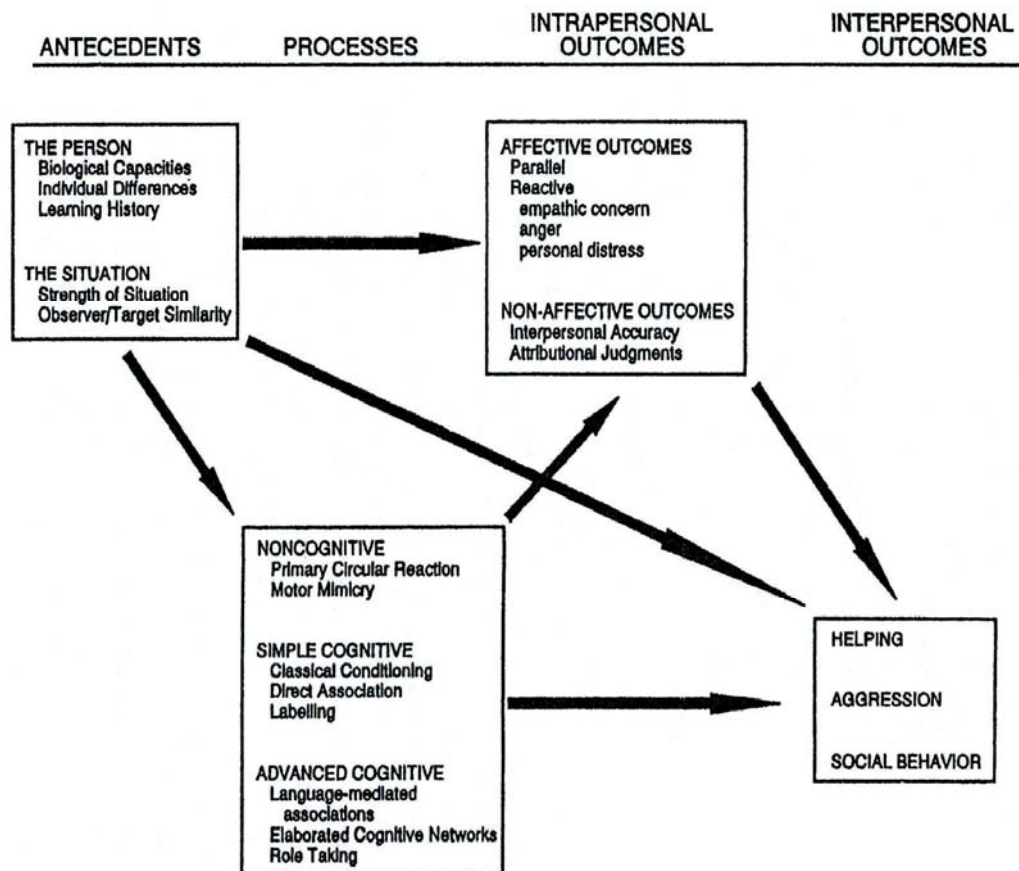


Figure 2.9 The organizational model
Source: Davis, 1996, p. 13

For the present study, this organization model is significant because empathy constructs such as perspective taking, empathic concern, and personal distress and the relation among these constructs will be focused on.

1. Antecedents

The Person: All individuals have particular characteristics which affect both the process and outcomes. One of these characteristics is the *capacity* for empathy. Previous *learning history* of the individual with regard to values and behaviors is another characteristic. Lastly, individual differences in the tendency to engage in empathy-related processes are the prominent characteristics.

The Situation: All the responses, which might be cognitive or affective, given to another person occurs in a particular environment. This environment can be

exemplified as a face-to face encounter with a family, witnessing a handicapped child during a telethon, or reading about refugees in the newspaper. No matter what situational context exists, there are certain dimensions: the strength of the situation and the degree of similarity between the observer and the target. The former refers to affective reactions because “situations vary tremendously in terms of their power to evoke a response from others”. The latter is also significant because if there is a great similarity between the observer and the target, the possibility of having the observer’s empathic response becomes greater (Davis, 1996).

2. Processes

Specific processes are essential to have empathic responses in the observer. As Davis (1996) indicates, three general classes of empathy-related processes might be identified based on the work of Hoffman (1984) and Eisenberg (Eisenberg, Shea, Carlo, & Knight, 1991). One of them is ‘Noncognitive Processes’. In this class, there are some processes which may need little cognitive activity. *Primary circular reaction*, and *motor mimicry* can be given as examples of noncognitive processes (Hoffman, 1984; cited in Davis, 1996). The former can be explained with this example: There are newborn infants who have a tendency to cry when they see or hear other infants crying. This cannot be an outcome of any learning, so this tendency should be innate. The latter can be exemplified through the observers who imitate the target automatically and extensively (Davis, 1996). Another class of empathy-related process is ‘Simple Cognitive Process’. There are some processes which might require cognitive ability for the observer such as classical conditioning, direct association suggested by Hoffman (1984) and labelling (Eisenberg, Shea et al., 1991; cited in Davis, 1996). For instance, an observer may know some specific situations create some particular emotions, so when the observer sees the target experiencing any of the situations that s/he knows, the observer thinks that the target is in the state of that emotion regardless of other variables. The observer might think that a person who is at a graduation ceremony is happy because the observer might have an association between graduation and happiness (Davis,

1996). ‘Advanced Cognitive Process’ is another class of the empathy-related process. There are some processes which may necessitate advanced cognitive ability. For example, Hoffman proposes a *language-mediated association*. That is to say, the observer reacts to the target’s situation throughout language-based cognitive network, in a way, through words. Role taking or perspective taking requires the most advanced process since the observer tries to understand the target’s point of view (Davis, 1996).

3. Intrapersonal Outcomes

Intrapersonal outcomes are the third major component of the model. These outcomes are considered to be the results of the process. It can be examined through affective and non-affective outcomes.

Affective outcomes occur when the observer faces some emotional reactions while observing the target. Affective outcomes can be categorized as parallel and reactive. A parallel outcome is the way in which the observer may feel the actual emotions of the target. Reactive outcomes can be defined as “affective reactions to the experiences of others which differ from the observed affect” (Davis, 1996, p.18). These outcomes are empathic reactions to another’s state which are the feelings of compassion for others. As Davis (1996) indicates, the term is referred to as sympathy (Wispé, 1986), empathy (Batson, 1991) and empathic concern (Davis, 1983b).

Non-affective outcomes are all the outcomes which are not affective in nature, so some are mainly cognitive. Interpersonal accuracy, which is attributed to intrapersonal non-affective outcomes, refers to guessing other people’s thoughts, feelings, and characteristics (Davis, 1996).

4. Interpersonal Outcomes

The final component of the model is interpersonal outcomes which can be defined as “behaviours directed toward a target which result from prior exposure to that target”. Helping behaviour, aggressive behaviour and social relationships fall into this category (Davis, 1996, p. 19).

The final component of the model is interpersonal outcomes which can be defined as “behaviours directed toward a target which result from prior exposure

to that target” (Davis, 1996, p. 19). Helping behaviour is one of the outcomes which empathy theorists mostly give attention to. The possibility of offering help to someone in need has long been considered in terms of both cognitive and affective sides of empathy. Aggressive behaviour is another outcome, which has been thought to be associated with empathy-related processes and dispositions in theory. Aggressive behaviour is expected to be negatively linked with aggressive actions. Social relationships, which fall into this category, has lately been the interest of empathy theorists and researchers since the effect of empathy on behaviours take place in social relationships. It can be concluded that helping behaviour, aggressive behaviour and social relationships are related to interpersonal outcomes (Davis, 1996).

This model has been chosen for the current study since it focuses on empathy-related constructs and how these are connected to each other. Furthermore, both processes and affective and non-affective outcomes are focused on. Therefore, the model gains importance for the communication process since the communication process requires such components as the person who conveys the message, understands the message and gives feedback so that intrapersonal or interpersonal outcomes come into being. It is a widely known fact that language is a tool for communication to convey the message so language classes have the potential to present the language as meaningful as possible through tasks, activities and materials. Di Pietro (1987) claims that upon facing the need to resolve an unexpected conflict, learners become highly motivated since they need to master the routine of everyday occurrences in a new language. Therefore, it is essential to bring such situations into language classes since learners become proficient in using the language in any social context with the help of “scenarios”, which refer to unforeseen real-life happenings that necessitate the use of language to resolve them (Di Pietro, 1987). Di Pietro (1987) calls the approach based upon scenarios “strategic interaction” (SI), which requires the target language to be used so that effective interaction with others might occur. Therefore, language classes have a potential not only to assist learners in acquiring the language but also to use effective communication skills so that they can deal with conflict

situations in a constructive way. Consequently, in language classes, since interaction is significant for the learning and teaching process, the constructs suggested through organizational model can be observed so it is essential to be aware of these constructs and their connectedness.

2.7.2 A Multidimensional Approach to Empathy

Focusing on different approaches to empathy, it is essential that the term be examined through different components. Davis (1996) points out that “empathy is a multifaceted phenomenon” (ix), so “the study of empathy is best served by adopting an explicitly multidimensional approach to the topic” (p.21). For the last two decades, many theorists such as Davis (1980, 1983b), Deutsch and Madle (1975), Ianotti (1975), and Strayer (1987) recognize the significance of multifaceted nature of empathy (cited in Davis, 1996).

2.7.2.1 Hoffman’s Theory of Empathy

To Hoffman (1987), empathy is an “affective response more appropriate to someone else’s situation than to one’s own” (cited in Davis, 1996, p. 37). In his theory, Hoffman (1984, 1987) explains the interaction between human’s capacities to react emotionally to others and their developing cognitive abilities to produce certain kinds of empathic responses. He focuses on the outcome of affective-cognitive interaction through the changes from infancy to adolescence and when the individuals acquire the most advanced cognitive skills. There are six major mechanisms, modes to explain how an individual reacts to the experiences of another.

The first mode is “primary circular reaction” (Hoffman, 1984, cited in Davis, 1996). It can be defined as the tendency for newborns to cry when they hear another infant crying. It is thought to be the result of an innate mechanism instead of learning.

The second mode is “mimicry”, which is a two-step process. Firstly, the observer imitates the target’s behaviours posturally and facially with small

mimicking movements unconsciously or automatically. Secondly, these movements cause internal kinesthetic cues providing feedback to the observer, which is likely to cause an emotional reaction in the observer.

“Classical conditioning” is the third mode. Affective reactions to others ensue past situations in which the individual perceived affective cues in another person while directly experiencing the same affect.

The fourth mode is “direct association”, which is closely similar to the third one but this refers to a more general conditioning sense. Upon observing the target, the observer perceives the target experiencing an emotion by focusing on his or her facial expression, voice, posture, or any other aspect related to the situation, which might remind the observer of his or her past experiences arousing the similar emotions in the observer (Hoffman, 1984; cited in Davis, 1996). Experiencing the emotion with the target at the same time is not necessary because classical conditioning necessitates that the emotion experienced previously is similar to the one observed in others (Davis, 1996).

“Language-mediated association” is the fifth mode of empathic arousal. The basis of this mode is similar to direct association in terms of the association between the target’s cues and the observer’s past experiences, which might lead to affect in the observer. The target’s cues do not cause associations directly; however, these cues trigger associations through language. The words uttered by the target initiate connotations with feelings and experiences that are semantically stored in the observer’s memory (Davis, 1996).

The sixth mode is “role taking”, which is the last and the most advanced mechanism, necessitating “a deliberate effort by observers to imagine how they would feel if faced with the circumstances affecting the target” (Davis, 1996, p.40).

Hoffman’s theory explains empathy in a comprehensive way emphasizing that “innate emotional responsivity interacts with growing cognitive abilities” (Davis, 1996, p. 37). Therefore, the focus is on the way of change in outcomes of affective-cognitive interaction within developmental stages, namely from infancy to adolescence (Davis, 1996). This may make individuals aware of different

subjective reactions when they observe someone in distress due to the fact that they might combine two capacities, the ability to perceive other's psychological point of view referring to the cognitive process and the ability to feel affective reactions upon observing other's experiences (Davis, 1996).

2.7.2.2 Cognitive Capabilities: The Cognitive Sense of Others

Cognitive functioning is necessary for all the modes apart from mimicry and the primary circular reaction. The way individuals perceive others has a great influence on the affective empathic reaction and the process of forming a concept for others passes through three levels as follows:

The first level is "person permanence" (Hoffman, 1984) - the awareness that others exist as separate physical entities. The second level is actualized by the acquisition of role taking, or perspective taking, capacities. The third level is the fact that a sense of "person identity" occurs by the late childhood or early adolescence. Children at this level understand others have stable identities, attitudes, experiences, and internal states (Davis, 1996). Therefore, with the help of person identity, observers become capable of taking the other's role and assessing their reaction in specific situations (Davis, 1996).

It is significant for individuals to become aware of cognitive sense of others since affective empathic reaction is affected through the way individuals sense others. Consequently, in order to understand individuals effectively, it is important to be aware of cognitive aspects of others, which leads to affective consequences. Therefore, individuals can be perceived as whole with their affective and cognitive facets.

2.7.2.3 The Affective-Cognitive Synthesis

At any point during development the child's cognitive sense of others coalesces with the vicarious affect produced through the six modes to produce a distinctive empathic experience" (Davis, 1996, p.42). Hoffman (1984) highlights

that this synthesis brings about four different levels of empathy (cited in Davis, 1996).

2.7.2.3.1 Global Empathy

Children are not able to distinguish self from other during the first year of life. So, the child is not sure about the one expressing the distress, self or other. This case is called “empathic distress” and defined as passive, involuntary and requiring the lowest level of cognitive processing (Hoffman, 1984; cited in Davis, 1996). As the child grows up toward the end of the first year of life, s/he perceives that other people are separate entities from the self and begins to have separate mental images of self and others, which means the child has “image-of-self” and “image-of-other” separately in his or her mind (Hoffman, 1984; cited in Davis, 1996, p.42).

2.7.2.3.2 Egocentric Empathy

After gaining person permanence at the age of one, the child goes to the second level. Hoffman (1984) calls this level “egocentric empathy” since the child is unaware of understanding others and does not realize that their internal state is different from his or hers although the child perceives others are separate individual identities. So the child proposes unsuitable help to others since s/he finds it comforting. It can be suggested that the child at this stage has two different reactions to the observed distress in others: a relatively egoistic desire to reduce one’s own distress and a more truly altruistic desire to reduce the distress of others (cited in Davis, 1996).

2.7.2.3.3 Empathy for Another’s Feelings

The child gains complicated role-taking abilities at the beginning of 2-3 years of age and through the late childhood. So the child is likely to interpret many cues in the social setting. The improvement of the language skills can also

enhance the process so the child becomes capable of understanding complicated symbolic cues used. Therefore, the child can propose much more convenient and efficient help to others' situation since the child acquires the ability of understanding others accurately (cited in Davis, 1996).

2.7.2.3.4 Empathy for Another's General Condition

By acquiring person identity, which refers to “the development of a view of others as having stable identities, attitudes, experiences, and internal states, which exist beyond the immediate situation” (Davis, 1996, p.42), the final level of empathy occurs in late childhood or early adolescence. Since the individual tends to be aware of others as persons with their own identities and past experiences, the observer may not be affected by the cues in a particular situation taking the target's chronic side of life into consideration. Hoffman (1984) gives an example by explaining the case of a laughing child who does not know that s/he has an incurable disease. A child observer that has not attained to the level of person identity has a tendency to center upon and give a reaction to the cues of laughter in the social setting, so the observer might perceive a positive affective response. On the other hand, an adult observer has likelihood to find the situation rather sad. Additionally, Hoffman (1984) suggests “acquiring person identity makes possible a more abstract kind of empathic reaction, less tied to specific circumstances”, so an observer might empathize with classes or categories of people such as the homeless or oppressed (Davis, 1996).

Hoffman's theory of empathy is shown in Table 2.4 below.

Table 2.4 Hofman's model of empathy: An affective-cognitive synthesis

AGE	MOST LIKELY MODES OF AROUSAL	COGNITIVE SENSE OF OTHERS	EMPATHIC RESPONSE
0-1 YEAR	Primary Circular Reaction Motor Mimicry Classical Conditioning Direct Association	Fusion of self and other; no clear self-other distinction	Global empathic distress; shared negative affect; unclear whether self or other is distressed
1-2 YEARS	Motor Mimicry Classical Conditioning Direct Association	Person permanence attained; internal representations of self and other	Sympathetic distress (sympathy) now possible as self-other distinction is clear; attempts to help other are often inappropriate due to lack of role-taking skill
3-10 YEARS	Motor Mimicry Classical Conditioning Direct Association Language-mediated Association Role Taking	Increasingly complex role taking develops	Increased role-taking skill leads to more sophisticated empathizing with multiple and sometimes conflicting affects; helping becomes increasingly appropriate
10-ADULT	Motor Mimicry Classical Conditioning Direct Association Language-mediated Association Role Taking	Person identity is achieved; continuity of others across situations and time	Most advanced empathizing is now possible; can look beyond situational cues to life conditions; can empathize with abstract categories

Source: Davis, 1996, p.38

All these aspects mentioned above are significant because it is essential to consider observer's reactions to the experiences of another through the developmental stages from infancy to adolescence. Hoffman says that, all the modes are related to each other except for primary circular reaction since it is restricted to infancy and role-taking and it is the most advanced form of the developmental stage. The nature of the situation determines which mode or modes will be activated. For instance, if the target reveals strong expressive cues, mimicry will usually be enhanced, the possibility of conditioning and/or direct association might be improved with the help of clear situational cues and language-mediated association might be triggered through significant semantic

content in the situation. Since situations include several cues, it is possible to activate many modes. Whatever the cues are in the situation or whichever modes of arousal are activated, affective responses are given by the observer, which hinges on individual's cognitive capabilities (Davis, 1996). To understand the reactions through these stages is particularly significant for teachers because there might be some reactions or behaviours resulting from any of the stages mentioned above.

2.7.3. Multidimensional Measures of Empathy

In literature, there are lots of measures based upon cognitive or affective definitions of empathy. Hogan's empathy (EM) scale, which is the most widely used contemporary instrument, can be given as an example for the one based on the cognitive definition of empathy. On the other hand, The Questionnaire Measure of Emotional Empathy (QMEE; Mehrabian & Epstein, 1972) is the most widely used measure based on an affective definition of the term. This instrument aims to evaluate the chronic tendency of the observer who monitors the target's experiences. The items in the instrument aim at obtaining the possibility of responses in several situations. There are seven interrelated subscales, each of which touches upon some constructs such as "susceptibility to emotional contagion", "tendency to be removed by others' positive emotional experiences", and "sympathetic tendency" (Davis, 1996, p.55). These two measures are not chosen for the present study since each of them touches upon one aspect of empathy, namely cognitive or affective side. Instead of adopting the ones focusing on one dimension of the term, another measure focusing on empathy cognitively and affectively is adopted so that the term might be analyzed in a more comprehensive and comprehensible way.

Another measure, Interpersonal Reactivity Index (IRI; Davis, 1980, 1983b) is based on a multidimensional view of empathy. According to this view, empathy involves "a set of separate but related constructs" and investigates to

supply measures of dispositional tendencies in some areas. There are four seven-item subscales, each of which taps a separate aspect of empathy:

The *perspective taking* (PT) scale, which assesses the reported tendency to adopt the psychological point of view of others in everyday life,

The *empathic concern* (EC) scale, which measures the tendency to experience feelings of sympathy and compassion for unfortunate others,

The *personal distress* (PD) scale, evaluates the tendency to experience distress and discomfort in response to extreme distress in others,

The *fantasy* (FS) scale, taps the tendency to imaginatively transpose oneself into fictional situations (Davis, 1996, pp.56-7).

For this study, IRI is adopted because this tool is based on a multidimensional approach towards the concept of empathy. Also, all the constructs are expected to serve to evaluate the relationship of empathy-related constructs of the instructors because each construct can be observed through the teaching and learning process as well as in life situations.

Perspective taking scale is significant for the present study since this scale is expected to give the researcher a clue to see whether the instructors are able to adopt their learners' point of view. With the help of fantasy scale, it becomes possible for participants to evaluate their inner world and to see whether they can identify themselves with fictional characters. This scale is important for the researcher in this study because this scale is expected to reflect whether the instructors can identify themselves with their learners. Empathic concern scale is also essential for this study as it is expected to point out whether the instructors show warmth, compassion, and concern for their learners. The significance of personal distress subscale is to reveal the success of the instructors in dealing with their learners who are anxious and who feel discomfort.

2.7.4 Gender Differences in Empathy-Related Constructs

Majority of the studies in literature reveals that females are more empathic compared to males. As Panju (2008) highlights, studies reveal that females have higher scores of empathy than males. Besides, Bar-On (2000) indicates that women are more empathic, aware of their emotions, more responsible and have better interpersonal relationships compared to men. However, early studies found no reliable evidence indicating the relationship between empathy and gender differences (Davis, 1996, p. 58). On the other hand, Hoffman (1977) differentiated between measures of empathy as emotional responsiveness to another's emotional state and measure of perceptual, cognitive, and affective role taking. From this standpoint, females scored higher than males, but there is no gender difference related to the role-taking measures (cited in Davis, 1996). In literature, there are many studies used to examine empathy-related constructs and some social behaviours. One of these studies was conducted by Clark (2007). In her study, she examined the relationship between empathy, gender, and charitable behaviour. The results of the study revealed that women donated more frequently than men, and each gender had a tendency to donate to their own gender rather than the opposite gender.

2.7.5 Altruism and Helping Behaviour

Interpersonal outcomes arise through intrapersonal outcomes. With regard to intrapersonal outcomes, the affective and non-affective responses of the observer are within the individual to a large extent so no observable overt behaviours are displayed. As for interpersonal outcomes, the responses are reflected through behaviours which can be overtly observed. Therefore, in order to determine the interpersonal behaviours, the intrapersonal outcomes gain great importance (Davis, 1996).

There are several approaches defining the terms altruism and helping behaviour. One of these approaches supports that the terms can be used

interchangeably and refers to actions actualized by an individual aiming to enhance well-being of another by decreasing negative states and/or improving positive states of another. The tendency in donation can be given as an example for altruism since individuals are willing to improve others' case while donating. This approach is exclusively based on an act in terms of its outcome without placing any emphasis on the motivation underlying the helping act (Davis, 1996).

There is another approach which differentiates between altruism and helping behaviour considering the motivation that causes the act. This approach can be categorized into two versions. For the first one, the term altruism can be used for the acts which do not occur as a result of the desire to have an external reward or desire to avoid some external punishment (Eisenberg & Mussen, 1989; Cialdini et al., 1981; cited in Davis, 1996). Consequently, helping is actualized so as to attain social approval or material rewards, or to avoid social sanctions for failing to help. Therefore, it can be characterized as a weak version of altruism since it involves helping acts that are motivated by largely selfish concerns. On the other hand, a strong version of altruism can be clarified. According to this, helping acts exist with the aim of improving the welfare of the other rather than avoiding internal punishment or gaining some internal rewards so that maximizing of the well-being of the other can be achieved. Davis (1996) claims that such helping acts based on internal concerns are basically egoistic in nature and cannot be truly altruistic. In literature, there is no consensus on this matter among theorists.

Underwood and Moore (1982) and Eisenberg and Miller (1987) have concluded that there is a link between empathy and altruism/helping. Both of the theorists are in the opinion of reliable associations between helping behaviour and empathy-related constructs (cited in Davis, 1996).

Many studies have been conducted aiming to compare subjects prevalently experiencing empathic concern and those generally experiencing personal distress (Batson et al, 1981; Batson et al., 1983; Toi & Batson, 1982; cited in Davis, 1996). These emotional reactions were assessed through different applications such as self-report questionnaires. The conclusion drawn is “[I]n every instance

the subjects who were experiencing empathic concern provided relatively high levels of help” (Davis, 1996, p.136). On the other hand, those experiencing personal distress had a tendency to escape when escape was easy but when escape was difficult they helped like the ones experiencing empathic concern. Consequently, feelings of empathic concern and personal distress are different from each other but they are relatively related to helping. Empathic concern triggers helping even when there is no possibility to create positive affective outcomes (Batson et al., 1989) or avoid negative ones (Batson, 1988, cited in Davis, 1996). On the other hand, personal distress is related to a largely egoistic desire to diminish one’s own unpleasant arousal (Davis, 1996). As for perspective taking, Davis (1996) states that “perspective taking influences helping solely through its effect on intrapersonal outcomes” (p.145).

Altruism is a significant component in teaching because teachers’ tendencies to have altruistic behaviour and to empathize with learners are associated with the profession of teaching and altruism is accepted to be an important teaching quality (Duru, 2002). As Aysan (2002) emphasizes, the tendency of teachers’ empathy will possibly increase the tendency of helping their learners. Empathic tendency will affect teacher-student interaction in a positive way. In such an environment students will be ready to learn by feeling more comfortable as learning barriers will be eliminated with the help of teachers’ helping behaviours (cited in Duru, 2002).

2.7.6 Aggression and Antisocial Behaviour

Aggressive and antisocial behaviours are another major category of interpersonal outcomes. In this sense, empathy is assumed to provide an opportunity to prevent or diminish harmful behaviours (Davis, 1996).

The relationship between empathy and aggression can be examined in terms of cognitive links and affective links. The cognitive aspect suggests that greater understanding and tolerance of the other appears when an observer has a capability or an eagerness to internalize perspective of others, particularly in a

potential conflict situation, which leads to less hostile and aggressive behaviours toward others (Feshbach, 1978; cited in Davis, 1996). Therefore, Davis (1996) concludes, “persons with greater perspective-taking skills, or those who are induced in some way to engage in perspective taking, may act in less aggressive ways” (p.154). Two views can be mentioned for affective links reflecting empathy’s hypothesized inhibitory effect on aggression. One of them is that the aggressor halts or diminishes the aggression while monitoring the victim’s aggression, specifically his or her pain and distress. This causes the aggressor to share the victim’s distress (N.Feshbach, 1978; S. Feshbach, 1964; cited in Davis, 1996). The other affective approach is that sometimes aggressors might feel the reactive emotional response of empathic concern due to victim’s distress cues, which leads to an increase in the victim’s well-being by stopping the aggression (Miller & Eisenberg, 1988; cited in Davis, 1996). It can be concluded that empathic concern is related to such actions as halting an aggressive act about to better the other’s well-being (Davis, 1996). That is, “aggressors will experience some affective reaction in response to the victim’s distress, and this reaction will prompt an inhibition of the aggression” (Davis, 1996, p.156).

There is some evidence pointing out that there is a possibility of the association between the affective subscales of the IRI, the empathic concern (EC) and personal distress (PD), and aggressive behaviour. Richardson et al. (1992) have discovered that the ones who have high scores on the EC scale scored prominently lower on some self-report measures of hostility and aggression (Buss & Durkee, 1957; cited in Davis, 1996) and they scored significantly higher on measures of constructive conflict resolution (Rahim, 1983; cited in Davis, 1996). In contrast, the scores on the PD scale have revealed an opposite pattern. That is to say, the ones have higher scores on PD scored higher on some self-report measures of hostility and aggression (Davis, 1996).

