

# Effect of Studying in a Foreign Language on Affective Domain of Learning



Learning Actively  
Mentoring Program

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## Bloom's Taxonomy Learning Domains

Head  
Knowing  
Mental Skills  
Knowledge

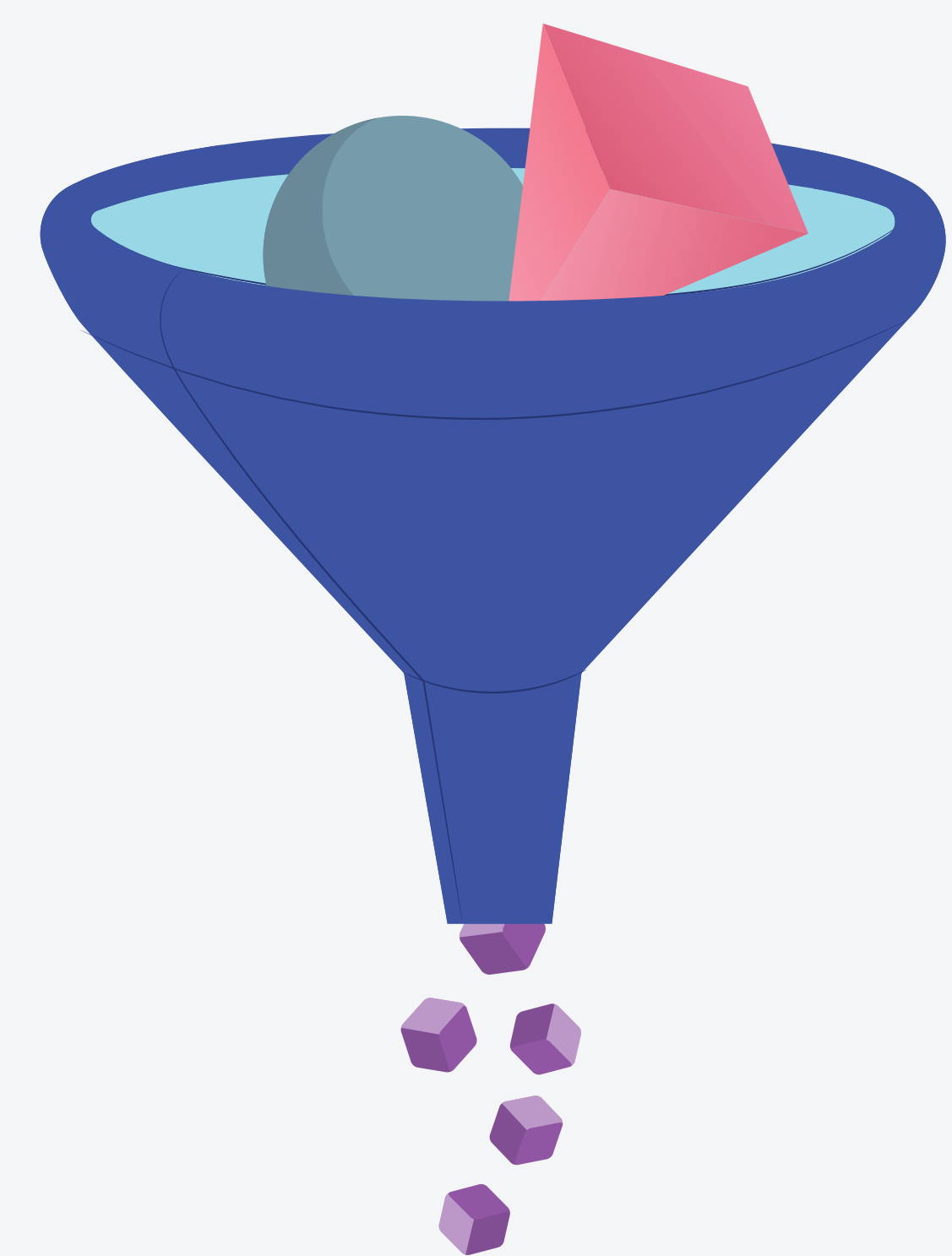
Cognitive

Hand  
Doing  
Manual Skills  
Skills

Psychomotor

Heart  
Feeling  
Emotional Growth  
Attitude

Affective



Characterization

Organization

Valuing

Responding

Receiving

## Study Group

- Graduate Students
- STEM Majors
- Non-Native English Speakers

## Questions

- How much information do you feel you can receive or deliver?
- What are the difficulties you encounter during receiving or delivering information?
- How do you compare receiving and delivering information in your native language versus English?

## Pilot Study Interviews

### Participants

 **3**  
Female

 **3**  
Male

## Main Factors

- Accent
- Pronunciation
- Pressure of Speech
- Time of Exposure to English
- Environment and Friends
- Relation to the Topic
- Differences in Languages

## Future Work

- IRB Submission
- Phenomenology Methodology
- Conducting More Interviews
- Understanding Main Trends and Facts
- Studying the Effect of Various Feelings on Learning

## References

- Bloom, B., (1956). Taxonomy of Educational Objectives.
- Bloom's Taxonomy, Center for Teaching Excellence, University of Waterloo,  
<https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheets/blooms-taxonomy>.

## Primary Results

- Receiving Information: 70-100%
- Delivering Information: 30-100%
- Being Responsible in Delivering Information
- Being Irresponsible in Receiving Information
- Frustration
- Paying Extra Attention
- Comfort and Confidence
- Sadness due to Omitting Information
- Satisfaction due to Having the Ability to Reshape and Restructure Information
- Being Nervous
- Being Relaxed