# The Effect of Creative Drama on Student Success and Speaking Skill in Foreign Language Teaching

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**SUMMARY**

This study is conducted to research the effect of creative drama on the student success and speaking skill in foreign language teaching. The study is realized with 20 students, 13 of whom are girls and 10 of whom are boys, who are attending to 9th and 11th grade of Muğla Anatolian High School between 2011 and 2013. Quasi Experimental Pattern, which is one of the quantitative research models, is used due to the lack of a control group during the data collection process. In addition to this, an empirical evaluation without a statistical measurement is done in the Elective English classes, where a more standard way of employing lesson is preferred. During the study, totally 9 workshops, each of which last 120 minutes and have a different theme are carried out. Both quantitative and qualitative data collection tools and techniques are benefited. As quantitative data, pre-test and post-test are used and as qualitative data, observation forms based on the visuals handed down, personal opinion letters and the observation of the researcher are utilized. Whether the obtained pre-test and post-test success scores show a normal distribution is tried to be measured since the number of participant group is less. Rather than a normal t-test, Kolmogorov-Smirnov Test is preferred for this measurement. All the obtained quantitative data is analyzed via SPSS program. Finally, when all the measurement tools and personal opinion letters reflecting participant group's views are taken into consideration, it is observed that the creative drama method which is applied throughout the process has shown a positive influence on foreign language.

**Keywords:** Creative drama in education, success and speaking skill

**INTRODUCTION**

Language is a phenomenon which dates back to archaic times and effectuates one of the most fundamental necessities of life. It has always harbored an obscurity and a mystery within. As relating to this, French linguist and Spirit Analyst Julia Kristeva said,'…that the unknown thing: language' as cited in (Kumaravadivelu, 2008). Aksan, (1990), in his book defines the language as 'an entity which is full of secrets and causes humans to interrogate a great many of problems. The notion of communication is prerequisite for language. It is probably not wrong to say that communication is the most significant side of language. There have been many opinions in relation to this. Kumaravadivelu, (2008), in his book, "Understanding Language Teaching-From Method To Post method", discusses the language phenomenon as a system, a written / an oral means of communication and an ideology. Similarly, to him, Demirel, (2011), explains the language as a system, an index of sounds, a communicative means and a social value. Aksan, (1997), sets forth the language as a versatile and developed system enabling ideas, emotions and wishes to be transferred to others, benefiting from the sound and meaningful items and rules in a community. And Roucek, (1968) as cited in Demirel, 2011a , defines it a communication system among people, and Lotman and Uspenski, as well, defines the language as a system having a very special communication function and ability as cited in (İşgüven, 1995).

That communication is one of the most substantial functions of language has been put forward by myriad of researches and studies carried out by the science world. When the question is communication, it's an inevitable case that speaking skill is the focal point .To qualify a language thoroughly depends on some criterion. It is probable to denominate them as 'basic language skills'. These are Speaking, Listening, Reading and Writing. Two of them are productive (written and oral) and the other two are receptive (aural / auditory and Reading) (Brown, 2001; Harmer, 2007).To know a language with its all domains is an absolute condition for a fine communication, however, speaking as a basic language skill, has stepped forward when communication and interaction in human life are taken into consideration. This linguistic area has notably been dealt in this study.

Speaking skill is inclusive of many dynamics such as pronunciation, accuracy, fluency, emotional factors and interaction, which cause several difficulties in the process of acquisition. Due to such drawbacks, this skill is barely or by any means given place in English classes. Yet, by using some motivating activities, the aforementioned difficulties can be surmounted to a great extent. These activities are ; using visuals, benefiting from creative drama, presenting anecdotes from the real life, using pair-work, group-work, role play, simulation activities, providing personal research topics for the students and wanting them to present them in front of the classroom, utilizing from the games (communication, trust, attention, amusement, logic / Maths, etc games), giving students realia and asking them how they can be used differently from their authentic purposes, drawing on ICT instruments such as internet, tablet pc and mobile phones, discussing over most current videos, talking over

nationwide, countrywide and worldwide social, cultural, sportive and scientific events (festivals, organizations, championships, Olympic games, fashion, etc.), talking about celebrities and asking them establish empathy, comprehension activities Genç, (2003), taking advantage of masks and puppets and so on.

Some principles should be taken into account in the planning of in-class speaking activities. These are; being aware of the constituents of speaking, and endeavoring on them, using motivating techniques, using authentic materials in target language and finally capitalizing on the natural connection between Listening and Speaking.

### Characteristics of Speaking Skill

It is necessary to know the characteristics of such an 'inner-dynamic-rich' skill in terms of correlating with creative drama. Speaking is a productive skill and acquired by the time. It is directly connected with communication .It is the primary goal of language teaching and learning processes (Horwitz, 2000).It contains a lot of structural and content-related difficulties, that's why it is the hardest and the most troublesome skill to acquire. Speaking has an indispensable connection to the Listening skill, which has a great role in developing of it. Age and maturity are important factors in the process of acquiring and developing of it. To illustrate, language attitudes like gaining fluency and spontaneousness are mostly seen in children and they are rarely seen in adults. Socio-cultural factors are momentous (Richard, & Renandya, 2002). When speaking a language, the social environment, where it has been spoken should be considered. Also, several emotional factors such as success, failure, prejudice, self-confidence, feelings, empathy and motivation influence the development of Speaking. Speaking is the subject of the communicative competence mentioned by Hymes, Brown (2001) and Canale & Swain. Speaking skill is directly appertaining to the input-the language that the learners face with-, which provides the impetus of language learning (Gass & Selinker,2008). The more meaningful input means the more language acquisition.