In classes, aggression or antisocial behaviour is inevitable. Therefore, it is essential to become aware of the causes of such behaviours so that solutions can be provided and in order to resolve these behaviours, individuals’ tendency of empathic concern can be developed so that the feeling of compassion, warmth,

and concern for the other can be enriched. Additionally, the personal feeling of anxiety and discomfort can be decreased in order to diminish aggression and antisocial behaviours.

2.7.7 Social Relationships and Social Behaviour

Empathy has an effect on several situations in which individuals interact with each other. This affect can be characterized by two general approaches. One of them aims to examine an individual's general assessment of a relation or relations. The other approach investigates the effect of empathy-related constructs on *specific behaviours* resulting from significant relationships, especially communication, conflict, and social style (Davis, 1996).

It is not a new finding that the capacity of an individual for empathy has a great influence on his or her life. Smith (1759/1976) and Spencer (1870) have claimed that the tendency to "sympathize" with others' experiences result in significant social consequences, namely, to share a "fellow-feeling" with them. Therefore, it becomes possible to convert the interests of others with the help of these shared feelings, so acting in more kind and helpful ways becomes possible. Such acting enhances one's own relationships with others (Davis, 1996).

Theorists who give much more importance to the cognitive side of empathy believe that such a capacity has an influence on enhancing social climate. Mead (1934) and Piaget (1932) have believed that human social capability is the keystone to step outside one's own egocentric perspective. An individual without such a capacity to role-take will probably be self-centered in his or her relationships with others owing to incompatibility of goals and objectives of each participant so this case will be likely to cause conflict. However, an individual having well-developed skills will possibly have smoother interpersonal relationships since these skills will help him or her to effectively adapt his or her behaviours to the expectations of others (cited in Davis, 1996).

The common point is that empathy is necessary to deal with some hindrances in life. These obstacles occur due to the relations with other people because others have needs, desires and goals different from ours, which creates

conflict situations since the attainment of goals differs from one person to another (Davis, 1996).

In literature, there are various theoretical approaches aiming to express the possible role of empathy within social relationships. In Davis' Mediation Model, the relation between empathy and social behaviour is dealt with (Davis & Kraus, 1991; Davis & Oathout, 1987, 1992; cited in Davis, 1996). This model centers on the idea that perspective taking, empathic concern, and personal distress have an important effect on particular relationship behaviours. Specifically, the actions of the individual have an influence on the others' perceptions for that individual, which determines the kind of relationships (Davis, 1996). Figure 2.9 below represents the relationship between perspective taking, empathic concern, personal distress and social behaviours (Davis, 1996, p. 179).

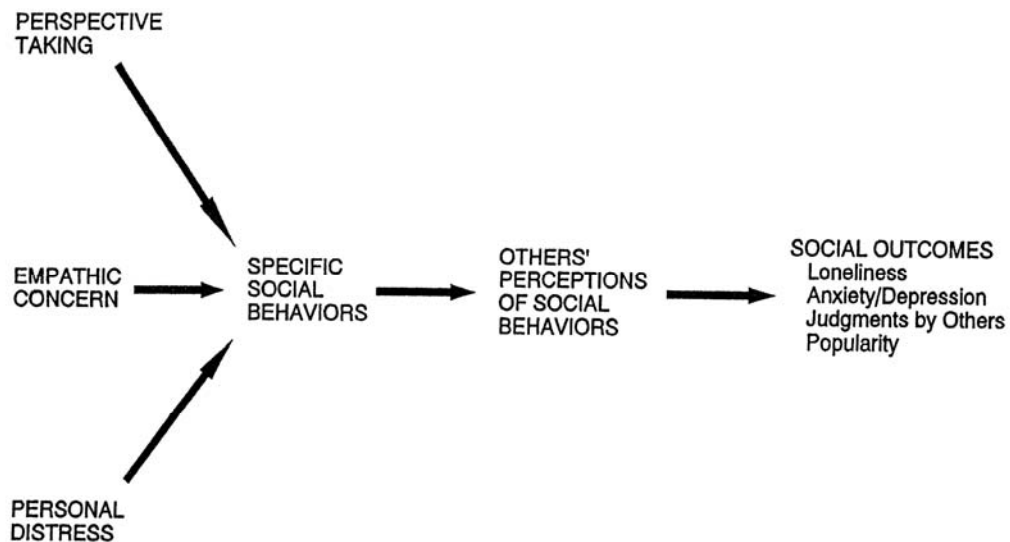


Figure 2.10 Davis' Mediation Model

Source: Davis, 1996, p. 179

There are two points to be emphasized in Davis' model. One of them is the endpoint of the model, which indicates that social outcomes include a wide variety of phenomena (Davis, 1996). For example, a consequence which results

from an individual's behaviour and the following perception of those behaviours by others creates a subjective feeling in that individual. This perception will possibly lead to aggression, anger, and loneliness or social outcomes referring to reactions, feelings, or judgments of the perceiver. Therefore, the perceiver may like the individual to a great degree or lesser extent. Such feelings will define the popularity of the individual. Therefore, it is clear that "social outcomes" compromise both the constructs within the individual and those within the perceiver (Davis, 1996). The second point that should be drawn is that the model reflects a phenomenological approach, which presumes that social outcomes are directly influenced by perceptions of others, not those of an individual. However, it is certain that an individual's behaviour has an influence on the perceptions of others but there are other variables which affect these perceptions. According to Davis (1996), "perceivers' expectations about a target, perhaps based on past experiences, can strongly affect perceptions of that target's behaviour" (p.180). In conclusion, the mediational model focuses on the perception of others that have a direct effect on social outcomes.

The other model which aims to express the possible role of empathy within social relationships is Bradbury and Fincham's model. In this model, the integrated function of affective and cognitive aspects of the process throughout intimate relationships is explained (Bradbury & Fichman, 1987; Finchman & Bradbury, 1988; cited in Davis, 1996). The model proposes that "all behaviour by one partner (A) is perceived and processed by the other partner (B) (Davis, 1996, p.180). The model is displayed in Figure 2.10 below (Davis, 1996).

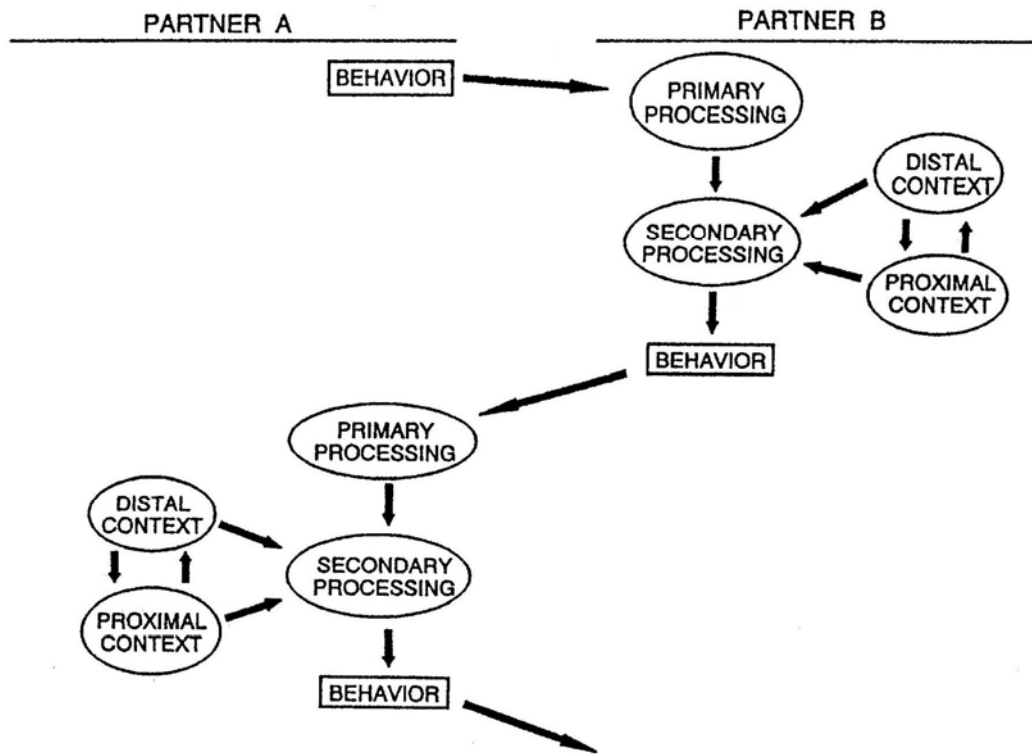


Figure 2.11 Bradbury and Fincham's Model
Source: Davis, 1996, p. 181

There are two different processing in the model. In primary processing, the individual assesses the behaviour with regard to its being how negative, unexpected, and self-relevant. This processing occurs quickly and nonconsciously. Later, the second processing occurs subsequently, which is a conscious attempt to find a cause for A's behavior. As a result of this processing, B's affective and behavioural responses to A are affected and a similar processing occurs via the responses given by B (Davis, 1996, pp. 180-182).

As Bradbury and Fincham claim, empathy has an effect on this process with two additional constructs called *proximal* and *distal* contexts. Proximal context is related to thoughts and feelings which are experienced by B immediately before processing A's behaviour. Distal context, on the other hand, is personality characteristics, which may have a role in affecting processing (Davis,

1996). So, it is obvious that this model also has cognitive and affective aspects, which aim to identify social behaviour.

2.7.8 The Domain of Relationship Behaviours and Empathy

It is possible to categorize the domain of relationship behaviours into four groups as conflict avoidance/conflict management, good communication, considerate social style and global evaluation. Conflict management, good communication, and considerate social style are associated with classes of specific social behaviour occurring within relationships and global evaluation refers to comprehensive evaluative judgments about the relationship or relationships (Davis, 1996).

Conflict Avoidance / Conflict Management: One of the characteristics of social life is the probability of having fewer conflicts and resolving them more quickly and constructively, which is possible with the help of high level of dispositional empathy, particularly perspective taking. Research studies indicate that “both dispositional perspective taking and empathic concern are associated with less social conflict” (Davis, 1996, p.197). Therefore, individuals high in perspective taking score has lower score on measures of antagonistic hostility, which reveals that they take part in fewer fights and arguments and they tend to resolve conflicts in a constructive way like mutual give and take (Davis, 1996).

Good Communication: Some theorists such as Mead (1934) and Davis and Kraus (1991) imply that social participants have better communication if they have greater role taking (cited in Davis, 1996). The degree and the quality of communication between members of a social group is another domain of social behaviour related to dispositional empathy. The studies in this area prove that being a better communicator is linked to having greater perspective taking and empathic concern and lower personal distress for females. Still, for males, only empathic concern is significantly and positively associated. Thus, it can be

concluded from the studies that “the most reliable association between dispositional empathy and good communication involves empathic concern” (Davis, 1996, p. 196).

Considerate Social Style: Individuals trying to step outside their own perspectives and aiming to understand others will probably have considerate and other-oriented behaviours. Those high in perspective taking and empathic concern will possibly exhibit such behaviours. Therefore, tolerance for others, greater cooperation, active support for others, and a general lack of egocentrism in thought and deed will inescapably occur (Davis, 1996).

Global Evaluation: The aspects of social behaviour mentioned above can be thought at the “micro” level of analysis, namely, “the effect of empathy-related constructs on specific social behaviours”. On the other hand, this domain is a more “macro” variable, that is, “the individual’s global evaluation of a relationship or relationships” (Davis, 1996, p.183). The studies aiming to express the relationship between dispositional empathy and relationship satisfaction is generally considered perspective taking as a point to reveal the relation (Davis, 1996, p.189).

All the domains mentioned above; conflict avoidance, good communication, considerate social style, and global evaluation bring variety into the EFL setting. With the help of activities and tasks designed through speaking and reading, individuals can be well-equipped with the skills they need so as to embrace conflict situations as a part of their personal development. The activities aiming to enrich learners in terms of conflict management skills will help learners to gain self-confidence and to handle conflict situations constructively through effective communication skills. Therefore, the activities enriching learners’ effective communication skills will enable them to learn how to speak and when to speak so that mutual understanding appears. With the help of activities aiming to create considerate social style, it becomes possible for individuals to be aware of others’ point of view so they can get rid of their egocentric behaviours so that

they can begin to understand and appreciate differences in the society. Consequently, with the help of all these aspects, individuals can reach 'Global Evaluation', that is to say, they can evaluate the situations by adopting others' point of view without making any judgments. Therefore, the EFL setting can become a place where mutual understanding occurs and each individual can share their ideas and feelings without any fear of being judged through effective communication and empathic listening skills.

In conclusion, it is significant to deal with all these aspects related to the term empathy in order to get a complete understanding in a multidimensional approach towards the term. It is clear that empathy has a great effect on social relationships in individuals' lives. Although there are several definitions of empathy, many approaches towards it and various models of the term empathy, all may refer to the organizational model. Hence, focusing on these issues is highly significant to get a deep understanding of the multidimensionality of the term.

In the present study, the organizational model is a standpoint towards empathy because empathy is a multi-faceted term. The constructs of empathy; perspective taking, empathic concern, personal distress, and fantasy, are observed in all situations in life. These constructs give clues to individuals about their relationships and they reveal individuals' weaknesses and strengths in their life so that they can empower their weaknesses.

In this study, the relationship of empathy-related constructs of English instructors will be identified in terms of perspective taking, empathic concern, personal distress, and fantasy; therefore, the weaknesses and strengths of the instructors will be explained. Therefore, instructors can enhance their weaknesses. Also, in classes and in their own life, they can start to see the ways of handling conflict situations by empathizing with others.

Particularly, empathy should be an essential part of the educational process in order to improve conflict-handling behaviours. With the help of empathy, conflict management process becomes more constructive and effective for both sides.

CHAPTER 3

METHOD

3.0 Presentation

This chapter provides information on the methodology of the present study. First, an overall explanation of the design of the study is presented. Then, information about the participants is provided and the characteristics of the setting are briefly explained. Finally, information about the instruments used in the study, data collection and analysis procedures are presented.

3.1 Design of the Study

Survey is used as the overall design of this study. Dornyei (2003) indicates that surveys support a very effective means for researchers to obtain a good deal of information in a short time (cited in McKay, 2006). Survey can be defined as the procedure to obtain the information of the characteristics, attitudes, views, opinions, of the participants in the study. Surveys can typically be in the form of interviews or questionnaires or both (Brown & Rodger, 2002). However, there are some researchers who believe that quantitative and qualitative methods are inconsistent, whereas some other researchers believe that qualitative methods can be used to empower the findings of quantitative research. Therefore, a better understanding can be reached (Polit, Beck, & Hungler, 2001; cited in Webster, 2008).

The design of the present study is based on a mixed method combining both quantitative and qualitative research.

The present study is designed to examine the relationship between empathy-related constructs of English instructors, which are perspective taking, empathic concern, fantasy, and personal distress and certain demographic features. So as to achieve this aim, the quantitative data obtained through

Interpersonal Reactivity Index developed by Davis (1980) was used (see Appendix A). The results of the questionnaire were supported with an interview.

The data gathered from the questionnaire were analyzed through Statistical Package for the Social Sciences (SPSS), version 15.0 and the results of the interview were evaluated with the help of content analysis.

3.2 Research Questions

The research questions of the current study are as follows:

1. What is the perceived score of empathy-related constructs of English instructors at the preparatory school of Atılım University?
 - 1.1. What is the perceived score of empathic concern of English instructors?
 - 1.2. What is the perceived score of perspective taking of English instructors?
 - 1.3. What is the perceived score of fantasy of English instructors?
 - 1.4. What is the perceived score of personal distress of English instructors?
2. Is there any relationship among the empathy-related constructs?
 - 2.1. Is there any relationship between perspective taking and fantasy?
 - 2.2. Is there any relationship between personal distress and empathic concern?
 - 2.3. Is there any relationship between perspective taking and empathic concern?
 - 2.4. Is there any relationship between perspective taking and personal distress?
 - 2.5. Is there any relationship between fantasy and personal distress?
 - 2.6. Is there any relationship between fantasy and empathic concern?
3. Is there any relationship among empathy-related constructs according to demographic characteristics?

3.1. Is there any relationship among empathy-related constructs according to gender?

3.2. Is there any relationship among empathy-related constructs according to educational background?

3.3. Is there any relationship among empathy-related constructs according to age?

3.4. Is there any relationship among empathy-related constructs according to experience?

4. Does the score of empathy-related constructs change according to English instructors?

4.1. gender

4.2. educational background

4.3. age

4.4. experience

3.3 Hypotheses

In line with the research questions, the hypotheses tested through data analysis are as follows:

Research Question 2:

H₁: There is a significant relationship between perspective taking and fantasy.

H₀: There is no significant relationship between perspective taking and fantasy.

H₁: There is a significant relationship between personal distress and empathic concern.

H₀: There is no significant relationship between personal distress and empathic concern.

H₁: There is a significant relationship between perspective taking and empathic concern.

H₀: There is no significant relationship between perspective taking and empathic concern.

H₁: There is a significant relationship between perspective taking and personal distress.

H₀: There is no significant relationship between perspective taking and personal distress.

H₁: There is a significant relationship between fantasy and personal distress.

H₀: There is no significant relationship between fantasy and personal distress.

H₁: There is a significant relationship between fantasy and empathic concern.

H₀: There is no significant relationship between fantasy and empathic concern.

Research Question 3:

H₁: There is a significant relationship among empathy-related constructs according to gender.

H₀: There is no significant relationship among empathy-related constructs according to gender.

H₁: There is a significant relationship among empathy-related constructs according to educational background.

H₀: There is no significant relationship among empathy-related constructs according to educational background.

H₁: There is a significant relationship among empathy-related constructs according to age.

H₀: There is no significant relationship among empathy-related constructs according to age.

H₁: There is a significant relationship among empathy-related constructs according to experience.

H₀: There is no significant relationship among empathy-related constructs according to experience.

Research question 4:

H₁: There is a significant difference in the perceived score of empathy-related constructs among English instructors working at Atılım University Preparatory School according to their gender.

H₀: There is no significant difference in the perceived score of empathy-related constructs among English instructors working at Atılım University Preparatory School according to their gender.

H₁: There is a significant difference in the perceived score of empathy-related constructs among English instructors working at Atılım University Preparatory School according to their educational background.

H₀: There is no significant difference in the perceived score of empathy-related constructs among English instructors working at Atılım University Preparatory School according to their educational background.

H₁: There is a significant difference in the perceived score of empathy-related constructs among English instructors working at Atılım University Preparatory School according to their age.

H₀: There is no significant difference in the perceived score of empathy-related constructs among English instructors working at Atılım University Preparatory School according to their age.

H₁: There is a significant difference in the perceived score of empathy-related constructs among English instructors working at Atılım University Preparatory School according to their experience.

H₀: There is no significant difference in the perceived score of empathy-related constructs among English instructors working at Atılım University Preparatory School according to experience.

3.4 Participants

There were 97 English instructors at the Preparatory School of Atılım University in the 2008-2009 academic year. Among those instructors, 4 of them were responsible for administration duties, 18 of them work in the writing unit, 2 of them were teacher-trainers, 2 of them were responsible for materials development, 5 of them were in the testing unit, 1 of them was responsible for the self-access center, and 65 of them were the instructors teaching the main course.

Some of the questionnaires were not returned so the sample of this study was administered to 90 English instructors working at Atılım University Preparatory School.

The interviewees were chosen through quota sampling. As for this quota sampling, the researcher decided a quota for each category. A representative sample of 19 instructors was determined by taking the experience years of instructors at Atılım University, their gender and their educational background (whether they have a BA degree, an MA degree or MA in progress) into consideration as criteria. In the demographic inventory, an item for experience at Atılım University was added. This item has four categories as; 0-2 years of experience, 3-5 years of experience, 6-8 years of experience and 9-13 years of experience. For the first category (0-2 years of experience), 5 English instructors were chosen (2 of them have a BA degree- 1 female and 1 male, 2 of them attending an MA programme- 1 female and 1 male; and 1 female holding an MA), in the second category (3-5 years of experience) there were 5 instructors (2 of them have an MA degree- 1 female and 1 male; 2 of them attending an MA programme- 1 male and 1 female; 1 female holding a BA); in the third category there were 5 instructors (2 of them have a BA degree- 1 male and 1 female, 2 of them attending an MA programme- 1 male and 1 female; 1 female instructor holding an MA), in the last category 4 English instructors were chosen (2 of them holding an MA- 1 female and 1 male, and 2 of them have a BA degree). There were no male instructors who have an MA degree in the first category, there were no male instructors holding a BA only degree in the second category, in the third category there were no male instructors who have an MA degree, and in the last

category, there were no male and female instructors attending an MA programme so there were 19 interviewees in total. An appointment was arranged for each interviewee to collect data. The interviews were held in the instructors' offices in order not to be disturbed. The distribution of the interviewees is shown below:

Table 3.1 Representative sample for the interview

Experience at Atılım University	Educational Background					
	BA Degree		MA In Progress		MA Degree	
	F	M	F	M	F	M
0-2 years of experience	1	1	1	1	1	–
3-5 years of experience	1	–	1	1	1	1
6-8 years of experience	1	1	1	1	1	–
9-13 years of experience	1	1	–	–	1	1

3.5 The Data Collection Instruments

In this study, the data were gathered by administering three instruments, namely demographic inventory (DI), Interpersonal Reactivity Index (IRI), and an interview (Appendices A & B).

3.5.1 Demographic Inventory (DI)

This section of the inventory consists of five questions in order to gather demographic information about the participants. These questions collect data about participants' gender, education, age, general experience in teaching and the experience at Atılım University. (see Appendix A)

3.5.2 Interpersonal Reactivity Index (IRI)

The Interpersonal Reactivity Index (IRI) has been described as the most comprehensive measure (Cliffordson, 2000; cited in Clark, 2007), the most extensively used one (Pulos, Elison & Lennon, 2004; cited in Clark, 2007), and it supports a multi-dimensional approach for adults (Clark, 2007). The rationale on which IRI is based is the fact that empathy can be considered to be composed of a set of constructs, which are related to the responsivity to others, but these constructs are also distinguishable from each other (Davis, 1983).

Interpersonal Reactivity Index was developed by Davis (1980). There are four subscales, each of which taps into a different aspect of the global concept “empathy”. Each subscale has seven items. These items are represented in a mixed order in the questionnaire. One of the subscales is perspective-taking (PT), which measures the tendency of adopting the point of other people and perceiving things from their perspectives. Another is empathic concern (EC), measuring the tendency to experience feelings of warmth, compassion and concern for others in distress. Another one is the fantasy scale (FS), which evaluates the tendency to identify oneself strongly with fictional characters. The last subscale is personal distress (PD), which evaluates the tendency to experience self-oriented discomfort and anxiety when witnessing another in distress. The distribution of the items related to subscales can be described as follows; fantasy scale includes the items 1, 5, 7, 12, 16, 23, and 26; empathic concern includes the items 2, 4, 9, 14, 18, 20, and 22; the items associated with perspective taking are 3, 8, 11, 15, 21, 25, and 28; and finally, personal distress includes the items 6, 10, 13, 17, 19, 24, and 27. There are nine reversed items in the scale, which are the items 3, 4, 7, 12, 13, 14, 15, 18, and 19.

The IRI has a test-retest reliability which ranges from .61 to .81 (Davis, 1980). The reliability of each IRI subscale is, fantasy scale, perspective taking scale, empathic concern scale, and personal distress scale for males .79, .61, .72, and .68 and for females .81, .62, .70, and .76, respectively (Davis, 1980).

This tool was also used by Duru (2002) in Turkey. In Duru's study the alpha coefficient for each subscale is as follows: empathic concern is .65, perspective taking is .60, personal distress is .72, and fantasy is .76.

All the subscales in the tool are highly significant for the present study because the aim of this study is to examine the relationship between empathy-related constructs of English instructors at Atılım University Preparatory School and certain demographic features. This tool examines the empathy concept with regard to both cognitive and affective aspects. Perspective taking and fantasy scales reflect the cognitive side of empathy and empathic concern and personal distress scales measure the affective aspect of empathy (Davis, 1983). In addition to this, each scale will give a clue for each facet of empathy.

The significance of perspective taking scale is that it is expected to provide clues regarding the instructors' tendency to adopt their learners' point of view. With the help of fantasy scale, it becomes possible to evaluate the participants' inner world and to understand whether they can identify themselves with fictional characters. This scale is important in this study as it is expected to reflect whether the instructors can identify themselves with their learners. Empathic concern scale is also essential for this study as it is expected to point out whether the instructors show warmth, compassion, and concern for their learners. The significance of personal distress subscale is to reveal how capable the instructors are while dealing with their learners who are anxious and who experience discomfort.

Consent was obtained from the author to utilize the tool for this study. The items in the questionnaire have been checked with 12 English instructors from different universities in Ankara to make sure whether the items are completely understood. At the end of this study, since there were no ambiguous items identified, the tool was utilized for the main study.

3.5.3 Interview

The semi-structured interview carried out in the study includes fourteen questions (see Appendix B). The questions were developed during the preliminary study and revised and evaluated. The interviews were conducted in Turkish, the native tongue of the interviewees so as to allow participants to express themselves better. The questions and excerpts were translated into English and later checked by a native speaker (see Appendix C).

The interviewees were chosen according to quota sampling. In quota sampling, the researcher decides a quota for each category of samples. So, an interview was carried out with 19 English instructors at Atılım University Preparatory School to provide an in-depth analysis of the research questions. A representative sample of 19 instructors was determined by taking instructors' years of experience, their gender and their educational background (whether they have a BA degree, an MA degree or MA in progress) into consideration. In the demographic inventory, an item for experience at Atılım University was added. This item has four categories such as; 0-2 years of experience, 3-5 years of experience, 6-8 years of experience and 9-13 years of experience. For the first category (0-2 years of experience), 5 English instructors were chosen (2 of them have a BA degree- 1 female and 1 male, 2 of them attending an MA programme- 1 female and 1 male; and 1 female holding an MA), in the second category (3-5 years of experience) there were 5 instructors (2 of them have an MA degree- 1 female and 1 male; 2 of them attending an MA programme- 1 male and 1 female; 1 female holding a BA); in the third category there were 5 instructors (2 of them have a BA degree- 1 male and 1 female, 2 of them attending an MA programme- 1 male and 1 female; 1 female instructor holding an MA), in the last category 4 English instructors were chosen (2 of them holding an MA- 1 female and 1 male, and 2 of them have a BA degree). There were no male instructors who have an MA degree in the first category, there were no male instructors holding only a BA degree in the second category, in the third category there were no male instructors who have an MA degree, and in the last category, there were no male and female instructors attending an MA programme so there were 19 interviewees in total.

An appointment was arranged for each interviewee to collect data. The interviews were held in the instructors' offices.

14 main questions were used during the interview but the researcher asked more questions to dig out some responses. The interviews were recorded through digital sound recorders.

3.6 The Data Analysis Procedure

Quantitative methods were utilized to analyze the data through Statistical Package for Social Sciences (SPSS), version 15.0. An independent sample t-test was used to understand whether Interpersonal Reactivity Index scores differ according to gender, education, age and experience. The statistical significance level was used as $\alpha < .05$ for all the independent sample findings. Also, Pearson's Correlation was used by SPSS to see the relationship among empathy-related constructs such as perspective taking, empathic concern, fantasy, and personal distress and the relationship between these constructs and certain demographic features (age, gender, educational background, and teaching experience).

CHAPTER 4

PRESENTATION AND ANALYSIS OF THE DATA

4.0 Presentation

This chapter presents the analysis of the questionnaire, the interviews and discussion of the results.

The aim of the current study is to examine the relationship between empathy-related constructs of English instructors' perspective taking, empathic concern, fantasy, and personal distress and certain demographic features. For this purpose, descriptive analysis was used to investigate the relationship between empathy-related constructs of English instructors and their gender, educational background, age, and experience in the profession. The quantitative instrument prepared for the implementation of the research was administered to 90 English instructors working at Atılım University Preparatory School. For the qualitative part of the study, semi-structured interviews were conducted with 19 English instructors employed at this university.

The quantitative instrument of this study consists of two parts. In the first part, in which a demographic inventory is included, information about the participants was obtained. The second part is "Interpersonal Reactivity Index (IRI)". This part of the questionnaire consists of 28 items on a 5-point Likert scale ranging from 0 indicating "does not describe me well" to 4 indicating "describes me very well". However, there are reversed items; 3, 15 in perspective taking; 19 and 13 in personal distress; 7 and 12 in fantasy; 4, 14 and 18 in empathic concern. So, these items were calculated as reversed.

Quantitative methods were employed to analyze the data by using Statistical Package for Social Sciences (SPSS), version 15.0. An independent sample t-test was used to understand whether Interpersonal Reactivity Index scores differ according to gender, educational background, age, and teaching

experience. Moreover, Pearson's Correlation was used by SPSS to see the relationship among empathy-related constructs such as perspective taking, empathic concern, fantasy, and personal distress and the relationship between these constructs and certain demographic features (age, gender, educational background, and teaching experience). The factor analysis and reliability analysis of each construct were studied. The same tool was used in the main study without making any adaptations as there were no problems regarding the factor analysis and reliability analysis.

The data gathered from the tool were analyzed through descriptive statistics. The results were shown in figures and frequency distribution tables. The statistical significance level was used as $\alpha < .05$ for all the independent sample findings.

4.1 Descriptive Analysis Regarding the Characteristics of the Participants

In the first part of the tool, the participants were asked to provide personal information about themselves. The questions asked in this part provided data about participants' gender, educational background, age, and teaching experience. Descriptive statistics regarding the demographic features of participants is represented in tables and graphics as figures.

Among the 90 subjects involved in the study, 74% (n=67) were females, while 26% (n=23) were males. Figure 4.1 reveals the distribution of English instructors at Atılım University according to their gender.

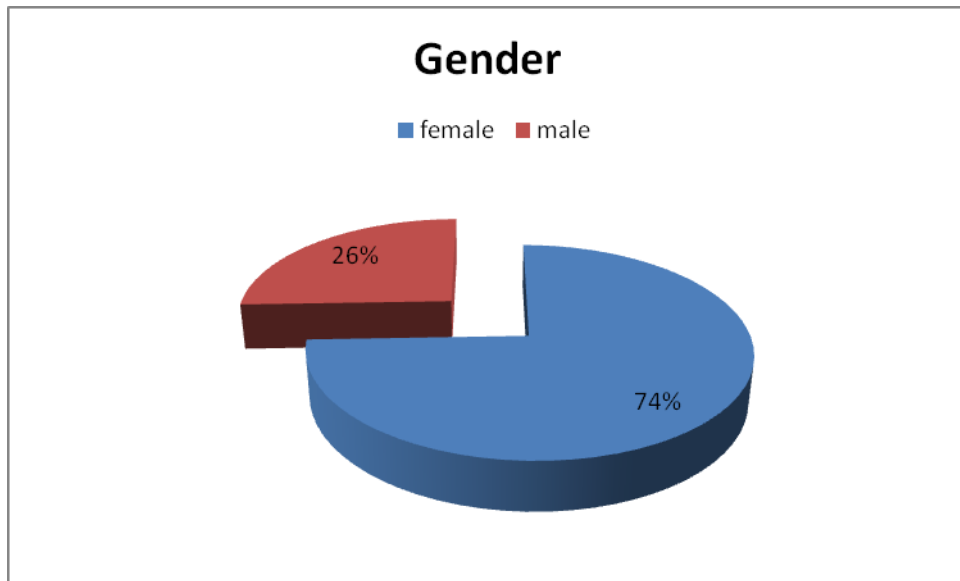


Figure 4.1 Gender distribution of the instructors

With regard to the instructors' educational background, one of the participants did not provide information for this demographic feature, so among 89 participants, 61% (n=54) of the participants have a Bachelor's degree, whereas 39 % (n=35) of them hold a Master's degree. None of the participants had a PhD. Figure 4.2 illustrates the distribution of the instructors according to the final degree they received.

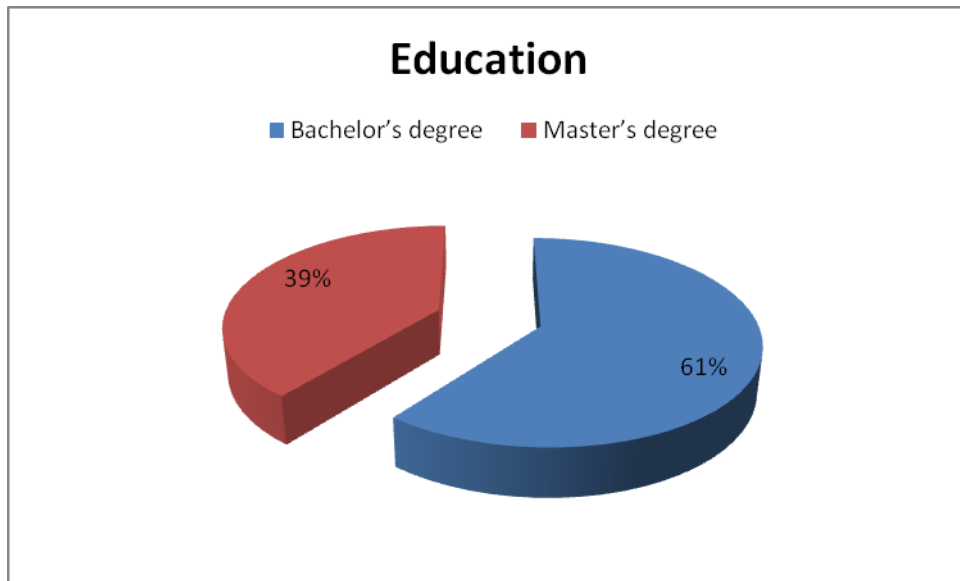


Figure 4.2 Distribution of the participants' educational background

Regarding the instructors' age, there were 2 participants who did not provide information for this demographic characteristic, so among the 88 instructors 60% (n=53) were in the 25-30 years age group, 9% (n=8) were in the 31-35 years age group, 5% (n=4) were in the 36-40 years age group, 5% (n=4) were in the 41-45 years age group, 8% (n=7) were in the 46-50 years age group, and 13% (n=12) were in the 51 years and above age group. Since t-tests necessitate almost equal distribution among categories, instructors who are above 30 will be considered in the category of 'above 30', which includes the categories 31-35, 36-40, 41-45, 46-50 and 51 and above. In the light of this categorization, the distribution of English instructors according to their age is presented below in Figure 4.3.

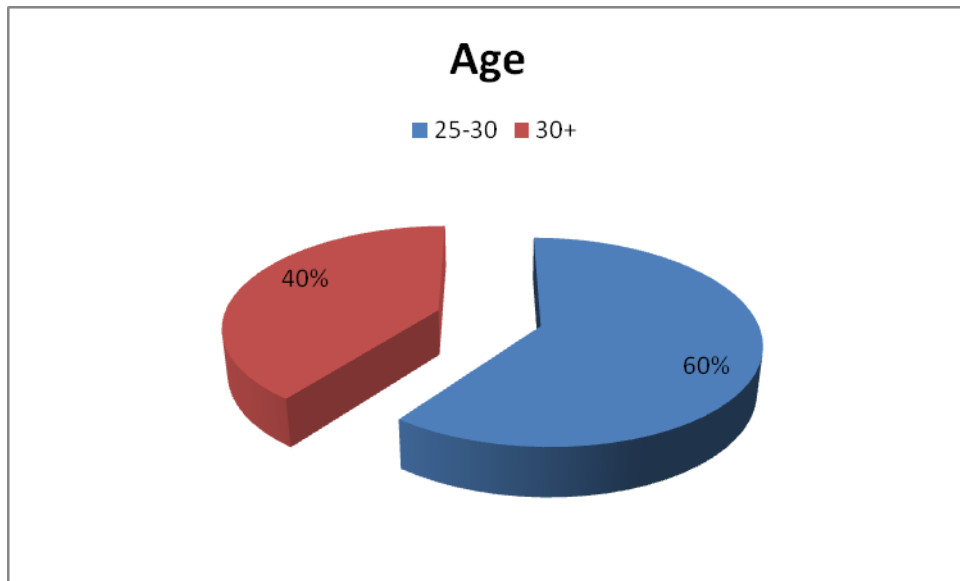


Figure 4.3 Age distribution of the instructors

In relation to the instructors' teaching experience, among the 90 respondents, 46% (n=41) were in the category of 0-5 years, 23% (n=21) were in the group of 6-10 years, 5% (n=4) were in the group of 11-15 years, 7% (n=6) were in the group of 16-20, and 20% (n=18) were in the group of 21 years and above. Since t-tests necessitate almost equal distribution among categories, two categories are determined, namely, instructors who have 0-10 years of teaching experience and the ones who have 10 years of teaching experience and above. Figure 4.4 illustrates the distribution of the instructors' teaching experience.

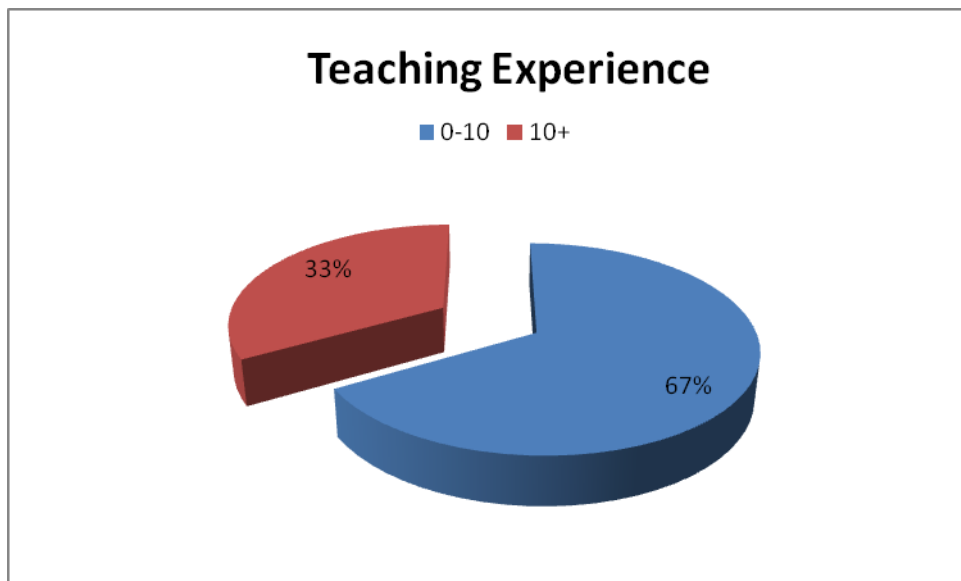


Figure 4.4 Distribution of teaching experience

4.2 Reliability Statistics of Questionnaire Items

Before analyzing the questionnaire, SPSS reliability analysis was conducted in order to check the reliability of the items in the questionnaire.

To find the reliability coefficient of the questionnaire, Cronbach's Alpha analysis was calculated. Cronbach's Alpha values of 0,60 are considered reliable and ones above 0,80 are considered highly reliable. As for this study, the value of Cronbach's Alpha is 0,787, which reveals that the items in this study could be considered reliable. The results of the reliability statistics of the questionnaire are presented in Table 4.1.

Table 4.1 Reliability analysis of the questionnaire

Cronbach's Alpha	N of Items
,787	28

The computation of Cronbach's Alpha, when a particular item is removed from consideration, is an effective measure of that item's contribution to the entire

test's assessment performance. In the column of "Cronbach's Alpha if Item Deleted", contribution of the item to the entire test is seen. For instance, if an item is deleted from the scale, the Alpha statistics increases to 0,95, which means that the item should be revised. However, the reliability of the tool in the present study shows that there is no such item. Therefore, it can be observed that all the items are close to each other as a part of the tool. The extraction of any items in order to increase the reliability of the tool is not essential since the reliability of the tool will not increase in that case. Hence, there is no reason to delete any items of the tool. In Table 4.2 below, the item analysis for the questionnaire is presented. None of the items affect Cronbach's Alpha (0,787).

Table 4.2 Item analysis for the questionnaire

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I daydream and fantasize, with some regularity, about things that might happen to me.	67,23	133,96	0,05	0,795
I often have tender, concerned feelings for people less fortunate than me.	66,61	125,31	0,44	0,774
I really get involved with the feelings of the characters in a novel	66,94	127,37	0,34	0,779
In emergency situations, I feel apprehensive and ill-at-ease.	67,73	126,03	0,33	0,780
I try to look at everybody's side of a disagreement before I make a decision.	66,47	136,20	0,00	0,793
When I see someone being taken advantage of, I feel kind of protective towards them.	66,43	127,32	0,50	0,775
I sometimes feel helpless when I am in the middle of a very emotional situation.	67,52	127,30	0,28	0,783
I sometimes try to understand my friends better by imagining how things look from their	66,43	129,54	0,32	0,781
After seeing a play or movie, I have felt as though I were one of the characters.	67,33	122,93	0,51	0,771
Being in a tense emotional situation scares me.	67,43	128,42	0,26	0,784
I am often quite touched by things that I see happen	66,77	125,37	0,52	0,772
I believe that there are two sides to every question and try to look at them both.	66,36	131,97	0,20	0,786
I would describe myself as a pretty soft-hearted person.	66,66	126,74	0,38	0,778

Table continued

When I watch a good movie, I can very easily put myself in the place of a leading	67,10	124,26	0,49	0,772
I tend to lose control during emergencies.	68,18	131,49	0,17	0,787
When I'm upset at someone, I usually try to "put myself in his shoes" for a while.	66,82	130,61	0,27	0,783
When I am reading an interesting story or novel, I imagine how I would feel if the events in the story were happening to me.	66,87	123,80	0,56	0,770
When I see someone who badly needs help in an emergency, I go to pieces.	67,36	124,62	0,42	0,775
Before criticizing somebody, I try to imagine how I would feel if I were in their place.	66,64	132,62	0,18	0,786
I sometimes find it difficult to see things from the "other guy's" point of view.	66,59	133,98	0,08	0,792
Sometimes I don't feel very sorry for other people when they are having problems	66,37	132,11	0,14	0,789
I am usually objective when I watch a movie or play, and I don't often get completely caught up in it	67,47	129,86	0,20	0,787
Becoming extremely involved in a good book or movie is somewhat rare for me.	66,69	121,32	0,56	0,768
When I see someone get hurt, I tend to remain calm	67,04	131,57	0,16	0,788
Other people's misfortunes do not usually disturb me a great deal.	66,25	127,61	0,39	0,778
If I'm sure I'm right about something, I don't waste much time listening to other people's arguments.	67,35	130,64	0,19	0,787
When I see someone being treated unfairly, I sometimes don't feel very much pity for them.	66,31	123,63	0,47	0,773
I am usually pretty effective in dealing with emergencies.	68,07	130,46	0,21	0,786

Reliability analyses were also conducted for each subscale, which consists of the tool. It is found that subscales were also separately reliable. Cronbach's Alpha values of Fantasy Scale (FS), Empathic Concern (EC), Perspective Taking (PT), and Personal Distress (PD) were 0,769; 0,715; 0,653; and 0,726, respectively. Additionally, item analyses were conducted for each subscale.

Regarding the reliability of Fantasy Scale (FS), the items consisting of this subscale can be considered reliable since the value of Cronbach's Alpha is 0,769. The results of the reliability statistics of FS are presented in Table 4.3.

Table 4.3 Reliability analysis of fantasy scale (FS)

Cronbach's Alpha	N of Items
,769	7

When the items consisting of FS are examined, all the items are more or less close to each other, so the extraction of any items for this subscale is not necessary owing to the fact that the reliability of this subscale will not increase in that case. Hence, it is not necessary to delete any items for this subscale. Table 4.4 reveals the item analysis for this subscale of the tool.

Table 4.4 Item analysis for fantasy scale

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I daydream and fantasize, with some regularity, about things that might happen to me.	14,31	22,01	0,25	0,793
I really get involved with the feelings of the characters in a novel	14,01	20,37	0,50	0,739
After seeing a play or movie, I have felt as though I were one of the characters.	14,38	19,22	0,62	0,713
When I watch a good movie, I can very easily put myself in the place of a leading	14,18	19,35	0,64	0,710
When I am reading an interesting story or novel, I imagine how I would feel if the events in the story were happening to me.	13,97	20,08	0,62	0,718
I am usually objective when I watch a movie or play, and I don't often get completely caught up in it	14,53	20,30	0,41	0,758
Becoming extremely involved in a good book or movie is somewhat rare for me.	13,79	20,33	0,47	0,745

Regarding the reliability of Empathic Concern (EC), the items consisting of this subscale can be considered reliable due to the fact that the value of Cronbach's Alpha is 0,715. The results of the reliability statistics of the EC are illustrated in Table 4.5.

Table 4.5 Reliability analysis of empathic concern

Cronbach's Alpha	N of Items
,715	7

When the items consisting of EC are observed, all the items are more or less close to each other, so the extraction of any items for this subscale is not necessary because of the fact that the reliability of this subscale will not increase in that case. Consequently, it is not necessary to delete any items for this subscale. Table 4.6 reveals the item analysis for this subscale of the tool.

Table 4.6 Item analysis for empathic concern

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I often have tender, concerned feelings for people less fortunate than me.	17,91	13,62	0,49	0,666
When I see someone being taken advantage of, I feel kind of protective towards them.	17,72	14,62	0,56	0,659
I am often quite touched by things that I see happen	18,03	14,79	0,42	0,685
I would describe myself as a pretty soft-hearted person.	17,91	13,81	0,46	0,673
Sometimes I don't feel very sorry for other people when they are having problems	17,65	15,79	0,18	0,746
Other people's misfortunes do not usually disturb me a great deal.	17,51	14,67	0,42	0,684
When I see someone being treated unfairly, I sometimes don't feel very much pity for them.	17,57	13,12	0,51	0,659

Regarding the reliability of Perspective Taking (PT), the items consisting of this subscale can be considered reliable because the value of Cronbach's Alpha

is 0,653. The results of the reliability statistics of the PT are displayed in Table 4.7.

Table 4.7 Reliability analysis of perspective taking

Cronbach's Alpha	N of Items
,653	7

When the items consisting of PT are examined, all the items are more or less close to each other, so the extraction of any items for this subscale is not necessary due to the fact that the reliability of this subscale will not increase in that case. Hence, it is not necessary to delete any items for this subscale. Table 4.8 reveals the item analysis for this subscale of the tool.

Table 4.8 Item analysis for perspective taking

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
I try to look at everybody's side of a disagreement before I make a decision.	16,46	11,89	0,38	0,613
I sometimes try to understand my friends better by imagining how things look from their perspective.	16,44	11,64	0,40	0,605
I believe that there are two sides to every question and try to look at them both.	16,38	11,03	0,51	0,574
When I'm upset at someone, I usually try to "put myself in his shoes" for a while.	16,82	12,15	0,33	0,627
Before criticizing somebody, I try to imagine how I would feel if I were in their place.	16,66	10,59	0,61	0,543
I sometimes find it difficult to see things from the "other guy's" point of view.	16,60	11,13	0,38	0,610
If I'm sure I'm right about something, I don't waste much time listening to other people's arguments.	17,27	13,18	0,05	0,723

Regarding the reliability of Personal Distress (PD), the items consisting of this subscale can be considered reliable because the value of Cronbach's Alpha is 0,726. The results of the reliability statistics of PD are illustrated in Table 4.9.

Table 4.9 Reliability analysis of personal distress

Cronbach's Alpha	N of Items
,726	7

When the items consisting of PD are observed, all the items are more or less close to each other, so the extraction of any items for this subscale is not necessary due to the fact that the reliability of this subscale will not increase in that case. Hence, it is not necessary to delete any items for this subscale. Table 4.10 reveals the item analysis for this subscale of the tool.

Table 4.10 Item analysis for personal distress

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
In emergency situations, I feel apprehensive and ill-at-ease.	10,95	18,89	0,54	0,667
I sometimes feel helpless when I am in the middle of a very emotional situation.	10,77	19,29	0,50	0,679
Being in a tense emotional situation scares me.	10,70	19,46	0,50	0,679
I tend to lose control during emergencies.	11,43	19,02	0,66	0,644
When I see someone who badly needs help in an emergency, I go to pieces.	10,56	21,33	0,35	0,716
When I see someone get hurt, I tend to remain calm	10,33	23,45	0,15	0,759
I am usually pretty effective in dealing with emergencies.	11,31	21,09	0,41	0,700

4.3 Results of the Questionnaire

In the study, four main research questions were asked to examine the relationship between empathy-related constructs of English instructors and certain demographic characteristics such as age, experience, educational background, and gender. The data were gathered from English instructors working at Atilim University Preparatory School. The results will be presented in the same order with the research questions.

4.4 Research Question 1

In the first research question, the aim was to examine English instructors' perceived score of empathy-related constructs. This research question was divided into four sub-questions to assess the score of empathy-related constructs of English instructors. To find out the answer to this question, the data gathered via "Interpersonal Reactivity Index (IRI)" were subjected to descriptive and factor analyses. Descriptive statistics was used to reveal means and standard deviations of the items and variables.

According to the results, empathic concern (2,95), which refers to 74% and perspective taking (2,78), which equals to 69%, have the highest mean score. On the other hand, personal distress (1,79), which refers to 45%, has the lowest mean score. Table 4.11 illustrates the means and standard deviations of the items and variables.

Table 4.11 Descriptive statistics of sub-scales of empathy-related constructs

	N	Mean	Std. Deviation	Percentage of Mean (M/4)
Emphatic Concern Scale	90	2,95	0,61	74%
Perspective Taking Scale	90	2,78	0,55	69%
Fantasy Scale	90	2,35	0,75	59%
Personal Distress Scale	90	1,79	0,73	45%

Following the descriptive statistics, factor analysis was conducted. The purpose of the factor analysis was to search for the possible multi-dimensionality of the constructs. Before the analysis, the items in the tool were grouped with the help of factor analysis. As a result of the analysis, constructs were formed. The rotated solution revealed 4 interpretable factors, the eigenvalues of which are given in tables.

For this purpose, the factor analysis of the questionnaire was made. Table 4.12 displays how much of the observed variables are explained by each of the principal components. As for the current study, 4 components account for 46,9% of the total variance. According to results, Factor 1 was identified as ‘Empathic Concern’ and it has 7 items. Empathic Concern as a factor explains 18,14% of the total variance. Factor 2 was identified as ‘Personal Distress’ and it consists of 7 items, which explains 13,77% of the total variance. Factor 3 was identified ‘Fantasy’ and it includes 7 items explaining 8,15% of the total variance. Lastly, Factor 4 was identified ‘Perspective Taking’, which has 7 items explaining 6,90% of the total variance. It is obvious that the first two factors explain large amounts of variance, while the last two factors explain only small amounts of variance. For this reason 46,9 % of variances was taken as a criterion.

Table 4.12 Total variance

Comp.	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Var.	Cum.%	Total	% of Var.	Cum.%	Total	% of Var.	Cum.%
1	5,080	18,144	18,144	5,080	18,144	18,144	4,230	15,106	15,106
2	3,855	13,769	31,913	3,855	13,769	31,913	3,308	11,814	26,920
3	2,281	8,145	40,058	2,281	8,145	40,058	3,186	11,378	38,298
4	1,933	6,902	46,960	1,933	6,902	46,960	2,425	8,662	46,960
5	1,593	5,690	52,650						
6	1,330	4,749	57,399						
7	1,266	4,522	61,921						
8	1,115	3,981	65,902						
9	1,003	3,582	69,484						
10	,928	3,314	72,798						
11	,821	2,934	75,731						

Table continued

12	,810	2,893	78,625
13	,777	2,775	81,399
14	,710	2,537	83,936
15	,597	2,132	86,068
16	,516	1,843	87,911
17	,456	1,629	89,540
18	,445	1,590	91,131
19	,401	1,432	92,563
20	,353	1,261	93,825
21	,323	1,154	94,979
22	,314	1,122	96,101
23	,263	,941	97,041
24	,213	,761	97,802
25	,196	,701	98,503
26	,155	,555	99,058
27	,142	,508	99,566
28	,121	,434	100,000

Analysis results of factor groups in the tool and their correlation coefficients are presented in Table 4.13. The names of the factors are presented in the right column of the table. The four-factor solution for 28 items accounted for 46,9% of the total variance. A minimum factor loading of 0,30 is a criterion for considering an item to be a part of a factor. All the items in the tool are higher than 0,30 as shown in Table 4.13, which means that all the items have significant loadings. Additionally, the items are grouped successfully with regard to the degree of loading.

Table 4.13 Factor loading for the tool

	1	2	3	4
I often have tender, concerned feelings for people less fortunate than me.	0,585			
When I see someone being taken advantage of, I feel kind of protective towards them.	0,657			
I am often quite touched by things that I see happen	0,678			
I would describe myself as a pretty soft-hearted person.	0,511			
Sometimes I don't feel very sorry for other people when they are having problems	0,468			
Other people's misfortunes do not usually disturb me a great deal.	0,471			
When I see someone being treated unfairly, I sometimes don't feel very much pity for them.	0,541			
In emergency situations, I feel apprehensive and ill-at-ease.		0,521		
I sometimes feel helpless when I am in the middle of a very emotional situation.		0,561		
				Emphatic Concern Scale
				Distress Scale

Table continued

Being in a tense emotional situation scares me.	0,546	
I tend to lose control during emergencies.	0,658	
When I see someone who badly needs help in an emergency, I go to pieces.	0,467	
When I see someone get hurt, I tend to remain calm	0,455	
I am usually pretty effective in dealing with emergencies.	0,506	
I really get involved with the feelings of the characters in a novel	-0,337	
After seeing a play or movie, I have felt as though I were one of the characters.	0,319	
When I watch a good movie, I can very easily put myself in the place of a leading	-0,371	
When I am reading an interesting story or novel, I imagine how I would feel if the events in the story were happening to me.	-0,378	
I am usually objective when I watch a movie or play, and I don't often get completely caught up in it.	-0,303	
Becoming extremely involved in a good book or movie is somewhat rare for me.	0,317	
I daydream and fantasize, with some regularity, about things that might happen to me.	-0,498	
I try to look at everybody's side of a disagreement before I make a decision.		0,350
I sometimes try to understand my friends better by imagining how things look from their perspective.		0,346
I believe that there are two sides to every question and try to look at them both.		0,331
When I'm upset at someone, I usually try to "put myself in his shoes" for a while.		0,378
Before criticizing somebody, I try to imagine how I would feel if I were in their place.		0,352
I sometimes find it difficult to see things from the "other guy's" point of view.		0,327
If I'm sure I'm right about something, I don't waste much time listening to other people's arguments.		0,466

Fantasy Scale

Perspective-Taking Scale

4.5 Research Question 2

The second research question of the present study examined the relationship among empathy-related constructs. There are six sub-questions to examine the relationship between subscales. For this purpose, Pearson Correlation Coefficient was conducted. The correlations can vary from -1,0 (a perfect negative correlation) through 0,0 (no correlation) to +1,0 (a perfect positive correlation). This coefficient reveals the degree that low or high scores on one variable tend to go with low or high scores on another variable. The Correlations displayed in Table 4.14, asterisks (**) indicate whether a particular correlation is significant at the 0.01 level or the 0.05 level (*), the Sig.(2-tailed) values are

looked for to explain whether the correlation is significant or not. According to Table 4.14, the correlations of all the subscales can be examined. According to the table, there was a significant relationship between Fantasy Scale and Empathic Concern, $r = .392$, p (2-tailed) $< .01$. Moreover, Fantasy Scale was significantly correlated with Personal Distress, $r = .304$, p (2-tailed) $< .01$. There was a positive relationship between Empathic Concern and Perspective Taking, $r = .384$, p (2-tailed) $< .05$. On the other hand, there was a negative correlation between Perspective Taking and Personal Distress but this correlation was not significant, which might result from the number of participants.