According to the Krashen's The Input Hypothesis, Speaking can't be taught straight-forwardly, it develops spontaneously as a result of meaningful inputs. When encountered with enough amount of input, the linguistic patterns required for the situation come along automatically. And learning, too, actualizes according to the natural order. Speaking gives the chance of feedback both for the teachers and the students, which enables them to see how well they are or what language problems they have (Harmer, 2007).It is very normal to make mistakes while speaking owing to the aforementioned challenges. Speaking puts account a number of techniques such as brainstorming, story-telling, question-answer, information transfer, knowledge exchange, narration, explanation, acting out, analogy, using dialogues, games, report writing, problem solving, creative drama, using puzzles and flash cards, six thinking hats technique, concept/mind maps, pair/group works, demonstration, making interview and discussion.

Speaking skill shows parallelism with creative drama's characteristics. Adıgüzel, (2010) explains them as follows: Creative drama is a group activity, it depends on participants' previous experiences. It is animating-centered. This animation is bound up with making believe, fiction, spontaneity, improvisation and acting. Creative drama is a process-focused activity, not an outcome-oriented one. It is realized by a leader or a teacher who uses creative drama as a method. S / he is the one who plans, applies and evaluates the process. Creative drama is a multidisciplinary field; education and theatre, are the two fundamental fields, from which it directly benefits. It is executed with some phases that are systematically dependent on each other. Creative drama practices on plenty of techniques, some of which are improvisation, role playing, dramatization, flashback, making interview, hot chair, six thinking hats and mind maps.

Taking into account all this content, it is sayable that creative drama, just like speaking skill, is a multi-dimensional field. The similarities between them are given in the table below:

| |
|---|
| 1-Both creative drama and speaking are carried out with a group of people, at least 2 of whom will take part in communication–interaction process. |
| 2-There is a production in both fields. This can be an animation or an improvisation in creative drama and a written text or a piece of information in speaking. |
| 3-Both are process-focused. This runs step by step in creative drama, there is no need to get a result. Speaking skill is acquired after a specific process. This is apparently put forward in Krashen's 'The Input Hypothesis' and 'Natural Order' theses. |
| 4-Communication and interaction constitute the focus of both. |
| 5-Listening is considerably substantial for both. |
| 6-Similar emotional factors are important for both. Participants in creative drama and individuals who try to communicate avoid prejudice and concentrate on the process itself. |
| 7-An expert is needed in both. S/he is a leader or a teacher who uses creative drama as a method in creative drama, and a foreign language teacher who has the education of the field. |
| 8-Both use similar techniques. This, naturally strengthens the connection between them. |

| | |
|---|---|
| 9-Both fields are coherent with the real world and are fed with it. Real-life experience is a must for both fields. | |
| 10-Both creative drama and speaking benefit from role playing / acting and animating frequently. | |

When speaking skill in foreign language, the characteristics of speaking skill, creative drama, the relation between them are thought holistically, we face a new term  called 'Creative Drama in Education', a term which is trying to explain why creative drama is used in education process. (Philips, 1999; Önder,1999; Adıgüzel,2010; Demirel 2011; Gönen,2009; Demirel,2010; Akoğuz,2002; Genç,2003; Bayrakçı,2007 & Saraç, 2007), too, lay emphasis on this issue and agree on the effect of creative drama on foreign language teaching, particularly on speaking skill. The common grounds that all these and similar studies agree on can be expressed as; contribution to creativity and imagination development, contribution to the term of 'self', independent thinking and decision-making, the realization and expression of the feelings, the positive contribution to communication skills and language improvement, making social sensitivity, cooperation and the ability to work together.

In this study, the influence of creative drama on student success in foreign language teaching is also attempted to be measured. The second data which is attempted to be measured is the effect of creative drama on speaking skill in foreign language teaching. For all these measurements, both quantitative and qualitative findings are utilized. The pre-test, post-test evaluation scale, Kolmogorov - Smirnov Test, the results of the normality of the total success scores of experimental group's pretest and posttest, paired group t-test analysis results of pretest and posttest effectuate the quantitative findings of the study. On the other hand, observation data (researcher's observation and observation forms) and the data obtained from the personal opinion letters constitute the qualitative findings. By the way, the personal opinion letter have a different value as they reflect the whole process from the participants' eyes. These letters are analyzed with document analysis method, which is one of the qualitative research methods. In the analysis of them, several subtitles are taken into consideration. They are; the difference of the study, group dynamics, the contribution to the personal development, games and activities, learning attitudes, the contribution to language improvement and the speaking skill. The evaluation process of the study is realized by predicating on the experimental group.