Table 4.14 Correlations among sub-scales

		Fantasy Scale	Emphatic Concern Scale	Perspective Taking Scale	Personal Distress Scale
Fantasy Scale	Pearson Correlation		,392(**)	,027	,304(**)
	Sig. (2-tailed)		,000	,799	,004
	N		90	90	90
Emphatic Concern Scale	Pearson Correlation			,384(**)	,210(*)
	Sig. (2-tailed)			,000	,047
	N			90	90
Perspective Taking Scale	Pearson Correlation				-,130
	Sig. (2-tailed)				,223
	N				90
Personal Distress Scale	Pearson Correlation				
	Sig. (2-tailed)				
	N				

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

4.6 Research Question 3

The third research question aimed to find out the relationship among empathy-related constructs according to demographic characteristics. For this purpose, Pearson Correlation Coefficient was conducted.

The first sub-question of the third research question was to examine whether there is any relationship among subscales according to gender. Table 4.15

illustrates the correlation of female instructors' empathy-related constructs. According to the table, Fantasy Scale of female instructors was significantly related to their Empathic Concern, $r = .334$, p (2-tailed) $< .01$ and also their Fantasy Scale was significantly related to their Personal Distress, $r = .342$, p (2-tailed) $< .01$. Furthermore, Empathic Concern of female instructors was significantly correlated with their Perspective Taking, $r = .349$, p (2-tailed) $< .01$ and their Empathic Concern was also significantly related to Personal Distress, $r = .342$, p (2-tailed) $< .05$.

Table 4.15 Correlation of female instructors' empathy-related constructs

		Fantasy Scale	Emphatic Concern Scale	Perspective Taking Scale	Personal Distress Scale
Fantasy Scale	Pearson Correlation		,334(**)	-,057	,342(**)
	Sig. (2-tailed)		,006	,646	,005
	N		67	67	67
Emphatic Concern Scale	Pearson Correlation			,349(**)	,247(*)
	Sig. (2-tailed)			,004	,043
	N			67	67
Perspective Taking Scale	Pearson Correlation				-,106
	Sig. (2-tailed)				,393
	N				67
Personal Distress Scale	Pearson Correlation				
	Sig. (2-tailed)				
	N				

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

Table 4.16 reveals the correlation of male instructors' empathy-related constructs. According to the table, there was a significant relationship between Fantasy Scale of male instructors and their Empathic Concern, $r = .605$, p (2-tailed) $< .01$. Additionally, their Empathic Concern was significantly related to their Perspective Taking, $r = .502$, p (2-tailed) $< .05$.

Table 4.16 Correlation of male instructors' empathy-related constructs

		Fantasy Scale	Emphatic Concern Scale	Perspective Taking Scale	Personal Distress Scale
Fantasy Scale	Pearson Correlation		,605(**)	,260	,193
	Sig. (2-tailed)		,002	,230	,378
	N		23	23	23
Emphatic Concern Scale	Pearson Correlation			,502(*)	,105
	Sig. (2-tailed)			,015	,632
	N			23	23
Perspective Taking Scale	Pearson Correlation				-,184
	Sig. (2-tailed)				,401
	N				23
Personal Distress Scale	Pearson Correlation				
	Sig. (2-tailed)				
	N				

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

The second sub-question of the third research question was to find out whether there is any relationship among empathy-related constructs according to educational background. For this purpose, Pearson Correlation Coefficient was conducted. Table 4.17 shows the relationship between subscales and Bachelor's degree. According to the table, there was a positive relationship between Fantasy Scale and Empathic Concern, $r=.465$, p (2-tailed) $< .01$ and also Fantasy Scale was significantly correlated with Personal Distress, $r=.367$, p (2-tailed) $< .01$. In addition, Empathic Concern was significantly related to Perspective Taking, $r=.384$, p (2-tailed) $< .01$ and it also related to Personal Distress, $r=.383$, p (2-tailed) $< .01$.

Table 4.17 Correlation of the instructors' empathy-related constructs and Bachelors Degree

		Fantasy Scale	Emphatic Concern Scale	Perspective Taking Scale	Personal Distress Scale
Fantasy Scale	Pearson Correlation		,465(**)	,083	,367(**)
	Sig. (2-tailed)		,000	,552	,006
	N		54	54	54
Emphatic Concern Scale	Pearson Correlation			,384(**)	,383(**)
	Sig. (2-tailed)			,004	,004
	N			54	54
Perspective Taking Scale	Pearson Correlation				,157
	Sig. (2-tailed)				,258
	N				54
Personal Distress Scale	Pearson Correlation				
	Sig. (2-tailed)				
	N				

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

When the instructors who hold Master's degree are taken into consideration, there was a significant relationship between Empathic Concern and Perspective Taking, $r = .387$, p (2-tailed) $< .05$. Furthermore, there was a negative correlation between Perspective Taking and Personal Distress, $r = -.481$, p (2-tailed) $< .01$.

Table 4.18 Correlation of the instructors' empathy-related constructs and Masters Degree

		Fantasy Scale	Empathic Concern Scale	Perspective Taking Scale	Personal Distress Scale
Fantasy Scale	Pearson Correlation		,289	-,036	,221
	Sig. (2-tailed)		,093	,835	,203
	N		35	35	35
Empathic Concern Scale	Pearson Correlation			,387(*)	-,057
	Sig. (2-tailed)			,022	,745
	N			35	35
Perspective Taking Scale	Pearson Correlation				-,481(**)
	Sig. (2-tailed)				,003
	N				35
Personal Distress Scale	Pearson Correlation				
	Sig. (2-tailed)				
	N				

* Correlation is significant at the 0.05 level (2-tailed).

** Correlation is significant at the 0.01 level (2-tailed).

The third sub-question of the third research question was to find out whether there is any relationship among empathy-related constructs according to age. For this purpose, Pearson Correlation Coefficient was conducted. Table 4.19 illustrates the relationship between subscales and 25-30 years age group. According to the table below, there was a significant relationship between Fantasy Scale and Empathic Concern, $r=.377$, p (2-tailed) $< .01$ and also it was significantly correlated with Personal Distress, $r=.316$, p (2-tailed) $< .05$. Additionally, Empathic Concern was significantly related to Perspective Taking, $r=.345$, p (2-tailed) $< .05$.

Table 4.19 Correlations between sub-scales and 25-30 years age group

		Fantasy Scale	Emphatic Concern Scale	Perspective Taking Scale	Personal Distress Scale
Fantasy Scale	Pearson Correlation		,377(**)	,036	,316(*)
	Sig. (2-tailed)		,005	,795	,021
	N		53	53	53
Emphatic Concern Scale	Pearson Correlation			,345(*)	,193
	Sig. (2-tailed)			,011	,167
	N			53	53
Perspective Taking Scale	Pearson Correlation				-,073
	Sig. (2-tailed)				,603
	N				53
Personal Distress Scale	Pearson Correlation				
	Sig. (2-tailed)				
	N				

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

As far as the instructors who are above 30 years of age are taken into consideration, there was a positive relationship between Fantasy Scale and Empathic Concern, $r=.473$, p (2-tailed) $< .01$. Additionally, Empathic Concern was significantly correlated with Personal Distress, $r=.424$, p (2-tailed) $< .05$. Table 4.20 reveals the correlations between sub-scales and 31 years of age and more.

Table 4.20 Correlations between sub-scales and 30+ age

		Fantasy Scale	Emphatic Concern Scale	Perspective Taking Scale	Personal Distress Scale
Fantasy Scale	Pearson Correlation		,473(**)	,031	,294
	Sig. (2-tailed)		,004	,862	,087
	N		35	35	35
Emphatic Concern Scale	Pearson Correlation		1	,306	,424(*)
	Sig. (2-tailed)			,074	,011
	N			35	35
Perspective Taking Scale	Pearson Correlation				-,108
	Sig. (2-tailed)				,537
	N				35
Personal Distress Scale	Pearson Correlation				
	Sig. (2-tailed)				
	N				

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

The fourth sub-question of the third research question was to find out whether there is any relationship among empathy-related constructs according to teaching experience. For this purpose, Pearson Correlation Coefficient was conducted. The relationship between subscales and 0-10 years of experience is illustrated in Table 21. According to the table, there was a positive correlation between Fantasy Scale and Empathic Concern, $r = .441$, p (2-tailed) $< .01$ and also Fantasy Scale was significantly correlated with Personal Distress, $r = .369$, p (2-tailed) $< .01$. Moreover, Empathic Concern of the instructors who have 0-10 years of experience was significantly related to their Perspective Taking, $r = .370$, p (2-tailed) $< .01$.

Table 4.21 Correlations among sub-scales according to 0-10 years of teaching experience

		Fantasy Scale	Emphatic Concern Scale	Perspective Taking Scale	Personal Distress Scale
Fantasy Scale	Pearson Correlation		,441(**)	,067	,369(**)
	Sig. (2-tailed)		,000	,614	,004
	N		60	60	60
Emphatic Concern Scale	Pearson Correlation			,370(**)	,183
	Sig. (2-tailed)			,004	,161
	N			60	60
Perspective Taking Scale	Pearson Correlation				-,134
	Sig. (2-tailed)				,309
	N				60
Personal Distress Scale	Pearson Correlation				
	Sig. (2-tailed)				
	N				

** Correlation is significant at the 0.01 level (2-tailed).

* Correlation is significant at the 0.05 level (2-tailed).

When the instructors who have 11 and more years of experience are taken into consideration, there was a positive relationship between Empathic Concern and Personal Distress, $r=.361$, p (2-tailed) $<.05$ as shown in Table 4.22.

Table 4.22 Correlations among sub-scales according to 10+ years of teaching experience

		Fantasy Scale	Emphatic Concern Scale	Perspective Taking Scale	Personal Distress Scale
Fantasy Scale	Pearson Correlation		,329	-,046	,162
	Sig. (2-tailed)		,076	,808	,393
	N		30	30	30
Emphatic Concern Scale	Pearson Correlation			,298	,361(*)
	Sig. (2-tailed)			,110	,050
	N			30	30
Perspective Taking Scale	Pearson Correlation				-,088
	Sig. (2-tailed)				,645
	N				30
Personal Distress Scale	Pearson Correlation				
	Sig. (2-tailed)				
	N				

* Correlation is significant at the 0.05 level (2-tailed).

4.7 Research Question 4

The fourth research question of the current study was ‘Does the level of empathy-related constructs change according to the instructors’ certain demographic characteristics (gender, educational background, age, and teaching experience)?’ Therefore, this research question consists of four sub-questions to examine this relationship.

The first variable of research question 4 aimed to evaluate whether there is a difference between empathy-related constructs of English instructors and their gender. As can be seen in Table 4.23, the mean scores of females with regard to Fantasy Scale and Personal Distress are slightly higher than those of males (2,36 and 1,82, respectively). On the other hand, the mean scores of males regarding Empathic Concern and Perspective Taking are slightly higher than those of females (2,99 and 2,80, respectively). So as to understand whether this mean difference is statistically significant or not, independent t-test was used.

Table 4. 23 Descriptive statistics of empathy-related constructs regarding gender

	Gender	N	Mean	Std. Deviation	Std. Error Mean
Fantasy Scale	female	67	2,3603	,74992	,09162
	male	23	2,3043	,74767	,15590
Emphatic Concern Scale	female	67	2,9399	,63561	,07765
	male	23	2,9907	,54836	,11434
Perspective Taking Scale	female	67	2,7697	,53853	,06579
	male	23	2,8075	,59623	,12432
Personal Distress Scale	female	67	1,8230	,72421	,08848
	male	23	1,7019	,76800	,16014

Independent t-test has been conducted to assess the mean differences in the two groups (Table 4.24). This analysis has been conducted to search whether there are any significant differences between the two groups.

Interpretation of the independent t-test table is a two-stage process. The homogeneity of the variance between the two groups is examined by using *Levene's Test for Equality of Variances*. If the 'Sig.' (p-value) is greater than 0,05, variances can be assumed to be equal. Therefore, it becomes possible to test the hypothesis using the t-test row results labeled *Equal variances assumed*. For the present study, as shown in Table 4.23, 'Sig.' (p-values) are 0,881; 0,182; 0,625; and 0,347, respectively. Since these values are greater than 0,05, variances can be assumed to be equal. Since the values of sig (2-tailed) of each subscale are greater than 0,05 ($0,758 > 0,05$; $0,734 > 0,05$; $0,779 > 0,05$; and $0,497 > 0,05$), we cannot reject the null hypothesis so it can be concluded that there is no significant difference between male and female English instructors' empathy-related constructs.

Table 4.24 Independent T-test for Empathy-Related Constructs and Gender

		F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference
Fantasy Scale	Equal variances assumed	0,023	0,881	0,309	88	0,758	0,056
	Equal variances not assumed			0,310	38,297	0,759	0,056
Empathic Concern Scale	Equal variances assumed	1,813	0,182	0,341	88	0,734	-0,051
	Equal variances not assumed			0,367	43,863	0,715	-0,051
Perspective Taking Scale	Equal variances assumed	0,241	0,625	0,282	88	0,779	-0,038
	Equal variances not assumed			0,268	35,130	0,790	-0,038
Personal Distress Scale	Equal variances assumed	0,895	0,347	0,682	88	0,497	0,121
	Equal variances not assumed			0,662	36,352	0,512	0,121

The second variable in research question 4 was the relationship between educational background and score of empathy-related constructs of English instructors. Since there was nobody in the PhD category, educational background was evaluated in terms of ‘Bachelor’s degree’ and ‘Master’s degree’. Since one of the participants did not provide information for this variable, the total number of the participants is 89. The mean scores of sub-scales of empathy-related constructs are displayed according to educational background in Table 4.25. According to the table, the instructors who hold Bachelor’s degree have the highest mean score regarding Empathic Concern whereas Personal Distress has the lowest mean score.

Table 4.25 Descriptive statistics of empathy-related constructs regarding educational background

	Education	N	Mean	Std. Deviation	Std. Error Mean
Fantasy Scale	Bachelor's degree	54	2,2778	,76927	,10468
	Master's degree	35	2,4367	,71340	,12059
Emphatic Concern Scale	Bachelor's degree	54	2,9722	,61904	,08424
	Master's degree	35	2,9218	,61731	,10434
Perspective Taking Scale	Bachelor's degree	54	2,8148	,50307	,06846
	Master's degree	35	2,7143	,62366	,10542
Personal Distress Scale	Bachelor's degree	54	1,7857	,74296	,10110
	Master's degree	35	1,8204	,73036	,12345

Independent samples t-test has been conducted to evaluate the mean differences in the two groups (Table 4.26). This analysis has been conducted to find out if there are any significant differences between the two groups. For the current study, 'Sig.' (p-values) are 0,685; 0,473; 0,385; and 0,856, respectively. Since these values are greater than 0,05, it can be assumed that variances are equal. Since the values of sig (2-tailed) of each subscale are greater than 0,05 (0,330>0,05; 0,708>0,05; 0,405>0,05; and 0,829>0,05), we cannot reject the null hypothesis so it can be concluded that there is no significant difference between educational background of English instructors and their empathy level with regard to empathy-related constructs.

Table 4.26 Independent t-test for empathy-related constructs and educational background

		F	Sig.	t	Df	Sig. (2- tailed)	Mean Differ- ence
Fantasy Scale	Equal variances assumed	0,165	0,685	-0,979	87	0,330	-0,159
	Equal variances not assumed			-0,995	76,636	0,323	-0,159
Emphatic Concern Scale	Equal variances assumed	0,520	0,473	0,376	87	0,708	0,050
	Equal variances not assumed			0,376	72,899	0,708	0,050
Perspective Taking Scale	Equal variances assumed	0,762	0,385	0,837	87	0,405	0,101
	Equal variances not assumed			0,800	61,687	0,427	0,101
Personal Distress Scale	Equal variances assumed	0,033	0,856	-0,217	87	0,829	-0,035
	Equal variances not assumed			-0,217	73,649	0,828	-0,035

The third variable in research question 3 was age. Since t-tests necessitate almost equal distribution among categories, instructors who are above 30 will be considered in the category of ‘above 30’, which includes the categories 31-35, 36-40, 41-45, 46-50 and 51 and above age group. As can be observed in Table 4.27, the mean score of the instructors above 30 years of age is relatively higher than the ones who are in the 25-30 years of age group.

Table 4.27 Descriptive statistics of empathy-related constructs regarding age

	Age	N	Mean	Std. Deviation	Std. Error Mean
Fantasy Scale	25-30	53	2,3801	,74860	,10283
	30+	35	2,2857	,76853	,12991
Emphatic Concern Scale	25-30	53	2,8338	,59724	,08204
	30+	35	3,0939	,60306	,10194
Perspective Taking Scale	25-30	53	2,6658	,54466	,07482
	30+	35	2,9061	,51150	,08646
Personal Distress Scale	25-30	53	1,8868	,77204	,10605
	30+	35	1,6857	,65904	,11140

Independent samples t-test has been conducted to evaluate the mean differences in the two groups (Table 4.28). This analysis has been done to find out if there are any significant differences between the two groups. For the present study, ‘Sig.’ (p-values) are 0,914; 0,938; 0,853; and 0,498, respectively. Since these values are greater than 0,05, it can be assumed that variances are equal. Since the value of Empathic Concern is equal to 0,05, it can be concluded that there is a significant difference between 25-30 and above 30 age groups in Empathic Concern. Additionally, since the value of Perspective Taking is lower than 0,05 ($0,004 < 0,05$), we reject the null hypothesis so it can be argued that there is a significant difference between age groups of English instructors and their level of empathy-related constructs in terms of Empathic Concern and Perspective Taking.

Table 4.28 Independent t-test for empathy-related constructs and age

		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference
Fantasy Scale	Equal variances assumed	0,012	0,914	0,573	86	0,568	0,094
	Equal variances not assumed			0,569	71,580	0,571	0,094
Emphatic Concern Scale	Equal variances assumed	0,006	0,938	-1,992	86	0,050	-0,260
	Equal variances not assumed			-1,988	72,438	0,051	-0,260
Perspective Taking Scale	Equal variances assumed	0,035	0,853	-2,075	86	0,041	-0,240
	Equal variances not assumed			-2,102	76,087	0,039	-0,240
Personal Distress Scale	Equal variances assumed	0,463	0,498	1,266	86	0,209	0,201
	Equal variances not assumed			1,307	80,383	0,195	0,201

As for the last variable of the research question 4, the relationship between the level of empathy-related constructs of English instructors and teaching experience was examined. Since t-tests necessitate almost equal distribution among categories, two categories are determined: instructors who have 0-10 years of teaching experience and the ones who have 11 years of teaching experience and above. Descriptive statistics was conducted and Table 4.29 displays the mean

values of the instructors. According to the mean scores, the instructors who have 10+ years of experience have higher mean scores in terms of Empathic Concern and Perspective Taking compared to Fantasy Scale and Personal Distress.

Table 4.29 Descriptive statistics of empathy-related constructs regarding the teaching experience

	Teaching experience	N	Mean	Std. Deviation	Std. Error Mean
Fantasy Scale	0-10	60	2,3524	,75706	,09774
	10+	30	2,3333	,73452	,13411
Empathic Concern Scale	0-10	60	2,8460	,62683	,08092
	10+	30	3,1667	,52801	,09640
Perspective Taking Scale	0-10	60	2,6929	,54403	,07023
	10+	30	2,9524	,53100	,09695
Personal Distress Scale	0-10	60	1,8238	,74782	,09654
	10+	30	1,7286	,71118	,12984

Independent samples t-test has been conducted to assess the mean differences in the two groups (Table 4.30). As shown in the table below, ‘Sig.’ (p-values) are 0,647; 0,326; 0,801; and 0,856, respectively. Variances can be assumed to be equal as these values are greater than 0,05. Since the value of Empathic Concern is lower than 0,05 ($0,018 < 0,05$), it can be concluded that there is a significant difference between 0-10 years of experience and 11 years and more experience in Empathic Concern. So, we reject the null hypothesis. Additionally, since the value of Perspective Taking is lower than 0,05 ($0,034 < 0,05$), we reject the null hypothesis so it can be argued that there is a significant difference between 0-10 years of experience and 11 years and more experience in terms of English instructors’ empathy-related constructs regarding Empathic Concern and Perspective Taking.

Table 4.30 Independent t-test for empathy-related constructs and teaching experience

		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Fantasy Scale	Equal variances assumed	0,211	0,647	0,114	88	0,910	0,019
	Equal variances not assumed			0,115	59,708	0,909	0,019
Emphatic Concern Scale	Equal variances assumed	0,977	0,326	-2,406	88	0,018	-0,321
	Equal variances not assumed			-2,547	67,738	0,013	-0,321
Perspective Taking Scale	Equal variances assumed	0,064	0,801	-2,150	88	0,034	-0,260
	Equal variances not assumed			-2,168	59,388	0,034	-0,260
Personal Distress Scale	Equal variances assumed	0,033	0,856	0,579	88	0,564	0,095
	Equal variances not assumed			0,589	60,796	0,558	0,095

Summary of the analysis conducted for the quantitative data in the light of research questions is presented in Table 4.31.

4.8 Discussion of the Questionnaire Results

The quantitative data of the present study were analyzed through SPSS, version 15.0. Firstly, descriptive statistics of the participants were given in order to obtain an overall view of the participants' demographic characteristics. Later, so as to check the reliability of the items in the Interpersonal Reactivity Index, reliability and factor analysis were conducted. Then, in order to examine the score of empathy-related constructs of English instructors at Atılım University Preparatory School, descriptive statistics and factor analysis were conducted. According to the results, empathic concern is 2,95 out of 4 point, which refers to 74% and perspective taking is 2,78 out of 4 , which equals to 69%. They have the highest mean score. On the other hand, personal distress is 1,79, which refers to 45%, has the lowest mean score.

Later, in order to figure out whether there is a relationship among empathy-related constructs and examine the relation among empathy-related constructs according to demographic characteristics, Pearson's Correlation was

conducted. According to the results, the relationships among empathy-related constructs were found out. Table 4.31 shows the relationships among the sub-scales.

Table 4.31 Correlations among the sub-scales

	Perspective Taking Scale	Empathic Concern Scale	Personal Distress Scale
Fantasy Scale		✓	✓
Perspective Taking Scale		✓	negatively correlated
Empathic Concern Scale	✓		✓

It is clear that almost all the constructs are positively correlated except for the correlation between perspective taking and personal distress. Fantasy scale is positively correlated with empathic concern or empathic concern is positively correlated with fantasy scale and fantasy is positively correlated with personal distress or personal distress is positively correlated with the fantasy scale. That is to say, when individuals feel compassion and sympathy upon seeing someone in a difficult or harsh situation, they tend to identify themselves with the person since fantasy scale aims to evaluate the tendency of individuals to identify themselves with the characters in movies, novels, and plays. Additionally, the anxiety level of individuals increases when they identify themselves with fictional characters. There is also positive correlation between perspective taking and empathic concern; that is to say, when individuals adopt others' point of view, they tend to feel compassion, warmth and concern for them or when they tend to feel compassion, warmth and concern for the others, they start adopting their point of view. Additionally, empathic concern is positively correlated with personal

distress. That is to say, when individuals feel compassion, warmth and concern for others, they experience anxiety and discomfort for the situation since they observe other's negative experience. Moreover, perspective taking and personal distress are negatively correlated. That is to say, the tendency to adopt others' point of view causes a decrease in anxiety and discomfort or when individuals do not have a tendency to perceive others' point of view, their anxiety and discomfort increase.

Table 4.32 displays the correlations of empathy-related constructs according to the instructors' gender. According to the results, correlations between the fantasy scale and the personal distress scale and the correlations between the empathic concern scale and the personal distress scale do not exist in the correlations of male instructors.

Table 4.32 Correlations of empathy-related constructs according to gender

GENDER	FEMALE	<ul style="list-style-type: none"> • FS-EC • FS-PD • EC-PT • EC-PD
	MALE	<ul style="list-style-type: none"> • FS-EC • EC-PT

PT: Perspective-taking, EC: Empathic concern, FS: Fantasy scale, PD: Personal Distress

As seen in Table 4.32, female English instructors tend to identify themselves with fictitious characters, which lead to the feeling of anxiety and discomfort. In addition, when female English instructors feel compassion, warmth, and concern for others, their anxiety level increases. However, these correlations among the subscales are not observed in male English instructors. There are only two positive correlations among male English instructors between fantasy scale and empathic concern or empathic concern and the fantasy scale; and between empathic concern and perspective taking or perspective taking and empathic concern. That is to say, when male English instructors identify

themselves with fictitious characters in a novel, play or movie they tend to feel compassion, warmth, and concern for others like female English instructors or when they feel compassion, warmth and concern for others they tend to adopt others' point of view or when they feel compassion, warmth, and concern for others like female English instructors, they tend to identify themselves with fictitious characters.

The correlations of empathy-related constructs according to educational background are shown in Table 4.33. According to the results, there is a significant negative correlation of the instructors who have a Master's Degree in terms of perspective taking and personal distress compared to those who hold a Bachelor's Degree.

Table 4.33 Correlations of empathy-related constructs according to educational background

EDUCATIONAL BACKGROUND	BACHELOR'S DEGREE	<ul style="list-style-type: none"> • FS-EC • FS-PD • EC-PT • EC-PD
	MASTER'S DEGREE	<ul style="list-style-type: none"> • EC-PT • PT-PD <p>(negatively and significantly correlated)</p>

PT: Perspective-taking, EC: Empathic concern, FS: Fantasy scale, PD: Personal Distress

The instructors who have a BA degree tend to identify themselves with the characters in a novel, play or movie, which leads to the feeling of compassion, warmth, and concern for others and this case also leads them to feel anxiety and discomfort for the situation. Additionally, when the ones with BA degree feel compassion, warmth and concern for others, they feel anxiety and discomfort. Thus, correlation between empathic concern and perspective taking is observed both for the ones with BA degree and the ones with MA degree so when the

English instructors perceive other's point of view they tend to feel compassion, warmth and concern for themselves or when they feel compassion, warmth and concern for others, they tend to perceive other's point of view. The ones who hold an MA degree tend to adopt others' point of view which leads to a decrease in the feeling of anxiety and discomfort since there is a significant and negative correlation between perspective taking and personal distress.

The correlations of empathy-related constructs according to age are shown in Table 4.34. It is obvious that the instructors who are in the 25-30 years of age range and the ones above 30 years tend to identify themselves with fictitious characters which leads to the feeling of compassion, warmth and concern for others since there is a correlation between fantasy scale and empathic concern. Moreover, the ones in the range of 25-30 years of age tend to identify themselves with characters in a novel, play or movie, which causes the personal feelings of anxiety and discomfort and also they have a tendency towards feeling compassion, warmth, and concern for others, which leads to the adoption of perspectives of others or when they feel compassion, warmth, and concern for others, they tend to identify themselves with fictitious characters or when they feel compassion, warmth and concern for others they tend to perceive others' point of view or when they start perceiving others' point of view, they tend to feel compassion, warmth, and concern for others. Furthermore, the English instructors who are above 30 years tend to feel compassion, warmth and concern for others, which leads to the personal feeling of anxiety and discomfort.

Table 4.34 Correlations of empathy-related constructs according to age

AGE	25-30 YEARS	<ul style="list-style-type: none"> • FS-EC • FS-PD • EC-PT
	30+	<ul style="list-style-type: none"> • FS-EC • EC-PD

PT: Perspective-taking, EC: Empathic concern, FS: Fantasy scale, PD: Personal Distress

Table 4.35 reveals the correlations of empathy-related constructs of English instructors' teaching experience. The correlations are revealed in the table below. Results show that the instructors who have 0-10 years of experience have a tendency to identify themselves with fictitious characters, which leads to the feeling of compassion, warmth, and concern for others and this tendency leads to the personal feeling of anxiety and discomfort. Additionally, the instructors with 0-10 years of experience tend to have the feeling of compassion, warmth and concern for others, which leads them to perceive others' point of view. The instructors who have more than 10 years of experience have a tendency to feel compassion, warmth, and concern for others, which leads to personal distress and anxiety upon observing others' negative experiences.

Table 4.35 Correlations of empathy-related constructs of the instructors' teaching experience

TEACHING EXPERIENCE	0-10 YEARS	<ul style="list-style-type: none"> • FS-EC • FS-PD • EC-PT
	10+	<ul style="list-style-type: none"> • EC-PD

PT: Perspective-taking, EC: Empathic concern, FS: Fantasy scale, PD: Personal Distress

The results shown above highlight that all the demographic features are correlated with perspective taking and empathic concern. In addition, the negative and significant correlation between perspective taking and personal distress can be observed in the instructors who hold a master's degree, whereas, as for the ones who have a bachelor degree this is not the case. That is to say, the instructors who have an MA degree are able to adopt others' point of view, which leads them to the personal feeling of anxiety and discomfort upon observing another's negative experience.

After digging out the correlations among the subscales according to demographic features of the instructors, whether scores of empathy-related constructs of the instructors change according to their demographic characteristics such as gender, educational background, age, and teaching experience is examined. For this purpose, descriptive statistics and independent t-test are used. According to the results, there was no significant difference between male and female instructors in terms of empathy-related constructs. Additionally, there was no significant difference between the instructors who hold a master's degree and the ones who have a bachelor's degree. On the other hand, there is a significant difference between the instructors who are 25-30 years of age and the ones above 30 years. According to the findings, the instructors who are above 30 years have higher empathic concern and perspective taking tendencies compared to the ones who are in the 25-30 years of age range. Besides, there is a significant difference between the instructors who have 0-10 years of teaching experience and the ones who have more than 10 years of teaching experience. According to the results, the instructors who have more than 10 years of teaching experience have higher empathic concern and perspective taking tendencies compared to the ones who have 0-10 years of teaching experience.

Table 4.36 Summary of the Quantitative Results of the Study

Research Questions	Analysis Conducted	Results
<p>1. What is the perceived score of empathy-related constructs of English instructors at the preparatory school of Atılım University?</p> <p>1.1. What is the perceived score of empathic concern of the instructors?</p> <p>1.2. What is the perceived score of perspective taking of the instructors?</p> <p>1.3. What is the perceived score of fantasy of the instructors?</p> <p>1.4. What is the perceived score of personal distress of the instructors?</p>	<p>Descriptive Statistics and Factor Analysis</p>	<p>EC: 74% PT: 69% FS: 59% PD: 45%</p>
<p>2. Is there any relationship among the empathy-related constructs?</p> <p>2.1. Is there any relationship between perspective taking and fantasy?</p> <p>2.2. Is there any relationship between personal distress and empathic concern?</p> <p>2.3. Is there any relationship between perspective taking and empathic concern?</p> <p>2.4. Is there any relationship between perspective taking and personal distress?</p> <p>2.5. Is there any relationship between fantasy and personal distress?</p> <p>2.6. Is there any relationship between fantasy and empathic concern?</p>	<p>Pearson's Correlation</p>	<p>FS –EC-PD correlated PT-EC (correlated) PT-PD (negatively correlated) EC-PT and EC-PD correlated</p>

Research Questions	Analysis Conducted	Results
<p>3. Is there any relationship among empathy-related constructs according to demographic characteristics?</p> <p>3.1. Is there any relationship among empathy-related constructs according to <u>gender</u>?</p> <p>3.2. Is there any relationship among empathy-related constructs according to <u>educational background</u>?</p> <p>3.3. Is there any relationship among empathy-related constructs according to <u>age</u>?</p> <p>3.4. Is there any relationship among empathy-related constructs according to <u>experience</u>?</p>	<p>Pearson's Correlation</p>	<p>1. Female: FS-EC FS-PD EC-PT EC-PD Male: FS-EC EC-PT</p> <p>2. Bachelors Degree: FS-EC FS-PD EC-PT EC-PD Masters Degree: EC-PT PT-PD (negatively & significantly correlated)</p> <p>3. 25-30 years of age: FS-EC FS-PD EC-PT 30+ years of age: FS-EC EC-PD</p> <p>4. 0-10 years: FS-EC FS-PD EC-PT 10+ years: EC-PD</p>

Research Questions	Analysis Conducted	Results
4. Does the score of empathy-related constructs change according to English instructors' <ul style="list-style-type: none"> 4.1. gender 4.2. educational background 4.3. age 4.4. experience 	Descriptive Statistics, Independent t-test	25-30 years of age x 30 years of age and older age: sig. for EC & PT 0-10 years of experience x 10 years of experience and more: sig. for EC &PT

4.9 Analysis of Interviews with English Instructors

The analysis of the interviews is presented in this section. Content analysis of the interviews was used as supplementary source of data to enhance the quality of interpretation and inference of the results in the context of the present study.

In the context of qualitative descriptions of learning and assessment, interviews are mostly used (Lumley & Brown, 2005). Upon gathering the entire interview data, content analysis can be used, which involves identifying and coding key points in the data gathered (McKay, 2006).

The data gathered from the interviews were analyzed through content analysis and presented under research questions.

4.9.1 Research Question 1

The first research question of the current study aimed to highlight the Atılım University Preparatory School English instructors' perceived score of empathy-related constructs. Therefore, interview questions 1, 3, 4 and 5 were asked to find out whether the instructors use these constructs while empathizing. Additionally, the second interview question aimed to highlight whether the instructors think that the ability of perspective taking assists in interpersonal functioning.

The first question of the interview aimed to highlight perspective taking tendencies of the instructors. Most of the instructors pointed out that they can perceive the others' point of view and put themselves into the others' shoes. Some of them underlined that others should also perceive their viewpoints. They highlighted that perceiving points of view should be reciprocal. In addition, most of the instructors underlined perceiving viewpoints is an essential component to communicate effectively. Additionally, they claimed that negotiation can be achieved when people perceive others' point of view since they can evaluate the conflict situation in terms of both parties. Besides, it is possible for both parties to be aware of the reason why conflict occurs and to assess the reason by focusing on both sides so resolution can be achieved. Additionally, some of the instructors observed that the opposite party can be more understanding when they try to perceive viewpoints. Therefore, the conflict can be solved in the framework of tolerance and understanding. Few of the instructors emphasize that they usually put themselves into the others' place but when they get angry they are not able to perceive others' point of view. On the other hand, one of the instructors claimed that perceiving others' point of view is highly essential but he is not very successful in doing so.

Most of the instructors always put themselves into others' shoes and they try to perceive others' point of view, many of the instructors said that they usually perceive others' viewpoints, some of the interviewees said that they sometimes put themselves into others' shoes and only one of them claimed he never put himself into others' shoes.

The opinions of the participants are provided in the excerpts below:

I mostly try to do so. I try to overcome the feeling of being on edge and of anger stemming from the situation and by allocating a few minutes for myself I try to see the event from the other person's perspective. I cannot remember a specific example, I try to think about the psychological conflicts they could have. They could have family problems, problems related to work life or some other problems and then I try to think about these aspects before I make a judgment. This way of thinking is effective in overcoming the situation. I have observed that because I try to be calm

and understanding rather than being angry, the other person acts in a more sympathetic manner and I believe that I can overcome difficulties by being tolerant and thanks to mutual understanding of both sides. So this approach is an effective one. (Interviewee 5)

I always know that this is something true. I always admit it myself, but I may not always be successful in doing this. Because there are such situations that one loses their reasoning or ability to think logically and so they are not successful in putting themselves in another person's place. I think I'm one of those people. I always believe what I say is generally more positive and in a better position in such a conflict, I may be slightly unsuccessful in putting myself in the other person's place. However, the time I develop empathy is only three minutes after the event. Three minutes after the event ends, after I make myself calm, or after I get rid of the stress of that conflict, I can see that what I did was actually wrong. This means I have problems in seeing the other person's point of view in the case of a conflict or argument. To give an example, I can say that I experience this with my flat mate. There occurs a problem in every matter we discuss. Probably because we come from different backgrounds and we grew up in different socio-cultural environments, we look at the issues from a different perspective. Thus if there is an issue to handle, it certainly turns into a conflict without an exception. We both think that each of us is more accurate in our opinions on that issue. On the following day, when we discuss that issue, we can say: "I agree that you are right in what you have said, but I also have a point in my words". That is to say, at first I cannot assess the situation from the viewpoint of the other person, but with time passing, I come to a point where I can see that person's point of view. In the classroom environment, I'm a far more different person. Reason is evident: my own life when I was a student. I had so many different types of teachers. I had teachers who would never try to pay attention to what I was trying to say. When you are teenagers, when you are more resentful, you think about this and say to yourself: "Why can't they see what I'm trying to say?" I used to think a lot about this problem. Now I can see what my students are trying to convey in class, or I can see myself in their place. When I realize their point of view, students feel that this person appreciates us; he appreciates us as individuals rather than as students. (Interviewee 10)

When my friends say that they had a problem with a student and tell me what happened, I say "Do they think in this way?" or "Maybe they did so because they have a certain problem". I often feel empathy, but when I come across the same problem myself, I may get angry and fail to do this. But when somebody tells me this, I can see from that person's perspective. Most of the time, I can't feel empathy if I am angry about something. Suppose that a student is late for class. If that student comes into class in a different mood, I can have empathy and say maybe she or he was hungry

and had to eat something. But if they come into class saying: “You have to take me in”, then I can never feel empathy. I can have empathy in accordance with the other person’s attitude. I can catch the point of view of the other person from time to time, but if I am really angry about a certain thing, then I can never do this. If I talk to that person I understand the situation. However, when I’m angry, I regard myself as totally right about something and I cannot perceive the other person’s point of view. In fact this changes according to the situation. But generally when I am angry, I cannot feel empathy. I cannot discover another person’s point of view. In preventing conflicts, learning the viewpoint of the other person would definitely be more helpful. It would be better in order to maintain our relationship properly afterwards or not to experience the same problem again. But as I said before, I cannot always manage this. I don’t have any specific techniques or ways to prevent this. I just compare my past experiences and my current ones and try to influence myself saying: “I shouldn’t get angry”. If I look at the situation from the other person’s point of view, act accordingly, or shape our relationship in that direction, it is certainly helpful. (Interviewee 12)

In fact, I will say “No” to this question. Personally, I experience conflict or disagreement in a difficult situation, so I do not worry about small problems but there are big problems that I worry about. When I face a really big problem, I get very angry, which hinders empathy. When I have an argument with my brother, for instance, I can put myself into his shoes. However, if the argument we have is an extremely big one, I can never empathize. The feeling of having conflict impedes empathy so I am unable to perceive others’ points of view. However, I think I am better at perceiving my students’ points of view. Certainly, I do not have the experience of a very big conflict situation with my students. Up to now, I do not suppose that I have failed in perceiving my students’ viewpoints. (Interviewee 15)

The second question of the interview aimed to highlight whether perspective taking helps individuals to have good communication. According to the answers of the instructors, almost all of the interviewees agreed that adopting others’ point of view help individuals to have better interpersonal functioning. Some of them agreed that it is important to make individuals feel that their ideas are vital by listening to them even though they do not share the same opinions. Therefore, by listening to them, by becoming aware of others’ points of view they can effectively communicate with others. Additionally, by perceiving viewpoints, it becomes possible for them to know individuals’ characteristics so it is possible

to become aware of the causes of the individuals' reactions and behaviours. So, it softens the interaction and decreases tension. Some of the instructors underlined the fact that adopting viewpoints is a strong way of expressing opinions. One of the instructors does not agree with the idea that perceiving viewpoints helps individuals during the communication process. He claims that there are other paradigms such as being very strict with some opinions and having some dogmatic ideas. Almost all the participants agreed that perceiving points of view of others has an effective role in communication. Only few of them do not agree that perceiving viewpoints of others has an effective role in communication. They think that perceiving viewpoints changes from person to person. They also claim that communication can be broken down no matter how much one is aware of the viewpoint.

On the other hand, almost all the instructors agreed that taking others' perspectives has a significant role in the teaching and learning process. So in classes, perceiving learners' viewpoints becomes a highly important component during the teaching and learning process. With the help of perceiving learners' viewpoints, creating an effective teaching and learning environment becomes possible. It becomes possible for instructors to notice the conflict situation or problem. Therefore, effective communication becomes possible upon instructors' realizing the situation by understanding learners' perspectives.

The opinions of the participants are provided in the excerpts below:

When you look at the event from that person's perspective, you can easily realize the situation. You can realize the problem more effectively when you empathize with the other person. In this case you may have sympathy for them. In addition, you can understand the underlying reasons of a problem or an inappropriate attitude. For instance, there is a student who gets bad grades in exams or they do not listen to you during the lesson. Trying to understand the reasons for this situation, you can empathize with him or her and you can have the feeling that you would not also feel like listening to the teacher in the sixth lesson of the day. Empathizing with the

students enables you to communicate more effectively and to motivate them. (Interviewee 2)

Let's not say adoption, but being able to understand another plays an active role. To my mind, it seems much easier to meet at a common point if we know the other one's point of view towards the issues and where s/he gets to know the subject. In other words, rather than keep on speaking at opposite edges meaninglessly, evaluating the subject from the other's point of view could make us feel better although it may be a trick. I believe that we can handle this with no conflict. It ends up with reconciliation. Because, no matter who they are, the other person also has a character and that's his or her personality trait. Moreover, his or her views towards the issues need not to be the same with ours, that's never true. If we can see the events from his or her eyes, then we will be able to realize the reasonable parts and accordingly we will be able to find solutions. (Interviewee 4)

At least you enable the other person to feel that you value him or her, which is very important. You can have an effective communication because the other person could feel that you share some of his or her thoughts, although you do not share thoughts you try to listen to him or her. Therefore, we can have better communication when we adopt the person's perspective because we also undergo the process of being aware of the weaknesses we have. (Interviewee 7)

This changes from person to person and I experience this in my daily life. You can experience lack of communication with your friends even if you know and adopt their perspective. This situation stems from the differences. The final point could probably be: "I do not have to think the way you do". No matter how much you base your ideas on valid reasons, if the other person has a strong idea and acts in a dogmatic manner, there will be lack of communication although you know that person so the other person should try to change his or her attitudes and should be more democratic. I mean the other person should also do what I do because the fact that only one side empathizes with the other is not enough. That is to say, if two people adopt each other's perspective, there will certainly be a more effective communication. (Interviewee 8)

I think it plays an effective role. I mean, the viewpoint of your counterpart is important, since everybody has a different point of view. It will certainly be different from yours. It is impossible that people see a certain thing from the same point of view. When we look at a picture, one person may see beautiful things, while another person sees different things, or

many negative things in it. That's why even though you do not adopt or approve the viewpoint of other people, you may at least be aware of their viewpoint, and I think this will be effective in problem solving. Moreover, I think being aware of this viewpoint plays an important role in establishing communication. You see, you know that person, you know why she or he behaves in a certain way or says a certain word; this awareness naturally affects your way of solving problems. I also think it prevents conflicts, at least major ones, as in the example I've just told you. If you react in a straightforward way saying: "No, what you are saying and your point of view is wrong", you arouse prejudice, hostility, or rivalry against yourself in the other people. Inevitably, this provokes conflict. So, establishing communication makes things easier. (Interviewee 9)

The third question of the interview aimed to find out the feeling of the instructors when they see someone who is in worse and more severe conditions than they are and to dig out the reason of such feeling. All of the instructors feel sorry for those people in a difficult condition and they tend to help those people if they can. The reasons of such a feeling may stem from experiences that individuals have had, the fear of the possibility to experience such a bad and severe situation, internal feeling that is impossible to control, anxiety, personality trait, pity, pangs of conscience, religious affiliation, upbringing, etc.. Additionally, all the instructors have a tendency to assist the person in a bad and harsh situation. Almost all of them claimed that they desire to help that person and search for the ways of helping him or her. However, one of the instructors highlighted the point that the person in a worse and severe condition should ask for help and he assumes that he might misunderstand the difficult situation. One of them highlighted that she may feel happy, strong and proud since she has already handled such difficult situations if she has experienced one before but she claims that she feels sorry for that person and helps that person if there is something to do.

The opinions of the participants are provided in the excerpts below:

I feel sorry because in this situation people empathize with others. That a person lives in poverty, lives and works in bad conditions makes people feel sorry. Therefore, I think about what I would experience if I were in that person's place. (Interviewee 3)

I try to feel what the other person thinks and how they feel. I empathize with him or her by feeling as if it was me who was in their place. I think I put myself in their place. I try to understand how they feel and how I would feel if I were in that situation so I feel sorry; I am touched, I sometimes cannot sleep. There are some that have influenced me but now I can not remember simple cases. A recent event for instance, when I was moving from my house, I thought about the men who were carrying a lot of objects upstairs. Upon seeing this, I felt a deep sorrow and I thought like I did not deserve my job and salary as I considered that these men worked harder than I do. I think I have tried to reflect my own feelings. I assume that conditions, the bad quality of the conditions have an effect. I think about why these people do not work in better conditions and earn more; perhaps I think I myself could be in their position as well so this could be the result of putting myself into their position. When I see a student in trouble, I feel the same sadness and I think of various solutions and try to help him or her in a constructive way. (Interviewee 5)

Generally, I can put myself directly in that person's place. Frankly I go into a bad mood. It is as if I were in that person's place; if she or he is crying, then I cry too, if they are suffering from a disease, then I suffer, too. So, I can not communicate properly and I can not speak, since I feel exactly what that person feels at that moment. I don't know if this is a positive or negative thing. It sometimes causes problems especially in close personal relations, because I feel it directly in myself. I sometimes sense the agony or despair which they suffer in myself. However, this is naturally not the case in the communication with students, because you are an authority. You are the one who finds solutions. Since you are the one to find solutions, things are a bit different. I mean, then you are supposed to give advice. But as I have told you, I can address that person properly, understanding what she or he feels and what they think. When I see a person who is in a difficult situation, I feel what that person feels completely. This feeling can be described like this: beside a sad person who is crying, I may get that feeling and cry. This sometimes happens when I watch TV; in a touching scene, for example, I may get involved in the emotions of that scene. As to the source of this feeling, I think it has something to do with my personality. I think it is something genetic. It's completely my disposition, in my traits. (Interviewee 9)

For example, I cannot watch TV since I can no longer stand seeing violence on TV. I am disturbed. Seeing rape, murder of a wife by her husband such things make me feel bad. I thank God I have not experienced such things in my life. (Interviewee 1)

The fourth question of the interview aimed to reveal whether English instructors have such a situation in which they could not know how to react upon facing an unexpected situation in the class. Most of the interviewees claimed that they had experienced such a situation in which they do not know what to do or how to react to the situation. Some of them underline that they first have a shock for a few minutes but later they come up with a solution. Some of them agree that they have never experienced such a situation but they usually think of a few minutes to find out the best reaction to reach a resolution. Few instructors claimed that they are able to give reactions but sometimes they might give an inappropriate or an excessive reaction. They also underline that when they are aware of their inappropriate or excessive reaction, they try to compensate or to apologize for the reaction. Some of the instructors claim that in the classroom they can give immediate reaction; however, out of the class they might not give immediate reaction. They claim that it stems from the fact that they are calm in the class and since they have more authority than their learners they should be calm and they suggested different solutions. Most of the instructors agree that they try to figure out the causes of such a situation and evaluate the case so that they might become more adept at noticing the situation within a logical framework and finding solutions considering the reasons.

The opinions of the participants are provided in the excerpts below:

I must have experienced it because this is so common but I cannot remember now. I have not experienced it but in the case of an accident I would feel so, I would be shocked not knowing how to act. OK, I can remember now. I experienced this with one of my students in class. He started to shiver all of a sudden and started to cry and I did not know what to do. I could not decide whether to go out, whom to call, how to intervene. I was shocked and before I asked the students to take that student out. A few minutes later I informed the necessary people and they

treated the student but it took me a few minutes to decide what to do. (Interviewee 5)

I'm the type of person who shows his reactions quite openly. I state my reactions with vigor each moment. I experience sadness or happiness with much vigor. I can't be nonresponsive to events. I react immediately to the event. People become aware of my reactions. Maybe this is because of the similarity of situations I come across. I don't know whether I will ever be petrified if I come across something I've never seen before, but I don't remember any such moments. Once, there occurred an event in my class, something which I had never expected to see. In my first years of teaching, the topic of the lesson somehow shifted to conspiracy theories and two of my students, each from a different political view, started talking about America, Turkey, and similar issues. These students started quarrelling in Turkish. I was monitoring then, trying to maintain their speaking activity. I couldn't do anything at that moment. It was such a fragile moment and I didn't want to receive reactions from either party. It was my first year in teaching, in 2004. It was difficult for me to overcome that. I remember saying repeatedly "OK, this is not the appropriate place or time. Let's talk about this later. OK, let's return to the topic." But I still remember feeling an intense feeling of fear inside me. There was unresponsiveness for several minutes and I couldn't react. It was rather risky. (Interviewee 10)

I don't behave in an unresponsive way if I know what to do, but I may usually react excessively. This may also be wrong as I have experienced before. I am not usually unresponsive. I react, but this reaction is sometimes unnecessary, excessive, or improper. For example, we make students write diaries so that their writing skill can improve. The students started to complain, saying that they had too much homework and asking why they had to do this. I got extremely angry. I said in a loud voice that they couldn't see that we were concerned about them and said: "If you are not responsible enough, nobody can make you successful, no matter what they do". But now when I think about that moment, I understand it would have been better if I had not reacted that way. The students didn't respond much and listened to me. Yet maybe they thought they didn't agree with me, but they didn't respond. As I said before, in a relationship the important thing is what the other party's attitude is; therefore, afterwards since they stayed calm, I was able to establish communication very easily. I was sorry and being aware that I was not fair, I said: "You are also right". After all they are students and I was once a student as well. Their work load may be really heavy at times. They also have something to learn in social life, but they can not always spare time for that. Then I thought about the event calmly and the next time I went to the class, I said: "I may have over reacted, but it was because of this. Now I see that you are also

right. Let's finish this homework this week, but I won't give any homework for next week." When I over react, I try to compensate for this. But I do this according to the attitude of the other party. If the other party produces excessive reactions, then I block communication channels. I say I'm the authority and the stronger party. I can't develop empathy then or look from their point of view. This is a great disadvantage. If the other party tries to see my point of view, I try to do the same. But if they don't have such a tendency, I think that I'm right, even though a long time passes. Or I can't find an answer for why they ever did that. I can't find any answers even though I think about it for a long time. (Interviewee 12)

Yes. For instance, I cannot decide what to do if a person suddenly shouts at me. I try to understand them, the reasons for the situation- whether I did something to make them shout at me or they had other reasons that do not stem from my attitudes. I cannot react immediately. If I believe that there is unfairness, I speak to that person later. I ask for his/her reasons. (Interviewee 1)

The fifth question of the interview aimed to investigate whether English instructors identify themselves with the characters in a book they read or a film they watched or a play they saw. The majority of the interviewees claim that they identify themselves with the characters but some of them underline that they only identified themselves when they were children and one of them highlighted that she sees herself as another character in the plot. Some of them said that they usually identify themselves with characters. Few of them agreed that they rarely identify themselves with characters and they added there should be something different and extraordinary in the story so that they might identify with characters. When the ones who identify themselves with characters were asked whether they identify with the people around them and with their students, some of them have a tendency to identify themselves with people around them but some of them do not have such a tendency. When the reason is asked, they claim that books, plays or films are fictional although some of them are based upon some experiences. In addition, they agree that since each person has a different experience it is not possible to identify oneself with others and they further explain the events are reflected by authors or directors so real life might be different from what is reflected. On the other hand, the ones who identify themselves with their learners

think that it is helpful to identify themselves with their learners since they might predict their learners' behaviour and understand what kind of a situation s/he has experienced and how s/he might react to situations. Additionally, it is possible to be aware of their learning strategies so that they can adjust their teaching strategies to convey the message. Therefore, identifying with learners is a leading factor during the teaching and learning process, which enhances classroom atmosphere. On the other hand, the ones who do not have a tendency to identify themselves with their learners explain that they try to perceive their viewpoints so they try to understand others' perceptions.

The opinions of the participants are provided in the excerpts below:

For example, I like knights- the Jedi- in the movie Star Wars and I mostly identify myself with them. In addition, to give a more extreme example, there are times in which I have thought how it would be if I were one of the well known serial killers. I do not have a tendency to identify myself with the ones around me because books are fictional but people are from the real world. Since books are fictional, they might not reflect real life truly although they are reflections of real life. Or in the case of books there is not a danger. However, to identify with a person changes from person to person and there are people that you can and you cannot identify yourself with. But I think identification is related to envying a person or feeling jealous so we do not identify ourselves with other people in real life. (Interviewee 3)

The more I observe, the deeper I go in the book. The events were really nice. What would I do and demand or how would she return thanks? It normally works out in that way. I don't feel like the character, rather I go into an event as a different character. But I do not have a tendency towards identification with those around me. But perhaps in the last 5-6 years it has been possible. It may be related to the age, you know when we were young, identification, imitation or taking others as an example were somehow much more. We would think of modeling some instructors, but now there aren't such thoughts. Instead of these, now I can develop empathy towards others. But thoughts such as: "I wish I were like that" are not there now. Perhaps that is because we are getting old. In other words, we have matured. I do not identify myself with my students. Not exactly; I mean I have empathy towards them. Especially, when I give assignments or when I request something, I put myself in their shoes. That means: "Can

a student do this? Has he or she got enough time or not?” Apart from these issues, I don’t identify myself with them. (Interviewee 4)

I frequently do this. Firstly, I analyze the characters in a movie or a book, I find a common point and to the end I decide the character with which I identify myself most. I generally identify myself with the characters in terms of the character’s point of view. I think I would do the same in that situation or I would feel the same towards the person as the character does. I mostly find similarities and differences in terms of emotional aspects. I usually identify myself with the people around me. I usually think that how they react to situations, what their hobbies are and sometimes I can draw conclusions as I can negotiate with that person because we have several common points. I do not identify myself with the learners as much as I do with the people around me. It may be because of the distance between me and the students or I assume I have another image in their minds. (Interviewee 5)

When I read a book, I generally put myself in that character’s place. For example I remember one book by Doğan Cüceloğlu, “İyi Düşün Doğru Karar Ver”. In the book, two people with whom you may come across in real life are in a dialogue. What I do is to put myself in that character’s place and identify myself with that person. Or in the series “Ekmek Teknesi”, there is the father. When I watch it, I experience putting myself in his position, adopting his sayings and using this in real life, and the advice in it influences me. I sometimes identify myself with people around me. She/he says what you have said, or behaves in your style; this is sometimes the case. For example, I identify myself with one of my colleagues whom I feel close to myself in terms of character. Her behavior, sayings, and background are quite similar. You see, I can predict her behavior beforehand; I can say what she might do, and she will do this and that in a certain situation. I sometimes identify myself with my students. For instance, there is a student in my current class, someone who has adaptation problems. Even though they have overcome the problems slightly, those problems persist. I’m a timid and reserved person. I don’t like talking too much. At least my school years were like this. Now I’m not this way anymore. As a teacher, you need to be the leader in the classroom; you need to have control over students. So, you can’t be like this anymore, but when I was a student, I was like this in my high school and especially university days. I have a student, who is in a similar situation. But this one is a bit more serious. I think their family is the reason. I therefore identify myself with this student. I can say: “I was like this once”. I haven’t spoken to them yet, as the problem no longer exists; however, I thought of speaking to them on this issue. I would tell them that I also had adaptation problems once, and by doing this I would motivate and support them positively, yet I haven’t done this because it is not necessary at the moment. I sometimes have such students. I can say: “Yes,

I was once like this student". Having such students is helpful for me to solve problems relating to perceiving that student's behavior, thus to support that student. Thinking about my past experiences, I try to be careful with my students. For example, in a role-play activity, I don't assign a task for that student initially, but rather I first assign some tasks to one or two students, then after making that student confident about the activity, I can lead them to act. This is because I was such a student. The first time I was supposed to do a certain task was a source of anxiety for me, and if the teacher wasn't careful enough, I would experience difficulties. I remember such an event in my prep class, when we were doing a role-play activity. It is a positive situation when I put myself in my student's place. I can anticipate what that student may feel or how they may react, and I believe this is good for my student. It is a positive thing that the class teacher is aware of this. (Interviewee 9)

4.9.2 Research Question 2

The second research question aimed to investigate the relationships among empathy-related constructs. It is found that all the constructs are related to each other but perceiving others' point of view and not being able to give immediate reaction upon facing an unexpected and difficult situation are negatively correlated. Therefore, in order to dig out the relation between these constructs interview questions 6, 7, 8, and 9 are asked.

The sixth question of the interview aimed to dig out whether English instructors think learners' personal backgrounds are important for them to perceive learners' point of view. The majority of the interviewees agreed that learners' backgrounds are highly important because of two factors which can be drawn from the responses given during the interviews. The factors can be divided into categories: to encourage learners to participate in the class and to be aware of their problems. Most of the English instructors believed that knowing learners' personal backgrounds is important in order to draw their attention in the class so that they can willingly participate in the activities. They usually agreed that it is significant to know their favourite free time activities. With the help of this information, they claimed that they can lead learners to activities held in the class by giving the examples based on their interests so that learners can internalize what is taught and this new knowledge might become their own belonging.

Furthermore, designing activities and materials helps English instructors appeal to their learners' interests, so their experiences become a part of the teaching and learning process. Being aware of learners' problems is also important so it is inevitable to know learners' personal background since learners might have some parental problems which might lead to lack of self-confidence or lack of communication. Therefore, in order to have a productive and effective communication in class, it is significant for English instructors to know their learners' backgrounds so that they can perceive their viewpoints. On the other hand, there are few instructors who do not have a tendency to investigate learners' personal background; however, they say that when they come across a problem, such as lack of motivation, they try to learn their learners' background in order to solve the problem.

The opinions of the participants are provided in the excerpts below:

I always ask questions about their background when I enter the classroom. I ask them to introduce themselves. For example, I always try to learn whether there are students who are interested in music, sports. I try to use them as examples. I regard the background of the students as materials and the students like this situation a lot. For example, giving an example about football and allowing the student interested in football to make comments, asking students about their favorite football teams. Such things really affect the students. They like to share and their participation increases this way. (Interviewee 1)

The students' background is important for me. Some students could have problems with their families. For instance once I had a student who was exposed to violence in the family or such situations as the divorce of the parents could lead to lack of self-confidence or lack of communication skills. These students could find it difficult to concentrate on the lesson and they could have certain attitudes in the class. It is useful to keep such points in mind because these problems could stem from the experiences students have had before. In addition, the structure of the family is important. That a child is from an extended family or a child has no siblings could influence the behavior displayed in the class. As a result, if you know about such conditions in advance, the attitudes towards them will be better. (Interviewee 2)

If they internalize learning, I need to know their personal backgrounds so that I can draw the students' attention into the activities and tasks by giving personal examples. If I know something about their lives, I use it in such a thorough way that learning is solidified. I would like everything I teach to become a part of their own knowledge. Consequently, I try to perceive events and learn from their viewpoints. (Interviewee 4)

What they did before, what type of a life they led, where they went, or what they are interested in, all of these concern me, because teaching while having their prior experiences helps me a lot. For example, if there are two scuba divers in my class and if I know this, I bring two diving photos to the class and start the lesson with these photos. This enables me to involve those two students in the lesson and to make students become aware of the fact that the teacher will talk about sports that day. I am especially meticulous in this point. You know, academic advisors fill in a form in our school. I take these forms quite seriously. When my class changes, I pay extra attention to the part in which students' hobbies are written in their forms. (Interviewee 10)

In class although everybody sits next to each other, they are all different and have different histories. In that very moment, the ideas in their heads, what they bring from their past, their conflicts and contradictions are different. That's why even if they stand alone without saying anything, they come to class with a totally different world in their head. Or they may have extreme reactions for various reasons. We can assess the student by taking into consideration their previous education style, family type, and the problems he or she is experiencing at the moment. (Interviewee 17)

The seventh question of the interview aimed to investigate whether English instructors give immediate reactions to unexpected situations in class. Almost all of the English instructors underlined that they can immediately react to the situation so they can handle it but later they want to discover the reason of the situation. One of the instructors admits that she is not able to give immediate reaction but after a few minutes' shock, she tries to handle the situation. The interviewees usually prefer to make the student feel calm and relaxed or they want the student to be out of class with a friend to feel comfortable and safe and later they tend to talk to the student who gives an unexpected reaction in the class and tries to dig out the causes of the reaction so as to prevent such a reaction in the future and resolve the learner's problem.

The opinions of the participants are provided in the excerpts below:

I do not take it personally. I have experienced such situations. One of my students cried. I had already been monitoring her reactions before she started crying. She was writing something to another person. Something happened, she felt bad. I told their friends to take her to the toilet to wash her face and help her to feel better. (Interviewee 1)

I have self-confidence about this. I can keep calm. I try to understand why the student is crying and I try to dissuade the other students from intervening because this leads to a complex situation so I immediately intervene, understand the reason for the crying and I allow them to go outside the classroom or I could talk to them by persuading the student. I find solutions this way. (Interviewee 2)

I immediately allow the student to go out and send him/her away from the other students. The fact that s/he is outside the class for 5 minutes does not give harm to the classroom dynamics nor is it an obstacle to learning. I enable the student to keep calm but if I cannot achieve this, I immediately ask for help from the professionals. Later, I try to analyze the reason of this situation because having an experience like this might mean that I will face it again. (Interviewee 3)

As I have mentioned in the previous example, I experience shock at first. I have experienced this several times. Afterwards, once the shock is over, I ask for the reasons for the situation, I talk to the student, if they do not want to talk to me I direct them to counselors or psychologists and I prefer to learn the reasons for the situation and to talk about the solutions to overcome the problem. (Interviewee 5)

I try to be calm because there is chaos and there is a student who has a serious problem. If you lose your nerve as well, it will not be effective. It does not matter how much you get angry. Hence, patience is the most important aspect of being a teacher. We should wait for the student to calm down and then we should try to understand the reason why s/he shouted. For instance, the student could have got angry with his or her family or friends so they could have reacted to you in the class. They could be troubled. In this situation, if you tell the student to be quiet in the class, a normal reaction of the teacher, s/he could burst into tears because of the other problems. To enable the student to feel better we can tell him or her to wash his or her face. S/he might not want to share this with other students so I think it could be a better solution to talk to him/her after the lesson or outside. (Interviewee 6)

It is not right to disregard the situation and go on with the lesson. I could firstly go to the student and ask the reason why s/he is crying. Then, I could allow the student to go out to wash her or his face alone or with a friend. Or I could take the student out and after talking with him/her for a short time I could possibly tell him/her not to attend the lesson if s/he does not feel well by explaining that we could talk about the situation later. I could ask a psychologist for help but I cannot ignore this situation and go on. (Interviewee 8)

The eighth question of the interview aimed to dig out how instructors react when they face an unexpected situation in class. According to their responses during the interview, almost all of them agree that they give an immediate reaction to the situation and as for this question they give responses such as calling a person from administration or health personnel, warning the other students in the class not to be too close to the learner who has fainted, and calling their parents after first aid. All the instructors give immediate reaction to the situation and find solutions. One of the instructors claimed that she had experienced such a situation and firstly she got shocked in a few minutes and did not know what to do but later she tried to get the student who fainted out of class and called the health personnel.

The opinions of the participants are provided in the excerpts below:

I immediately stop the lesson. I help him/her by using cologne. I call an ambulance and I immediately inform the administration of the situation. (Interviewee 1)

Firstly, I tell the other students to move away from that student. I try to understand whether the student really fainted because once I had a student who pretended to have fainted in order to attract attention so I am in doubt when I see a student that has fainted. I check the eyelids of the student and try to learn the truth. Then, I inform the administration or call an ambulance. (Interviewee 2)

I experienced another shock, I could not decide what to do because I do not know anything about health issues. I find it difficult to decide what to do, I am afraid of making a mistake. So, I went over to the student and tried to take him/her out at first and then I called the nurse. I try not to act

on my own as I am afraid of doing something wrong. So, I was astonished and in shock at first and later I did not know what to do. (Interviewee 5)

I firstly warn the other students not to panic because in such a situation they will gather together around the student who has fainted. Afterwards, I try to help the student by sending one of the students in the class to bring cologne or another thing but I do not want to leave the classroom alone so I tell one of the students to inform the administration and I try to do what is necessary. (Interviewee 8)

The ninth question of the interview aimed to investigate whether the English instructors can give reactions upon facing a difficult situation in the class. The responses of the instructors revealed that all the interviewees agreed that they try to make each party negotiate. Most of the interviewees claimed that they learn the reason for the argument. Some of them claimed that they warn the learners having an argument but if the learners still go on arguing, they might ask the learners to go out. Many of the interviewees agreed that one of the learners having an argument can be asked for going out of class. Some of the interviewees said that they would inform the administration about the situation.

The excerpts from the interviews are provided below:

I get angry and tell them to take their seats. If they still go on quarrelling, I expel them from the class. At the end of the lesson, I ask them about the reason for their quarrel. I do not ask this at the time of the quarrel since the situation becomes worse by doing so. I ask the other students in the classroom first since I want the quarrelling students to calm down. I cannot ignore this situation and I try to understand it. (Interviewee 1)

Frankly, I don't remember well if I have experienced a fight before, but sometimes we have slight quarrels. I make those two people stay silently at first. I send one of them outside, if this is necessary, so that they do not stay in the same place and that they recollect themselves for a few minutes. Yet I've never seen a real fight before in class. There were just quarrels, and I silenced the students using my authority and tried to solve the problem by individual conversations. In individual conversations, of course, I mainly focused on the source of the problem. I tried to

understand what the disagreement among them was. After the event, I reached a solution, at least partially. Apparently, it is not easy to make two people who don't like each other at all reach a compromise in a short time. Even in developed countries, or among relatives this is not a simple case; thus, making two people, who are total strangers, feel close to one another is rather difficult. However, there were no other problems since we established a good class atmosphere afterwards. (Interviewee 9)

4.9.3 Research Question 3

The third research question of the current study aimed to investigate the relationship among empathy-related constructs according to demographic characteristics. According to statistical analysis, there is a significantly negative correlation between the instructors who have a BA degree and an MA degree in terms of their perspective taking and personal distress. Therefore, in order to dig out the reasons of this result, interview questions 10 and 11 were asked.

The tenth question of the interview aimed to look through whether instructors who have completed an MA degree are easily able to perceive others' points of view. Most of the interviewees agreed that having an MA degree might have an influence on perceiving others' points of view but they also underlined that personality traits are highly significant. Many of the interviewees highlighted that the department they attend during MA is also important. The ones who do not think that having an MA degree is not a significant aspect in adopting perspective claimed that personality traits are essential components in order to perceive others' viewpoints. They also claimed that being tolerant, open-minded and interested in others' problems are highly important so as to perceive their viewpoints. Additionally, the ones who agreed that an MA degree might have an influence on perceiving others' points of view claimed that instructors' having an MA degree can improve themselves with regard to perceiving viewpoints as they believe that an MA programme gives an opportunity to individuals because the courses taken during the programme require them to understand others' points of view by searching and reading various articles, interacting with professors so instructors holding an MA degree improve themselves during the process. Some

of the instructors who believe in the importance of an MA programme to perceive others' points of view easily underlined that an individual holding an MA degree has much more responsibilities than the other ones so they might be more mature. Additionally, they do a lot of research and they analyze articles by reading between the lines and in a detailed way. Some of the instructors said that they are graduates of Literature Departments so they can easily perceive others' viewpoints since they are taught how to understand different characters in a novel. Some of the instructors claimed that family education and experience are also significant. Some of the instructors who believe that having an MA degree is not important to perceive others' viewpoints claimed that empathy education should be provided to improve individuals' points of view. Few of the instructors claimed that the ones who have an MA degree should improve their higher-order thinking skills such as synthesizing and critical thinking in theory but they claimed that in practice it is questionable whether they have improved their higher-order thinking skills.

Most of the interviewees claimed that personality traits have a great significance in understanding others' viewpoints but they agreed that having an MA degree might be important to perceive easily others' points of view. Some of the instructors claimed that having an MA degree is important but they underlined that the field attended is a lot more important. So, most of the interviewees agreed that there is a relationship between the tendency of perspective-taking and holding an MA degree even though it is largely related to personality traits.

The excerpts from the interviews are provided below:

I did my master's in educational studies. I studied the theory of multiple intelligences and therefore, the different individual- student types. I am not a graduate of the education faculty. You learn more information when you do your master's. You gain knowledge during your BA studies but such information is traditional and it does not change much. However, when you are studying for an MA, you learn about recent developments and the instructors inform you about the latest research and expect you to produce new things. You write your thesis. MAs in other departments contribute to people but educational studies related to one's own field are more

effective. For example, a teacher of English who studies politics in their MA might be bored in class. That person might find teaching boring because of their interest in politics. Therefore, they might not be willing to understand anybody so I think MA studies in the department of education are more important. (Interviewee 1)

I cannot say whether the people who have done an MA think differently on this point as I do not have an MA degree. However, as far as I can see, they can look at events from different perspectives because of their education. I suppose that having more knowledge might make it easy to analyze an event deeply so they could look at events from others' perspectives as well. So, I think this is more related to one's personality traits not education. For instance, my mother is not a cultured person but she can empathize with a person well and understand the reasons underlying their attitudes. I sometimes realize that she can observe better than we do. Therefore, a person's personality traits and where they find themselves in life are important in this aspect. Hence, an MA could be effective but it is more related to the person themselves. This means that when you compare two instructors, one of whom holds an MA degree and one of whom does not, in terms of looking at events from other people's perspectives, an MA is not a prominent factor. (Interviewee 2)

I do not think that it is related to doing a BA, MA or a PhD, it is more personal. I do not think that during our studies we learned a subject to be practiced in real life. To me, it is something that could be possible by the help of books and/or personal development. (Interviewee 3)

It changes according to the person who has done the MA because I think this is something personal but in general terms we can make a generalization that people who have completed their MA studies have better points of view. They can analyze the events from more and different perspectives but not all - I want to underline this situation. We can learn more because of such education, we can see the events not from one perspective but from different angles and we are capable of inferring different ideas from one subject so I think people who have a BA degree and who have not done an MA could have different perspectives. The reasons of this difference might be several. Firstly, you have a lot of responsibilities and a lot to do and this sense of responsibility makes people mature. You do research, you are guided to different fields and therefore you get different results and benefits. In the lessons we generally study with professors and being taught by such experts contributes to this point. We can benefit from them both personally and in terms of the study we carry out. After some time, we start to perceive the points they even do not mention; that is to say, we start to look from wide perspectives so that

we start to read between the lines so we perceive things easily as if they were expressed in a very natural way. So, we can look at events differently from these instructors. They can make us feel this when they are reading a newspaper or watching a movie. (Interviewee 5)

I think it does not matter so much. I believe that an MA is not a solution. This is more related to a person's demands, personality and experience. If an instructor did an MA in their field, this could have an impact on their career. For instance, if they studied in the field of Psychology, their perspective would definitely change. (Interviewee 6)

If they have such lessons in their program, they could probably make different evaluations as they have gained insights into how to approach such situations. They could read and learn about various events and they could study cases and when they encounter similar situations they could think about acting in a similar manner. To some extent, yes. They can look at events from different perspectives but considering that people who have not done an MA have had an education and they have experienced a lot of things, I cannot say that this is only about an MA. It is more significant that a person has developed his or her skills and pushed their limits. Hence, it is directly related to the person. I think looking from other people's perspectives is related to our experiences, the events we have encountered and our personalities. (Interviewee 17)

The eleventh question of the interview aimed to examine the relationship between holding an MA degree and English instructors' perspective taking and personal distress. Many of the interviewees agreed that the person who can perceive others' viewpoint is usually relaxed and comfortable so it is possible for that person to understand what others think and how they feel. Therefore, with the help of an MA programme, individuals learn how to be patient and how to improve themselves; they can analyze the causes of events more easily and suggest a variety of ways to handle the problems. They added that they can combine their emotions with logic so they can perceive others' viewpoints. Therefore, the instructors who hold an MA degree can perceive others' points of view, which causes a decrease in their distress and anxiety level since they believe that they can handle the situation if they face such an event because they will be able to see how others handle the situation and find out different ways to overcome the problem. On the other hand, some of the instructors claimed that

they might become much more stressful, anxious and tense when they perceive others' viewpoints when they are in a difficult situation since they start to focus on what they might feel in such a situation and what they could do if they faced a situation like the one they have observed. Additionally, few of the interviewees claimed that their anxiety and distress increase upon witnessing others' difficulties because they are aware of the real circumstances of the situation so they worry about the possibility of experiencing such a difficulty. Some of the interviewees were not sure about whether taking others' perspectives leads to a decrease in the feeling of distress and anxiety. Therefore, they claimed that a decrease in the feeling of distress and anxiety depends on the situation.

Some of the interviewees agree with the fact that if the instructors who hold an MA degree perceive others' points of view, this leads to a decrease in the feeling of anxiety and distress. Some of the interviewees claimed that the feeling of anxiety and distress increases when/if the instructors who hold an MA degree perceive others' points of view due to the possibility of experiencing such a situation. Some of them do not give a certain response regarding whether the English instructors' perspective-taking tendencies lead to a decrease in the feeling of anxiety and distress.

The opinions of interviewees are as follows:

... Since you put yourself in the other person's place, there will be more anxiety in both me and you about such an event. However, your style of addressing the other person shouldn't be like this. If we sympathize with that person by pitying them, or trying to share the pain through laments, as in weddings of older times, this will deepen their agony. If we adapt this to education, it is again wrong to approach a student who is in a bad situation by saying "Oh dear, what a pity!" You're the authority, and you are supposed to give more constructive advice to them by showing the real side of life. It is the same for death. If you go to the family of a fallen soldier or someone who has lost their relative and say: "What a pity, oh dear, why did this happen?" this is also wrong. You experience this: "What a pity, oh dear" situation in yourself and this increases your anxiety. For example, swine flu is on the agenda nowadays. I have nephews and nieces and my mother suffers from asthma. I first think about your nephew or niece and your mother when I hear about the swine flu,

and I feel more and more anxious. However, you should say something that will comfort and motivate the person with flu, instead of saying “What a pity, oh dear, why did this happen?”. However, you experience this in yourself and your level of anxiety raises instead of decreasing. (Interviewee 9)

This situation depends on what kind of degree you have. If you have an MA degree in Psychology, it might become possible to decrease the level of their own anxiety when others face difficulties, when they perceive others’ points of view. However, if you have an MA in Physics or Molecular Biology, what kind contribution does it have? That is to say, you have only deep knowledge in that area. On the other hand, if you are talking about an MA in ELT or something related to education, it certainly contributes to individuals in terms of this aspect because it is related to education and individuals. The more knowledge you have, the more contributions you make. (Interviewee 19)

4.9.4 Research Question 4

The fourth research question of the current study aimed to examine whether the score of empathy-related constructs change according to the English instructors’ demographic features. For this purpose, interview questions 12, 13, and 14 were asked.

The twelfth question of the interview aimed to examine whether there is a difference between male and female English instructors in terms of empathy-related constructs. Most of the interviewees agreed that female English instructors have more tendency of perspective-taking than males. They also underlined that the reason for this is the fact that they try to understand their learners so they have a tendency to learn their students’ background and they are willing to be aware of their problems and try to figure out solutions. They have motherly tendencies, and they are patient and flexible. On the other hand, most of the instructors claimed that male English instructors have a tendency to be strict in the class believing that they should be authoritative. As for the feeling experienced upon seeing someone in a difficult situation, most of the interviewees claimed that female English instructors are a bit more sensitive to such people in a difficult situation. On the other hand, there are a few instructors who claimed that there is no gender

difference between English instructors in terms of the feeling that is experienced upon seeing someone in a difficult situation but they believe that the reflection of their feelings is different. They also claimed that female English instructors have a willingness to help the person in a difficult situation. As for identifying oneself with characters in a book, play or movie, most of the interviewees claimed that female English instructors tend more to identify themselves with the characters. Few of the interviewees agreed that there is no difference between female and male English instructors in terms of identifying themselves with characters in a book, play or movie. Almost all of the English instructors claimed that not knowing what to do in a difficult situation differs in male and female English instructors. They underlined that male English instructors are much more logical and stronger and they give an immediate decision and figure out solutions since they are usually calm; on the other hand, they claimed that female English instructors are usually panic so they are not able to decide what to do in a difficult situation immediately. Few of the instructors argued that there is no difference between female and male English instructors in terms of the constructs which constitute empathy.

The opinions of the participants are provided in the excerpts below:

Because of men's and women's different characteristics, female instructors tend more to interact with the students, wish to learn about the background of students, try to understand them better and be interested in students' problems. On the other hand, I suppose that male instructors have a tendency not to be concerned about understanding their students, they do not find solutions to their problems, or empathize with them. So I think that men and women differ in terms of these four aspects, namely, adopting the perspective of others, empathizing with the ones in trouble, identifying with the others and not knowing how to act in unexpected situations. I think women are more sensitive and they adopt another person's perspective more. Additionally, I believe that since women are more sensitive, they can feel much more emotional upon seeing someone in trouble. I think the approach of men and women watching the same movie could differ. I have observed this in different places. While a woman says she identifies herself with a character, and she would act similarly, a man expresses that he does not care about identification. I

think women are different in terms of this point because I have not seen a lot of men who identify themselves with characters. On the other hand, in unexpected situations, it is generally women who are shocked, astonished and who are in panic. I think that since men are cool in such situations they can decide and act immediately. (Interviewee 5)

Women may be more emotional or develop empathy more with respect to their attitudes. It is like this at present. For example, when I need something, when I am in a difficult situation, those are usually my female friends who care for me and who try to lower my anxiety. But my male friends approach the same situation just saying “Never mind, take it easy” without looking at the event from my perspective and taking my problem into consideration. I think there is difference between each approach. Thus women are luckier and more successful in noticing the viewpoint of the other person. Female instructors are again better at developing empathy towards a person in a difficult situation. But I also think about myself. Perhaps I, as a male instructor, feel the same feelings of pity and uneasiness as women instructors feel when I see someone in a difficult situation. Here I don’t make a generalization. Most female instructors can look at events from other people’s points of view, but fewer male instructors can do this. There is a difference but I can’t put this as all of them or none of them. (Interviewee 10)

The thirteenth question of the interview aimed at finding out whether the instructors thought they are more effective in adopting the perspectives of others compared to their first year in the profession. The answers of the instructors revealed that all of them believed that there is a difference between their past and present in terms of perceiving others’ points of view.

The interview responses showed that the majority of the interviewees focused on the importance of experience in looking at events from the perspectives of other people, especially the students. According to the answers of the instructors, this situation results from the fact that as they become more experienced, they do not have the idea that an instructor should be the authority in the classroom by setting rules to be strictly obeyed and s/he should refuse all the suggestions and ideas of the learners. As the time goes by, the instructors could learn how to motivate their learners by enabling them to feel that the English instructors perceive their students’ points of view by empathising with them.

The instructors participating in the study also stated that trying to learn about the background of the students and understanding the underlying reasons of a situation are important in looking at events from learners' perspectives.

In addition, realizing that each individual and, therefore, each student is different enables the instructors to adopt the learners' perspectives in a more efficient way. Therefore, the instructors who have worked in various institutions with students having different backgrounds and individual characteristics can see the events from different dimensions through experience. The instructors also expressed that experiencing different problems in their classes and encountering unexpected results have an impact of evaluating events from different perspectives.

The excerpts revealing interviewees' opinions are provided below:

At first I was centered upon myself. I was constantly thinking about what I would do. Now, my focus has shifted from myself to the students. I can more effectively monitor and build expectations about what they do. When a teacher is inexperienced, they do not know how to react and cannot have a full understanding of the students. They do not know about the types of the students. The important point is experience. (Interviewee 1)

You learn how to be an instructor while you are teaching. Each and every year you learn a different thing. Now when I remember my past, I say "Oh my God, what did I do?" First of all, I was extremely aggressive. I mean, I had some principles and I wanted them to be obeyed clearly. By no means, I could be tolerant when it came to my principles. Now, I can see a situation from students' eyes. As I answered before, I think about whether a student can do this assignment or not, or how it could be better, or whether they can understand it or not. Now I am concerned with my students' backgrounds, but in the past I wasn't concerned with them. These are some qualities that have improved over the years. I mean, I have learnt to accept them as an individual together with their strong and weak sides. Not every student has to achieve everything at the same level. Every one of them grasps things in a different way, and it took me some time to realise this. I think it is related to experience and age factor. You get more mature. That's when something is wrong during the class, you begin to apply B plan instead of getting angry. Because, you already have a B plan from your past experiences. You even have a C plan. But, at first you enter the class with only an A plan, and when it doesn't work out, you may go

mad. After that B appears and by chance C may be available. I don't know whether I will have D or E plans in the years to come. I can apply three or four different plans. (Interviewee 4)

Education does not matter so much but experience is important. Students can understand you better because of their previous experiences or they cannot fully understand what you say. There could be misunderstandings as well. This is also true for the instructors. The longer time you spend with your students, the more sharing you have and the more situations you encounter, the easier it becomes to adopt their perspective. In the first years of teaching, students always see you as a role model and therefore you do not focus on differences. That is to say, you treat each student in the same manner. You suppose that all the students understand what you say in the same way and you expect all of them to react similarly. However, as time goes by, you realize that this is not the case so you start to focus on situations by considering individual differences. You change your point of view in that you think of your students individually: "Student A can understand the subject if I explain it his way, "Student B can understand if I explain it twice". I do not think it is related to age because as I always say there is a proverb in Turkish which focuses on the point that mind does not necessarily mature as one ages. For instance, a person could be young but they can analyze events effectively however, there could be a very old person who cannot. Besides, I do not think that this situation is directly related to one's education. For example, sometimes a child at the age of 5-6 can evaluate events in a better light than a person at the age of 80. (Interviewee 8)

Education and experience help individuals to perceive others' points of view. I met lots of people, I communicate with many people, I read many things and I watch a lot of movies. Therefore, I have lived and experienced a lot. Additionally, I come across many more students, of course. It seems to me that I know what they are thinking. I think experience is not in parallel with age. That is, an individual might get to a point in seven years, while another might reach that level in 3 years. Experience is a prominent aspect in life. There are some English teachers who have 20 years of teaching experience but they have the relationships of teachers who have three years of teaching experience. So, experience has more influence than age while perceiving others' points of view. Also willingness is an indispensable component in order to perceive others' points of view. I think you are taught to empathize with individuals but you choose whether to empathize or not. Life also teaches you but you choose. Although some teachers have 20 years of experience, they do not know their learners' names. (Interviewee 18)

The fourteenth question of the interview aimed to dig out whether the instructors thought there is a difference in their feelings towards a person in trouble comparing their first year in the profession to the present time. The responses of the instructors indicated that the majority of the interviewees considered that there is no difference in their feelings in terms of the year they started teaching to the present. On the other hand, some of them expressed that they experienced a change over time.

When the answers of the instructors to this question were analyzed, it was realized that some of the instructors focused on the point that age is an important factor in the change related to feelings towards people in a difficult situation. Some of these instructors highlighted that experience and age are both significant in the change in people's feelings towards the others in trouble. They explained that they reacted in different ways, they had a more constructivist, controlled and sensitive manner as time went by. Few of the instructors expressed that they were more effective in finding various solutions to problems through age. Besides, one of them clarified that a person's personality traits and conditions of a person are important in feelings towards others accompanying age.

On the other hand, some of the instructors expressed that age is not important in people's changing attitudes towards people in trouble. Few of them focused on the idea that this situation is related to experience rather than age. In addition, one of them reported that personality traits are significant at this point.

When the other instructors' views were considered, it was seen that some of them highlighted that their feelings have not changed but their ability to solve a problem has increased over time. One of the instructors stated that personal development rather than professional development is significant in terms of the change experienced. In addition, although the feelings are the same the way of expressing them differ as time goes by. Finally, one instructor focused on the differences in terms of reacting to people.

The excerpts from the interviewees are provided as follows:

At first I could not understand why they were in trouble. Now, I can easily realize whether they are in trouble or not. For instance, I can look at a student's face and understand that there is a problem. Upon realizing this, I ask for the reason. In the past I reacted against the students without understanding the underlying reason because of being inexperienced. Now I am more comfortable. In the beginning, teachers are perfectionists and they want their students to listen to them attentively. However, as the time goes by, we are aware of the fact that this is not something possible. I empathize with my students. They have 6 hours a day. Once I attended a course and I sat for 6 hours. I almost fell asleep during the last lesson. Therefore, in my classes I use activities. I try to be as flexible as possible. The important point is to get benefit from the lesson by both having an enjoyable time and teaching something. Now I can interact better with my students. In the past, I could not maintain interactions in the classroom. Now we have fun and the lessons are not boring. In the past, I felt so responsible that I continuously taught for 6 hours but now I find this nonsense. Now we play games. I prepare materials. I am only a guide for them. They are university students and they should take responsibility for themselves. On the other hand, I am aware of individual differences, they do not study in the same way. (Interviewee 1)

There aren't any differences when it comes to my feelings, but there may be some distinctions about my evaluating the subject. In other words, I used to feel sorry when I saw someone and I still feel it. However, I only felt sorry, but now I look for various solutions for them. What can they do? What can I do to support them? Now I think of these questions. Beforehand, we would sit and say "What a pity", and we would forget it in a short time. But now, I don't know the reason, as I said we are getting mature. I don't say we are getting old. I see, I feel sorry but also I look for solutions. I think I can approach the events in a more analytical way. I believe that everything has certainly got a solution. I am searching whether I play a role in this or not. (Interviewee 4)

4.10 Discussion of the Results of the Interviews

As for the first question of the interview, most of the interviewees claimed that they always perceive events from others' points of view and some of them claimed that they usually adopt perspectives of others, and a few of them claimed that they sometimes adopt others' viewpoints. Therefore, almost all the interviewees claimed that they have a tendency to perceive others' points of view.

Additionally, the second interview question aimed to highlight whether the instructors think that the ability of perspective taking assists in interpersonal functioning.

The second question of the interview aimed to examine whether there is a relationship between adopting perspectives of others and interpersonal functioning. Almost all of the interviewees claimed that adopting perspective of others leads to an effective communication.

The third question of the interview aimed to examine the feeling that the English instructors have upon seeing someone in a bad and severe condition and the reason for such a feeling. All of the interviewees feel sorry for those who are in a bad and severe condition. They also tend to help those people if they can. The reasons for such a feeling might stem from the experiences that individuals have, the fear of the possibility to experience such a severe situation, internal feelings impossible to control, anxiety, personality traits, pity, pangs of conscience, religious affiliation and upbringing.

As for the fourth question of the interview, some of the interviewees are not able to give immediate reactions upon facing an unexpected situation and they underlined that they take a few minutes to think the reasons of the situations and appropriate solutions to it. Some of them claimed that they can give immediate reactions to the situation but a few of them claimed that they might give an excessive or inappropriate reactions to the situation and they highlight the point that they might apologise for the reaction when they are aware of giving an excessive one.

The fifth question of the interview aimed to examine whether the English instructors have a tendency to identify themselves with the characters in a play, novel, or a movie. The majority of the interviewees claimed that they tend to identify themselves with the fictional characters.

The interview questions 6,7,8, and 9 aimed to examine the relationship between adopting perspectives of others and not being able to give an immediate reaction to unexpected situations due to the feeling of anxiety and distress. The sixth question of the interview aimed to examine whether the English instructors

take care of their learners' personal backgrounds in order to perceive their viewpoints. The majority of the interviewees claimed that it is important to know their learners' background in order to adopt their points of view and few of them claimed that they search for learners' background upon facing a problem. So, it can be concluded that the English instructors tend to adopt perspectives of their learners. The interview questions 7, 8 and 9 aimed to examine whether the English instructors are able to give an immediate reaction upon facing an unexpected situation. All the responses given to these questions revealed that almost all the English instructors can give an immediate reaction upon facing an unexpected situation. Consequently, it can be said that they can handle unexpected and difficult situations in class.

The interview question 10 aimed to examine the relationship between holding an MA and adopting perspectives of others and the 11th question of the interview aimed to examine the relationship between the English instructors', who hold an MA degree, adopting perspectives of others and the feeling of distress and anxiety due to the fact that they witness others' problems since there is a possibility of having such problems. As for the tenth question of the interview, majority of the interviewees agreed that English instructors who have an MA degree are easily able to perceive others' points of view and they also underlined the significance of personal traits. On the other hand, as for the eleventh question of the interview, some of the participants claimed that there is a decrease in the feeling of distress and anxiety and some of them underlined that there is an increase in the feeling of anxiety and distress upon witnessing others' problems.

The twelfth interview question aimed to examine whether the English instructors differ in gender in terms of empathy-related constructs. A few of the interviewees claimed that there is no difference in gender with regard to these constructs and the majority of the interviewees claimed that there is a difference between male and female English instructors in terms of empathy-related constructs and they claimed that female English instructors are usually tend more to adopt others' points of view, to feel compassion, warmth, and concern for others who are in severe conditions, to identify with the fictitious characters in a

novel, play or movie, and to have personal feeling of anxiety and discomfort upon witnessing others' negative experiences.

The interview question 13 aimed to examine whether the English instructors think that they are better at adopting others' viewpoints when comparing the year they start teaching to the present. All of the interviewees claimed that they are better at perceiving others' points of view. They usually claim that through experience they gain perspective taking tendencies. Few of them claimed that age has no effective role in adopting perspectives of others.

The last question of the interview aimed to examine whether there is a difference between the year the English instructors started their profession and recent years in terms of the feeling that they have when they see someone in a bad and severe condition. Some of the participants claimed that there is no difference in the feeling they have upon witnessing someone in a worse and more severe condition than they are and some of the participants claimed that there is a difference between the first years in the profession and the present with regard to the feeling they have upon seeing some in a more severe and worse condition than they are. Besides the feeling they have, the interviewees emphasized that the way they approach these people has changed through experience.

4.11 Results and Discussion

The fourteen questions in the semi-structured interview aimed at finding more answers to the research questions of the present study with the help of qualitative data. The four research questions aimed at digging out the relationship among empathy-related constructs according to demographic features such as age, gender, experience, and educational background.

The first research question aimed to examine the perceived score of empathy-related constructs of English instructors. The data gathered via the questionnaire (IRI- Interpersonal Reactivity Index) revealed that empathic concern has the highest mean score among the empathy-related constructs and personal distress has the lowest one (empathic concern, perspective taking, fantasy, and personal distress; 74%, 69%, 59%, 45%, respectively). The responses

obtained through the interview support the data gathered from the questionnaire. Throughout the interviews, the participants revealed that they tend to adopt others' points of view and to feel compassion, warmth and concern for ones who are in severe conditions. Additionally, their tendencies of personal distress are low, which reveals that they know what to do upon facing unexpected situations in their classes. Consequently, the English instructors have higher tendencies to adopt others' points of view and to feel compassion, warmth and concern for others when they face someone in bad conditions and their tendency of personal feelings and anxiety upon witnessing someone in a difficult situation is low. This shows that English instructors have good interpersonal functioning. Additionally, the interviewees agreed with the fact that perceiving others' points of view helps individuals to have good communication skills and plays a highly significant role in communication. In addition, some of the participants underlined, perceiving one's point of view should be reciprocal, namely, all the participants in communication should have a tendency to perceive each other's viewpoints.

Additionally, the second interview question was asked to examine the relation between perspective taking and interpersonal functioning. Almost all the participants claimed that adopting the viewpoint of others plays an effective role in communication to handle conflict situations in a constructive manner.

The second research question of the current study aimed to examine the relationship among empathy-related constructs. It is revealed that almost all the constructs are related to each other in a positive way but two of the constructs, perspective taking and personal distress, are negatively correlated. According to interview responses, almost all the English instructors have a tendency towards perspective taking (Interview questions 6,7,8, and 9) and they also tend to give an immediate reaction, which might show that they know what to do under conflict situations. So, the English instructors might not feel personal feelings of anxiety and uneasiness upon witnessing others' negative experiences when they adopt others' points of view.

The third research question of the present study aimed to examine the relationship among empathy-related constructs according to demographic

characteristics. The data obtained through Interpersonal Reactivity Index (IRI) showed that almost all the constructs and demographic features are related to each other but there is a significant negative correlation between the MA degree and the English instructors' perspective taking and personal distress. So, interview questions 10 and 11 were asked to examine this finding. According to the responses obtained, the majority of the interviewees agreed that instructors who hold an MA degree can easily adopt perspectives of others and they also underlined that personality traits are significant. Being tolerant, open-minded and interested in others' problems are considered to be significant in order to perceive others' points of view. Besides personality traits, the majority of the interviewees thought that having an MA degree might help individuals to perceive others' points of view since they believe that an MA programme provides an opportunity to individuals since the courses during the programme necessitate them to perceive others' points of view by reading and searching articles, interacting with professors. Additionally, the instructors holding an MA are claimed to be more mature since they need to take more responsibilities. Therefore, perceiving others' points of view might be associated with personality traits and having an MA degree might provide individuals with opportunities to perceive others' viewpoints.

The eleventh interview question revealed that some of the interviewees claimed that taking perspective causes a decrease in the personal feelings of anxiety and distress, and some of them claimed that taking perspective causes an increase in the personal feeling of anxiety and distress. Additionally, some of the interviewees claimed that taking perspective might cause a decrease or an increase in the personal feeling of anxiety and distress, which depends on the situation. The instructors who agree with the fact that those having an MA degree tend to perceive others' points of view, which leads to a decrease in the personal feelings of anxiety and discomfort, gain certain characteristics through their education, which leads them to improve their critical thinking skills. This gives individuals clues regarding how to handle such situations, which leads to a decrease in the personal feeling of discomfort and anxiety.

The fourth research question of the present study aimed to examine whether the score of empathy-related constructs change according to the English instructors' demographic features. According to the statistical data, no difference in gender was found. Considering interview responses, few of the interviewees claimed that there is no gender difference in terms of empathy-related constructs and the majority of the interviewees claimed that male and female instructors differ with regard to empathy-related constructs. Additionally, the statistical findings revealed that the instructors who are above 30 years have higher empathic concern and perspective taking tendencies compared to the ones who are in 25-30 years of age range. Besides, there is a significant difference between the instructors who have 0-10 years of teaching experience and the ones who have more than 10 years of teaching experience in terms of perspective taking and empathic concern. According to the results, the instructors who have more than 10 years of teaching experience have higher empathic concern and perspective taking tendencies compared to the ones who have 0-10 years of teaching experience. Therefore, interview question 13 was asked to dig out the finding. According to the interview responses, experience has an influential factor to adopt others' points of view since all the interviewees claimed that they are better at perceiving others' viewpoints when comparing the year they started teaching to the present. As for empathic concern, some of the interviewees claimed that there is no difference between the year they started their profession and recent years in terms of the feeling they have when they see someone who is in a worse and more severe condition than they are. Additionally, some of the interviewees claimed that there is a change over time, particularly in the way they handle situations. Most of the interviewees claimed that age and experience are important factors in the change related to feelings towards people in a difficult situation and the way they handle the situation and help these people. Table 4.38 summarizes the findings of the quantitative and the qualitative data.

Table 4.37 Summary of the overall results

Research Question 1	
What is the perceived score of empathy-related constructs of English instructors at preparatory school of Atılım University?	
Results of the Questionnaire	Results of the Interviews
Empathic Concern (EC) 74 % Perspective Taking (PT) 69% Fantasy Scale (FS) 59% Personal Distress (PD) 45%	PT: essential component, negotiation, awareness of reasons so that tolerance and mutual understanding can be possible EC: feeling sorry for the people in need and help FS: identifying with fictitious characters, sometimes with people around and sometimes with students PD: first shock not knowing what to do, a few minutes to think for the best solution

Research Question 2	
Is there any relationship among the empathy-related constructs?	
Results of the Questionnaire	Results of the Interviews
Almost all the constructs are related with each other positively but Perspective taking and Personal distress are negatively correlated.	Personal backgrounds of learners are significant for instructors due to the fact that they need to encourage their learners to take part in the class and be aware of their problems so that they can perceive their learners' points of view. The personal discomfort and anxiety is low so perspective taking and personal distress are negatively correlated.

Research Question 3	
<p>Is there any relationship among empathy-related constructs according to demographic characteristics?</p> <p style="padding-left: 40px;">Is there any relationship among empathy-related constructs according to gender?</p> <p style="padding-left: 40px;">Is there any relationship among empathy-related constructs according to educational background?</p> <p style="padding-left: 40px;">Is there any relationship among empathy-related constructs according to age?</p> <p style="padding-left: 40px;">Is there any relationship among empathy-related constructs according to experience?</p>	
Results of the Questionnaire	Results of the Interviews
<p>The tendency of perspective taking and personal distress of English instructors holding an MA degree is negatively and significantly correlated.</p>	<p>Personality traits</p> <p>MA might provide individuals with opportunities to improve their perception of others' points of view.</p> <p>The ones holding an MA might not feel personal anxiety and discomfort upon seeing someone in severe conditions</p>

Research Question 4	
Does the score of empathy-related constructs change according to English instructors' gender, educational background, age and experience?	
Results of the Questionnaire	Results of the Interviews
<p>No gender difference</p> <p>No educational background difference</p> <p>25-30 years of age group x 30 + age: significant difference; EC & PT</p> <p>0-10 years of experience & 10 + : significant difference ; EC & PT</p>	<p>Females: patient, flexible, have motherly tendencies (PT); sensitive (EC)</p> <p>Males: logical, stronger and calm; so they immediately react in the face of problems (PD)</p> <p>The more experienced, the more tendencies to perceive others' points of view (PT); the feeling of compassion, warmth, and concern the same but the way they handle the situation is different</p> <p>Personality traits and personal development</p>

CHAPTER 5

CONCLUSION

5.0 Presentation

This chapter presents the summary of the study, discussion of the findings, pedagogical implications and recommendation for further research. The main purpose of the study was to examine the relationship between empathy-related constructs and demographic features of English instructors employed at Atilim University Preparatory School. This section provides discussion based on the findings of the study. In the light of the research questions given in the previous chapter, the results are summarized below. It starts with the comments on the findings regarding empathy-related constructs and continues with comments regarding different factors influencing empathy-related constructs of English instructors with different characteristics such as age, gender, educational background and experience. Additionally, this part evaluates the findings of the current study in the light of previous research. This section, finally, ends with general explanations considering the findings and comments on how to train English instructors so that they can become effective teachers who are able to manage conflict situations in a constructive way and use effective communication skills by empathizing with their learners so that they can easily empower their learners in terms of conflict management strategies, effective communication skills and empathy.

5.1 Summary of the Study

This study aimed to examine the relationship between empathy-related constructs and certain demographic features (age, gender, experience, and educational background). Two scales were used for the study. The first scale, called “Interpersonal Reactivity Index” designed by Davis (1980), has 28 items in total which constitute four scales, each of which taps into different dimensions of

empathy and a demographic inventory. The items in the questionnaire have been checked with 12 English instructors from different universities in Ankara to make sure whether the items are completely understood. At the end of this study, since there were no ambiguous items identified, the tool was utilized for the main study.

A semi-structured interview was developed by the researcher as the second scale. The interview questions were based upon literature review and a preliminary interview with a group of English instructors.

The sample size of the research was 90 English instructors working at the English preparatory school of Atılım University in Ankara. The quantitative data were obtained through the questionnaire and fostered and broadened with qualitative data obtained from the open-ended questions in the interviews. 19 English instructors took part in the interviews. These 19 interviewees were chosen among the 90 participants as the representative group considering the features of gender, age, educational background, and teaching experience in the institution. The interviews were semi-structured and 14 main questions were asked to the participants. The interview sessions were in the mother tongue of the participants. So as to analyze quantitative data, SPSS 15.0 (Statistical Package of Social Sciences) was used. Qualitative data were analyzed through content analysis. Then the findings were interpreted and presented in accordance with this classification.

5.2 Discussion

According to the quantitative results of the study, empathic concern and perspective taking tendencies of the English instructors have the highest mean score and their personal distress score has the lowest one; 74%, 69% and 45%, respectively. The data gathered through interviews revealed that the interviewees have a tendency to adopt others' points of view and they are aware of the importance in perceiving their learners' viewpoints throughout the learning and teaching process so that they can understand their learners better and they can easily resolve conflict situations by approaching the situation considering their

learners' backgrounds. Additionally, they feel sorry when they encounter someone in a harsh and difficult situation and they all tend to help the person in a difficult situation if they have a chance to do so. Moreover, most of the interviewees have a tendency in giving no reaction upon experiencing a situation unexpected but the reason they do not give any reaction is the fact that they are thinking of reasons for and appropriate solutions to the situation so they take a few minutes to think the best solutions to the situation; it is not for the fact that they do not know what to do or how to react to the situation. They also claimed that especially in the classroom they should react to conflict situations that arise as immediately as possible since they need to manage the class and control the situation. Consequently, it can be underlined that the English instructors at Atılım University Preparatory School have high tendencies in perspective taking and empathic concern, whereas, they have low personal distress tendency. It leads to the point that they are adept at interpersonal functioning since Davis (1983) found that the perspective taking subscale was associated with the interpersonal functioning measures. Additionally, he indicated that individuals with high perspective taking were reported to have less social dysfunction and more social competence. Besides, Davis (1983) found that "individuals with high levels of empathic concern reported less loneliness and a lack of a particularly undesirable interpersonal style" (p.120). Besides, it is underlined that the individuals with higher levels of personal distress are related to higher levels of dysfunction and lower levels of social competence (Davis, 1983). Consequently, it might be concluded that the English instructors are adept at interpersonal functioning. In Webster's study (2008), nursing students are also found to be good at interpersonal functioning and unselfish concern for others since mean scores for these subscales are high both in pre-test and post-test and their mean score for personal distress is low. The importance of adopting others' perceptions is also underlined throughout interviews. Understanding others' points of view is emphasized as an essential component to have effective communication since it provides individuals with an opportunity to be aware of their perceptions by

listening to them in an empathic way so that the situation they have experienced can be easily understood and identified.

In the EFL setting, being good at interpersonal functioning and having effective communication skills are highly significant since language classes require communication and interaction. As Catt, Miller and Schallenkamp (2007) emphasize, in order to achieve some critical elements in learning such as rapport with learners and methods of delivering content material, it is essential for effective instructors to have good communication skills so that they can draw learners' attention to learning, which leads to desired learning outcomes. They suggest "action strategies" to teachers, which aim to help learners become successful in learning. "ACTION" stands for being 'Alert' referring to the ability to identify inferences and meaning; 'Challenge' refers to how to motivate learners; 'Trust' refers to establishing mutual trust with learners, 'Interest' refers to revealing the excitement about the subject and learners, 'Open' refers to be willing to receive communication strategies, which keep learner attention, and 'Need' refers to assisting learners so that they can be aware of the significance of learning. Therefore, "[T]echniques that make learning enjoyable and help students see a broad need to learn are most effective" (Catt et al., 2007, p. 375). With the help of communication, conflict management can be achieved by developing an understanding of communication techniques and capability to put these techniques into practice (Borisoff & Victor, 1989). Leshnower (2008) emphasizes the point that good communication refers to open communication, which means that the flow of communication is through all directions. Therefore, asking questions, actively listening to group members, and using dialogue can be used to create open communication as Leshnower (2008) points out, so that effective communication can be established, which might lead to conflict resolution.

Additionally, almost all the constructs are found to be related to each other in a positive way but negative correlation was figured out between perspective taking and personal distress. That is to say, the more individuals adopt or perceive one's point of view, the less tendency to feel distress at misfortunes they have. The finding was in line with the results of Davis (1980) and D'orazio (2002).

Both found that people who try to adopt others' points of view have a tendency not to feel much distress at other's misfortunes. It is seen from the current study that the instructors tend to perceive others' points of view that might lead to a decrease in the anxiety level. The participants of the interview also revealed a tendency to perceive others' point of view and a decrease in their anxiety upon facing unexpected situations. They emphasized the significance of perceiving their learners' points of view so they said that they need to learn their learners' personal background, which helps them to understand their learners better so they can find as many solutions as possible to solve their problems. Therefore, understanding their learners might lead to a decrease in anxiety since the teacher might know the reasons for unexpected events happening in the class so they might find solutions immediately without feeling anxiety. Such a classroom atmosphere enhances learning. Gibb (1961) emphasizes the importance of supportive communication environments in which collaboration and mutual trust can be observed. Therefore, it becomes possible to resolve conflict situations in a constructive manner (cited in Borisoff & Victor, 1989) in such environments.

Another finding is that the English instructors who hold an MA degree are more capable of perceiving others' points of view, which leads them to have less anxiety upon facing a difficult or unexpected situation than the ones who have BA degree. That is to say, when English instructors completed an MA, their tendency to adopt others' points of view causes a decrease in their anxiety level. According to the interviewees, this mostly depends on personality traits of the instructors and they emphasize the point that MA programmes help individuals to improve their perception of others' points of view since throughout the programme individuals read a lot of articles and do research that lay the groundwork for empathic skills to take shape. Additionally, the ones who hold an MA degree tend to improve critical thinking skills and these skills might help them observe events in a broader aspect and in an objective way so they can take precautions if they experience conflict situations. They have a tendency to analyze the conflict situations and identify reasons so that effective solutions can be achieved in order

to handle such a situation they observe or experience. Moreover, they are aware of solutions to various problems so their anxiety level decreases.

Another aim of the current study was to examine whether English instructors differ in empathy-related constructs according to certain characteristics such as gender, age, educational background and experience. For the current study, no difference was found between male and female English instructors regarding empathy-related constructs. On the other hand, Davis (1980) found that women scored higher than men on all four scales of the IRI. Throughout the interviews, most of the participants claimed that male and female instructors differ in terms of these constructs. According to most of the interviewees, female English instructors have a tendency to perceive others' viewpoints since they have a tendency to learn their learners' background and they are eager to solve their learners' problems and suggest solutions. Their approach might result from the motherly feelings they have so they are more patient and flexible. Additionally, most of the interviewees pointed out that female English instructors are a bit more sensitive upon seeing someone in a difficult situation and the way English instructors reflect their feelings is different in that female instructors tend to assist the person in a difficult situation and male instructors might also be willing to help that person but they may not be able to express their willingness. Furthermore, according to the interviewees, female English instructors have more tendencies to identify themselves with the characters in a book, play, or movie so they identify themselves with the people around them or with their learners. Moreover, it is emphasized that female instructors with less experience do not usually know what to do in a difficult situation and they emphasize the point that male instructors are much more logical and calmer so they can make immediate decisions and figure out many solutions. However, female instructors are claimed to usually panic so they may not be able to make immediate decisions and they stay motionless upon facing difficult situations. Therefore, Davis' (1980) study supports qualitative data of the current study.

Another aim of the present study was to examine whether there is difference between experience and adopting others' points of view. The

instructors who are more experienced tend to adopt others' points of view more often than the ones who have less experience. According to the interviewees, as the instructors become more experienced, they give up the idea that they should be an authority in the class and become open to suggestions and new ideas from their learners, which leads the instructors to perceive their learners' points of view. Additionally, according to the results of the interviews, most of the participants claimed that working in different institutions might help instructors perceive learners' points of view since they face different individuals with different backgrounds, which might lead instructors to come up with different problems in their classes and to resolve these problems with different dimensions through experience. Another aim of the current study was to examine whether there was a difference between age and perceiving others' viewpoint. According to the results of the questionnaire, the English instructors who are older have more tendency to adopt others' points of view. During the interviews, the participants usually claimed that it is possible for an individual to meet different people so it is possible to encounter various perceptions and they particularly underlined the importance of experience in adopting others' points of view rather than age.

Another aim of the current study was to examine whether there was a difference between experience and the feeling of the English instructors upon facing someone in a difficult or severe condition. The results revealed that when English instructors come across someone in a difficult and severe condition, they tend to feel sorry for that person and this feeling is not different from the feeling they had in their first year in the profession. Additionally, throughout the interview, participants emphasized that the feeling they have is the same but the way they approach the situation or the person differs. For example, they explained that during their first years in the profession, they tended to feel only sorry but later they started to help the person in difficulty if they can. Additionally, through experience, the solutions and suggestion towards the difficult situation has changed and they can more easily figure out the conflict situation and its causes and consequences. Therefore, it became possible for the instructors to assist the person in a difficult situation much more effectively through experience.

Furthermore, some of the interviewees point out the importance of age in terms of the feeling that individuals have and they underlined maturity through age. The more individuals become mature, the more they tend to feel sorry and help the person in need. The reason for such a change is the fact that they become more constructivist, controlled and sensitive to matters as time goes by. Therefore, age and experience gain importance in the way they help others in a difficult situation.

The current study aimed to examine the relationship between empathy-related constructs and provided information about the differences in empathy-related constructs of English instructors according to certain features as age, gender, educational background and experience, which might be useful for handling conflicts in the EFL setting. In order to reach its aim, both a questionnaire to obtain quantitative data and an interview that provided qualitative data were used. The findings of the present study revealed that pre-service and in-service training are possibly useful for teachers to develop emphatic skills in their profession. Training in empathy-related constructs might help English instructors to resolve conflict situations in class and outside the class by using effective communication skills, creating effective and peaceful teaching and learning environments. There are significant implications of the results of the current study for training programmes, which aim to empower English instructors.

5.3 Pedagogical Implications

It is a well-known fact that conflict is unavoidable as discussed earlier. As Borisoff and Victor (1989) highlight, conflicts will not vanish so learning how to handle them is of great importance. Therefore, it is necessary to resolve conflicts and be well-equipped with the skills necessary to cope with conflict situations.

As Harris and Morrison (2003) emphasize the importance of embracing conflict resolution as a keystone for a quality education, they refer to ‘peace education’ as a term which includes the pedagogical effort in order to have a better world by focusing on conflict management skills and techniques. Therefore, it is essential for English instructors to be well-equipped with such skills as conflict management skills, effective communication skills, empathic listening

skills so as to create an environment which is conducive to teaching and learning so that conflicts can be resolved in a constructive manner.

As mentioned earlier in this study, classroom is a representative of the society, therefore, conflicts are inevitable. Particularly, EFL setting has the potential to have more conflicts owing to the differences in EFL context such as culture, language and learners. Therefore, it is vital for English instructors to be well-equipped with the skills necessary to handle conflict situations in a constructive manner. When conflict situations are handled constructively, teaching and learning can be enhanced through cooperation, cross-cultural understanding, and effective communication skills. Additionally, the instructors who are equipped with these skills can design tasks and activities in classes to empower their learners with these skills so that learners might become productive members of society, who can communicate well, having good relationships with other members in society. Therefore, particularly speaking and reading activities gain importance to empower learners with these skills since they include real-life components which are reflected through intercultural communication including conflict situations.

However, English instructors should be trained so as to improve their communication skills, especially the ones who are less experienced since it is found out that the instructors with more experience have more tendency to perceive their learners' points of view than the ones with less experience. Additionally, throughout the interviews, the participants underlined the fact that they are better at adopting their learners' points of view comparing the year they start teaching to the present. Since the individuals with perspective taking and empathic concern tendencies have good communication skills, having tendencies of perspective taking and empathic concern might be essential features that English instructors should have since they deal with their learners, motivate and encourage them to be well-equipped with these skills. Therefore, they should have good interpersonal functioning, which might lead to an environment conducive to effective learning. Therefore, English instructors should have empathic concern and perspective taking tendencies since they teach "a language" which makes it

possible to communicate on international platforms. Therefore, having the tendency for perspective taking might be essential for language teachers to perceive their learners' points of view so that language teachers might be able to find more effective solutions when they come up with a conflict situation in the class. Additionally, it is essential for English instructors to have the feeling upon facing someone in a difficult situation since language learners might experience lots of difficult situations due to certain differences such as culture. Therefore, they might have some pre-conceived ideas so they might be reluctant to learn the language due to cultural differences, anxiety and distress. As Ölçü (2008) emphasizes, it is important to create a friendly classroom environment where learners feel secure so that they can practice what they have learnt and enhance their speaking skills. Consequently, it is essential for English instructors to be aware of these situations so that they can help their learners and solve the situation constructively, which enhances learning and teaching.

Additionally, it is important for English instructors to react immediately upon facing unexpected situations in classes so that they can control the situation. This aspect of the instructors should also be improved because during the interviews most of the participants claimed that they take a few minutes to think before reacting since they want to give the most suitable reaction and causes of the unexpected situation are analyzed within a few minutes. English instructors might be trained in terms of how they react under stressful conditions to prevent undesirable consequences. It is essential for language teachers not to have a tendency to personal feelings of anxiety and discomfort when they witness their learners in trouble because it is vital for language teachers to be calm upon facing difficult situations in order to solve the problem in a constructive way.

In the EFL context, each individual comes from different backgrounds and has different ideas, which might create conflict situations. Therefore, it is essential for learners to be aware of differences and appreciate these differences. The language teachers who have a tendency to adopt learners' points of view might enhance their learners' perspective taking tendencies so that they can also adopt others' viewpoints out of class, which leads them to have effective

communication. Additionally, when the instructors adopt their learners' perspectives negotiation can be enhanced easily because the instructor can perceive the events from their learners' points of view. Besides, if the instructors are aware of the fact that their learners are very tired and exhausted during the class hour, they might easily adopt their viewpoint and various activities can be designed to motivate the learners as emphasized during interviews. Moreover, when the learners feel that their instructors listen to them and perceive their viewpoint, they will appreciate that they are given importance so their motivation might increase to learn the language. Therefore, it becomes possible for the language teachers to expand their learners' viewpoints with the help of speaking and reading activities by taking into consideration their interests.

Keeping all these aspects mentioned above, teacher training programmes can be enriched so as to make English instructors be well-equipped with the empathy-related constructs so that they can easily handle conflicts occurring in classes owing to cultural differences, different perspectives and different backgrounds so that they can train their learners in a way that they can appreciate cultural differences and embrace conflict situations as a tool for development and can use communication skills effectively.

Additionally, with the help of pre-service and in-service training programmes, English instructors might be well-equipped with conflict management skills, effective communication skills and empathic listening skills so that they can resolve conflict situations constructively. In addition, in the training programmes, instructors may learn how to incorporate conflict management skills into language tasks and activities so that learners will be able to effectively communicate with each other and with members of other nationalities. For this purpose, some topics are suggested for pre-service and in-service training programmes for English instructors, which are presented in Appendix D.

5.4 Suggestions for Further Research

Based on the findings of the current study, the following suggestions might be helpful for administrators, teacher trainers and English teachers:

In the current study, a questionnaire and a demographic inventory were used to obtain data. Moreover, a semi-structured interview was conducted to obtain more insight into the study. However, the relationship between empathy-related constructs of English instructors might be observed by teacher trainers or through a video in order to provide more realistic results.

Nearly 74% of the instructors of the current study are female English instructors. So as to obtain more reliable results with regard to differences and correlation between empathy-related constructs and female and male English instructors, a more equal gender distribution might be useful for the studies that will be carried out in the future.

5.5 Limitations

The findings of the present study are limited to 90 English instructors working at Atılım University. Another study which involves larger sample sizes would be more representative of the relationship between empathy-related constructs of English instructors and certain demographic features.

The other limitation of the current study is the fact that only self-reports of the participants and the responses given during the interview are analyzed without observing their actual behaviour in examining the relationship between empathy-related constructs of English instructors and certain demographic characteristics.

REFERENCES

- Allen, D. (2007, July). Mahatma Gandhi on violence and peace education. *Philosophy East and West*, 37 (3), 290-310. Retrieved on November 30, 2008 from the World Wide Web: <http://www.highbeam.com/doc/1G1-163867739.html>
- Bagby, R. M. & Taylor, G. J. (2000). An Overview of the Alexithymia Construct. In Bar-On, R., & Parker, J. D. A. (Eds), *The handbook of emotional intelligence*. (pp. 40-67). California: Jossey- Bass Inc., Publishers.
- Bar-On, R. (2000). Emotional and Social Intelligence: Insights from the Emotional Quotient Inventory. In Bar-On, R., & Parker, J. D. A. (Eds), *The handbook of emotional intelligence*. (pp. 363-388). California: Jossey-Bass Inc., Publishers.
- Bar-On, R., & Handley, R. (1999). *Optimizing People*. Texas: Pro- Philes Press.
- Bess, J. L. & Dee, J. R. (2008). *Understanding College and University Organization: Theories for Effective Policy and Practice*. Sterling, Va.
- Borisoff, D., & Victor, D. A. (1989). *Conflict Management: A Communication and Skills Approach*. The United States of America: Prentice- Hall.
- Bowkett, S. (2007). *Emotional Intelligence*. London: The Continuum International Publishing Group.
- Brown, J. D. , & Rodgers, T. S. (2002). *Doing Second Language Research*. Oxford (England), New York: Oxford University Press.

- Cahn, D. D., & Abigail, R. A. (2007). *Managing Conflict through Communication*. The United States of America: Pearson Education, Inc.
- Carro, L. J. (1987). Education for peace: education or indoctrination?. The sixty-first Annual American School of Health Association Convention, Indiana Polis, Indiana.
- Catt, S., Miller, D. & Schallenkamp, K. (2007). You are the key: Communicate for learning effectiveness. Retrieved on November 25, 2009 from the World Wide Web:
http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ790102&ERICExtSearch_SearchType_0=no&accno=EJ790102
- Chen, L. (2008). The effect of empathy on college English speaking. *Asian Social Science*. 8 (4) pp.142-146. Retrieved on August 16, 2009 from the following World Wide Web:
<http://www.ccsenet.org/journal/index.php/ass/article/viewFile/1217/1179>
- Clark, A. (2007). *Relations between Empathy, Gender, and Charitable Behavior*. Unpublished MA thesis, Kean University, The United States of America.
- Cooper, B. (2004). Empathy, interaction and caring: teachers' roles in a constrained environment. *Pastoral Care in Education*, 22:3, 12-21. September 2004. Retrieved on August 25, 2009 from the following World Wide Web: <http://dx.doi.org/10.1111/j.0264-3944.2004.00299.x>
- Corvette, B. A. B. (2006). *Conflict Management: A Practical Guide to Developing Negotiation Strategies*. New Jersey: Pearson Prentice Hall.

- Çakır, I. (2006). Developing cultural awareness in foreign language teaching. *Turkish Online Journal of Distance Education*, 7 (3), 154-161, Retrieved on September 5, 2009 from the following World Wide Web:
http://tojde.anadolu.edu.tr/tojde23/pdf/article_12.pdf
- Davis, M. H. (1980). A multidimensional approach to individual differences in empathy. *JSAS Catalog of Selected Documents in Psychology*. 10, 85.
- Davis, M. H. (1983). Measuring individual differences in empathy: Evidence for a multidimensional approach. *Journal of Psychology and Social Psychology*. 44 (1) 113-126.
- Davis, M. H. (1996). *Empathy: A Social Psychological Approach*. The United States of America: Westview Press.
- Dickson, D., Hargie, O. (2006). Questioning. In Hargie, O. (Ed.), *The Handbook of Communication Skills* (pp. 121-145). The United States of America: Routledge.
- DiPietro, R. J. (1987). *Strategic Interaction: Learning Language through Scenarios*. New York: Cambridge University Press.
- Domenici, K., & Littlejohn, S. W. (2001). *Mediation Empowerment in Conflict Management* (2nd Ed.). Illinois: Waveland Press, Inc.
- D'orazio, D. M. (2002). *A Comparative Analysis of Empathy in Sexually Offending and Non offending Juvenile and Adult Males*. Ph. D. Thesis, California School of Professional Psychology.

Dökmen, Ü. (1996). *Communication and Conflicts and Empathy: A Framework for Turkish Cultural Understanding*. (trans. Kay, A. Y). İstanbul: Sistem Yayıncılık.

Dökmen, Ü. (2009). *Sanatta ve Günlük Yaşamda İletişim Çatışmaları ve Empati*. (40. Basım) İstanbul: Remzi Kitabevi.

Duru, E. (2002). Öğretmen adaylarında empatik eğilim düzeyinin bazı psikososyal değişkenler açısından incelenmesi. *Pamukkale Üniversitesi Eğitim Fakültesi Dergisi*, (12) 21-35. Retrieved on August 24, 2009 from the following World Wide Web:
<http://egitimdergi.pamukkale.edu.tr/makale/say12/3>

Ercoşkun, M. H. (2005). *Sınıf Öğretmenliği Öğrencilerinin Empatik Becerilerinin Çeşitli Değişkenler Açısından İncelenmesi*. Unpublished MA thesis, Atatürk Üniversitesi, Erzurum, Turkey.

Goleman, D. (1995). *Duygusal Zeka Neden IQdan Daha Önemlidir?* İstanbul: Varlık Yayınları.

Goleman, D. (1995). *Emotional Intelligence*. New York: Bantam.

Hall, H.A. (2006). Perspective taking in language learning and teaching. English language institute. Wayne University. Retrieved on September 3, 2009 from the following World Wide Web:
<http://www.forumonpublicpolicy.com/archive06/hall.pdf>

Harris, I. M. & Morrison, L. (2003). *Peace Education* (2nd Ed.). North Carolina: MacFarland & Company, Inc. Publishers.

Heumbach-Steins, M. (2006, April). Education for world citizens in the face of dependency, insecurity and loss of control. *Studies in Christian Ethics*, 19 (1), 63-80. Retrieved on July 10, 2009, doi:10.1177/0953946806062271

Hortwiz E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70, 125-132. Retrieved July 10, 2009 from the World Wide Web:
<http://www.jstor.org/stable/327317?seq=1>

Keltner, J. W. (1973). *Elements of Interpersonal Communication*. California: Wadsworth Publishing Company, Inc.

Lee, D.(1993). Developing effective communications. Retrieved on November 8, 2009 from World Wide Web:
<http://extension.missouri.edu/publications/DisplayPub.aspx?P=CM109>

Leshnower, S. (2008). Teaching Leadership. *Gifted child Today*, 31 (2), pp. 29-35. DOI: 10.4219/gct-2008-764

Long, V. O. (1996). *Communication Skills in Helping Relationships A Framework for Facilitating Personal Growth*. The United States of America: Brooks/Cole Publishing Company.

Longaretti, L. & English, R. (2008). *Helping Your Pupils to Communicate Effectively & Manage Conflict*. London-United Kingdom: Routledge.

Lumley, T., & Brown A. (2005). Research methods in language testing. In Hinkel, E. (Ed.), *Handbook of Research in Second Language Teaching and Learning* (pp.833-855). The United States of America: Lawrence Erlbaum Assoc., Inc., Publishers.

- Mayer, J. D., Salovey, P. & Caruso D. R. (2000). Emotional Intelligence as Zeitgeist, as Personality, and as a Mental Ability. In Bar-On, R., & Parker, J. D. A. (Eds), *The Handbook of Emotional Intelligence*. (pp.92-117). California: Jossey- Bass Inc., Publishers.
- McKay, S. L. (2006). *Researching Second Language Classrooms*. The United States of America: Lawrence Erlbaum Associates, Inc.
- Ölçü, Z. (2008). *Investigation of Psycho-Social Factors that Affect English Pronunciation Preference of EFL Learners: The Relationship between in-class Injunctive Norms for English Pronunciation and Fear of Negative Evaluation in ELT Classrooms*. Unpublished MA thesis, Middle East Technical University, Ankara, Turkey.
- Önür, A. (1994). *A study on Peace Education: Resolving Classroom Conflicts*. Ph. D. Thesis, Middle East Technical University, Ankara.
- Panju, M. (2008). *7 Successful Strategies to Promote Emotional Intelligence in the Classroom*. Britain: The Continuum International Publishing Group.
- Rosenberg, M. B. (2003). *Life-enriching Education: Nonviolent Communication Helps Schools Improve Performance, Reduce Conflict, and Enhance Relationships*. The United States of America: Puddledancer Press.
- Savignon, S. J. (1976). Communicative competence : Theory and classroom practice. Retrieved on November 8, 2009 from the World Wide Web:
http://eric.ed.gov/ERICDocs/data/ericdocs2sql/content_storage_01/0000019b/80/35/75/e2.pdf

Sureh, K.(2003). Theories of communication. Retrieved on November 8, 2009
from World

Wide Web: <http://www.peoi.org/Courses/Coursesen/mass/mass2.html>

Webster, Debra (2009). *Creative Reflective Experience: Promoting Empathy in Psychiatric Nursing*. Ed.D. dissertation, Wilmington College (Delaware), United States -- Delaware. Retrieved March 31, 2009, from Dissertations & Theses: Full Text database. (Publication No. AAT 3312911).

Wilmot, W., & Hocker, J. L. (2001). *Interpersonal Conflict*. New York: McGraw-Hill Companies, Inc.

Young, D. J. (1991). Creating a low-anxiety classroom environment: what does the language anxiety research suggest? *Modern Language Journal*, 75 (4), 426-437.

APPENDICES

APPENDIX A

QUESTIONNAIRE REFLECTING EMPATHIC TENDENCIES

Dear colleague,

This study aims to examine the relationship between empathy-related constructs of English instructors and certain variables such as gender, education, age, and experience. In order to reach this aim, you will be introduced a demographic inventory and a questionnaire called 'Interpersonal Reactivity Index'.

As your responses will give a direction to the research, it is absolutely necessary that you should choose an alternative which appeals to you best, so please answer all the items. Your identity and responses will be kept strictly confidential. The results of the study will be used only for research purposes. Thank you for your sincere responses and contributions.

If there are any queries related to this study, please do not hesitate to contact me.

Esra ÖZDEMİR
Middle East Technical University
Faculty of Education
Department of English Language Teaching
M.A. Student (esraoz06@yahoo.com)

DEMOGRAPHIC INVENTORY

1. Gender: Female Male
2. Education: (please indicate the final degree you received)
 Bachelor's degree Master's degree PhD degree
3. Age: 25-30 31-35 36-40 41- 45 46-50 51 and above
4. How many years have you been working as an English instructor?
 0-5 years 6-10 years 11- 15 years 16-20 years 21years and above
5. How long have you been working as an English instructor at Atılım University Preparatory School?
 0-2 years 3-5 years 6- 8 years 9- 13 years

INTERPERSONAL REACTIVITY INDEX

The following statements inquire about your thoughts and feelings in a variety of situations. For each item, indicate how well it describes you by choosing the appropriate letter on the scale at the top of the page: A, B, C, D, or E. Indicate your response by putting a tick (✓) in the related column. Please read each item carefully before responding.

ANSWER SCALE:

A	B	C	D	E
DOES NOT DESCRIBE ME WELL				DESCRIBES ME VERY WELL

	Does not describe me well				Describes me very well
	A	B	C	D	E
1. I daydream and fantasize, with some regularity, about things that might happen to me.					
2. I often have tender, concerned feelings for people less fortunate than me.					
3. I sometimes find it difficult to see things from the "other guy's" point of view.					
4. Sometimes I don't feel very sorry for other people when they are having problems.					
5. I really get involved with the feelings of the characters in a novel.					

	Does not describe me well				Describes me very well
	A	B	C	D	E
6. In emergency situations, I feel apprehensive and ill-at-ease.					
7. I am usually objective when I watch a movie or play, and I don't often get completely caught up in it.					
8. I try to look at everybody's side of a disagreement before I make a decision.					
9. When I see someone being taken advantage of, I feel kind of protective towards them.					
10. I sometimes feel helpless when I am in the middle of a very emotional situation.					
11. I sometimes try to understand my friends better by imagining how things look from their perspective.					
12. Becoming extremely involved in a good book or movie is somewhat rare for me.					
13. When I see someone get hurt, I tend to remain calm.					
14. Other people's misfortunes do not usually disturb me a great deal.					

	Does not describe me well				Describes me very well
	A	B	C	D	E
15. If I'm sure I'm right about something, I don't waste much time listening to other people's arguments.					
16. After seeing a play or movie, I have felt as though I were one of the characters.					
17. Being in a tense emotional situation scares me.					
18. When I see someone being treated unfairly, I sometimes don't feel very much pity for them.					
19. I am usually pretty effective in dealing with emergencies.					
20. I am often quite touched by things that I see happen.					
21. I believe that there are two sides to every question and try to look at them both.					
22. I would describe myself as a pretty soft-hearted person.					
23. When I watch a good movie, I can very easily put myself in the place of a leading character.					

	Does not describe me well				Describes me very well
	A	B	C	D	E
24. I tend to lose control during emergencies.					
25. When I'm upset at someone, I usually try to "put myself in his shoes" for a while.					
26. When I am reading an interesting story or novel, I imagine how <u>I</u> would feel if the events in the story were happening to me.					
27. When I see someone who badly needs help in an emergency, I go to pieces.					
28. Before criticizing somebody, I try to imagine how <u>I</u> would feel if I were in their place.					

APPENDIX B

GÖRÜŞME SORULARI

1. Çatışma ya da fikir ayrılığında karşınızdaki kişinin yerine kendinizi koymaya çalışır mısınız? Yani karşınızdaki kişinin bakış açısından durumu değerlendirir misiniz?
 - a) Evetse, örneklendirebilir misiniz? Bu yaklaşımınızın çatışmayı çözmede etkisi oldu mu? Nasıl?
 - b) Hayırsa, niçin değerlendirmezsiniz?
2. Sizce kişinin bakış açısını benimsemek iletişim kurmada etkin bir rol oynar mı?
 - a) Evetse, nasıl bir rol oynar sizce?
 - b) Hayırsa, neden rol oynamadığını düşünmektесiniz?
3. Sizden daha zor ve kötü durumda olan bir kişiyle karşılaştığınızda ne hissedersiniz? Sizce neden böyle bir duygu yaşarsınız?
4. Beklenmeyen zor bir durum karşısında ne yapacağınızı bilemeyip tepkisiz kaldığınız oldu mu?
 - a) Evetse, örnek verir misiniz? Bu durumun nasıl üstesinden geldiniz?
 - b) Hayırsa, bu beklenmeyen duruma nasıl tepki verdiniz?
5. Okuduğunuz kitap, izlediğiniz bir film ya da oyunda yer alan kişilerle kendinizi hiç özdeşleştirir misiniz?
 - a) Evetse, nasıl? Örneklendirebilir misiniz?
 - _ Çevrenizdekilerle özdeşleşme eğiliminiz var mıdır? Örnek verebilir misiniz?
 - _ Öğrencilerinizle kendinizi hiç özdeşleştirdiniz mi? Örnek verebilir misiniz?
 - b) Hayırsa neden?
6. Öğrencilerinizin kişisel deneyimleri sizi ilgilendirir mi? Neden?
7. Ders esnasında öğrenciniz sınıfta beklenmedik şekilde tepki verdiği zaman (örneğin ağlamaya başladığında, bağırmaya başladığında) olayı nasıl ele alırsınız?
8. Siz ders anlatırken öğrenciniz bayıldığında ne yaparsınız?
9. Sınıfa girdiğinizde kavga eden öğrencilerin olduğunu görünce ne yaparsınız?

10. Sizce yüksek lisans eğitimini tamamlayan okutmanlar olaylara başkalarının bakış açılarından daha mı rahat bakarlar? Neden?
11. Sizce yüksek lisans eğitimini tamamlayan okutmanların başkalarının bakış açılarından olaylara bakabilmeleri, başkalarının yaşadığı zorluklar karşısında kendi kaygı ve endişe düzeylerinde bir azalmaya yol açar mı? Neden?
12. Sizce kadın ve erkek okutmanlar empatiyi oluşturan yapılar (bakış açısı edinme, zor durumda olan birini görünce hissedilenler, kişilerle özdeşleşme ve beklenmeyen bir durumda ne yapacağını bilememek) açısından farklı mıdır?
13. Mesleğe başladığınız ilk yıl ile şu an arasında bakış açısı yakalama açısından daha yetkin olduğunuzu düşünüyor musunuz? Neden?
14. Mesleğe başladığımız ilk yıl ile şimdiyi düşündüğümüzde zor durumda olan kişiye karşı hissettikleriniz arasında fark olduğunu düşünüyor musunuz? Düşünüyorsanız bu farkı nasıl tanımlarsınız?

APPENDIX C

INTERVIEW QUESTIONS

1. When you face a conflict or a disagreement, do you try to put yourself into the other person's shoes? That is to say, do you evaluate the situation in terms of the viewpoint of the other?
 - a) If yes, could you please give an example? Does this way of approaching the situation help in the process of resolving the conflict? How?
 - b) If no, why do you not evaluate the situation with regard to the viewpoint of the other?
2. Do you think adopting the viewpoint of others plays an effective role in communication?
 - a) If yes, what kind of role does it have?
 - b) If no, why do you think it does not have an effective role?
3. How do you feel when you see someone who is in a difficult and severe condition? Why do you think you feel so?
4. Have you ever had such a situation in which you were not able to react because you did not know what to do?
 - a) If yes, could you please give an example? How did you handle this situation?
 - b) If no, how did you react to that situation?
5. Do you ever identify yourself with the characters in a book you read or a film/ play you watched?
 - a) If yes, how? Could you please give an example?
 - Do you have a tendency to identify yourself with the people around you? Could you please give an example?
 - Have you ever identified yourself with your students? Could you please give an example?
 - b) If no, why not?

6. Are you interested in your students' personal backgrounds? Why? / Why not?
7. When your student reacts unexpectedly in class (when s/he bursts into tears or starts yelling and so on), how do you handle the situation?
8. What would you do if your student fainted while you were teaching?
9. What do you do when you see your students are having an argument upon your entering the class?
10. Do you think instructors who have completed an MA degree are easily able to perceive others' points of view?
11. Do you think instructors who have completed an MA degree have the tendency to adopt others' points of view and do you think this ability causes a decrease in their anxiety level when witnessing others' problems/difficulties?
12. Do you think men and women instructors differ in the set of constructs which constitute empathy (perspective taking, empathic concern, fantasy and personal distress)?
13. Do you think you are better at perceiving others' viewpoints when comparing the year you started teaching to the present?
14. Do you think there is a difference between the year you started your profession and recent years in terms of the feeling that you have when you see someone who is in a bad and severe condition?

APPENDIX D

Topics which can be included in pre-service and in-service training programmes for English instructors

1. Peace Education

Positive Peace vs Negative Peace

Short-term and Long-term goals

Components of Peace Education

2. Conflict

Kinds of conflict

Conflict management

Cross-cultural awareness

Games and Activities to integrate conflict management into language teaching

3. Communication

Models of communication

Types of communication

Effective communication skills and strategies

4. Emotional Intelligence

Components of EQ

Elevate Strategies

Activities to integrate EQ into language teaching

5. Empathy

Different approaches to empathy

Multidimensional approaches to empathy

Activities to teach and practice empathy

Global empathy

Egocentric empathy

Empathy for another's feelings

Empathy for another's general condition

6. The Domain of Relationship Behaviours and Empathy

Conflict avoidance

Good communication

Considerate social style

Global evaluation