**FINDINGS**

**The Evaluation of The Quantitative Findings**

Table 1: The evaluation scale of the pre-test results

| Pre-test Results Evaluation Scale | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Name/ Surname | I (6) | II (6) | III | IV (10) | V (5) | VI | VII (20) | VIII (20) | IX (10) |
| S1 | 3 | 2 | X | 8 | 4 | X | 4 | X | X |
| S2 | 6 | 6 | 6d | 10 | 5 | 1d | 17 | 11 | 9 |
| S3 | 6 | 4 | 10d | 10 | 5 | 8d | 18 | 10 | 5 |
| S4 | 6 | 5 | 6d | 10 | 4 | 4d | 6 | 1 | 7 |
| S5 | 6 | 5 | 4d | 9 | 4 | 4d | 19 | 10 | 9 |
| S6 | 6 | 5 | X | 8 | 5 | X | 13 | 13 | 5 |
| S7 | 6 | 5 | 6d | 7 | 4 | 9d | 11 | 11 | 6 |
| S8 | 6 | 4 | 5d | 7 | 2 | 5d | 10 | 13 | 7 |
| S9 | 5 | 5 | 5d | 8 | 4 | 7d | 11 | 13 | 9 |
| S10 | 6 | 4 | X | 5 | 4 | X | 10 | 7 | X |
| S11 | 5 | 5 | 5d | 8 | 4 | 4d | 5 | 4 | 6 |
| Average | 5,54 | 4,54 | 4,2d | 8,18 | 4,09 | 3,8d | 11,27 | 9,3 | 7 |

In Table 1, it is seen that students have answered the questions according to the proficiency levels they have. It can be understood that in some parts (I,II,IV,V and IX) targeted gains are partially reached, however, in (III,VI, VII and VIII) parts, it is seen that targeted gains are not reached sufficient enough.

Table 2:Post-test results evaluation scale

| Name/Surname | I (6) | II (6) | III | IV (10) | V (5) | VI | VII (20) | VIII (20) | IX (10) |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | Post-test results evaluation scale | |
| S1 | 4 | 6 | 10d | 8 | 5 | 7d | 13 | 7 | 10 |
| S2 | 6 | 6 | 23d | 10 | 5 | 6d | 16 | 16 | 9 |
| S3 | 6 | 3 | 12d | 9 | 5 | 11d | 20 | 13 | 7 |
| S4 | 6 | 5 | 5d | 10 | 4 | 5d | 17 | 8 | 8 |
| S5 | 6 | 5 | 19d | 10 | 4 | 7d | 15 | 10 | 8 |
| S6 | 5 | 5 | 9d | 8 | 5 | 5d | 12 | 5 | X |
| S7 | 6 | 6 | 25d | 9 | 4 | 8d | 14 | 12 | 7 |
| S8 | 6 | 5 | 14d | 9 | 2 | 4d | 13 | 13 | 7 |
| S9 | 5 | 5 | 24d | 9 | 3 | 7d | 11 | X | X |
| S10 | 7 | 5 | 18d | 7 | 4 | X | 16 | 16 | 9 |
| S11 | 5 | 5 | 6d | 7 | 5 | 4d | 17 | 12 | 9 |
| Average | 5,63 | 5,09 | 14,6d | 8,73 | 4,18 | 5,8d | 14,91 | 11,2 | 8,2 |
| Increase frequency | 1 | 1,6 | 11,342d | 0,7 | 0,9 | 2,2d | 3,64 | 1,9 | 1,22 |
| Percentage increase | 1% | %0.88 | 89% | 94% | 98% | 65% | 76% | 83% | 85% |

In this scale results, unlike the data obtained from the pre-test, it can be observed that there is a general increase on the figures. In some part of the table (III and VII), it can be noticed that there is a remarkable increase compared to the previous results.

**Experimental Group Pre-Test and Post-Test Findings**

Kolmogorov-Smirnov Test is used to test whether obtained pre-test and post-test success grades show a normal distribution or not. Findings related to this test are presented in the table below.

Table 3: The normality results of total success grades of pre-test and post-test

*The Normality Results of Total Success Grades of Pretest-Posttest*

| | $\overline{X}$ | Sd | p |
|---|---|---|---|
| Posttest | .177 | 11 | .200 |
| Pretest | .159 | 11 | .200 |

When the table is analyzed, it is seen that pre-test and post-test grades show a normal distribution (D (11) =.159, p=200). Similarly, post-test results are normal, as well (D (11) =.177, p=200).

Paired –group t-test analysis is realized to understand whether there is a meaningful difference between pre-test and post-test grades. Findings related to this analysis are presented in the table below.

Table 4: Paired-group t-test analysis results relating to the pre-test and post-test grades

*Paired-groups t-test analysis results related to the pre-test and post-test grades*

| Measurement | N | $\overline{X}$ | SS | Sd | t | p |
|---|---|---|---|---|---|---|
| Pre-test | 11 | 55.45 | 17.61 | 10 | -5.631 | .000 |
| Post-test | 11 | 79.45 | 10.92 | | | |

When Table 4 is analyzed, there is a meaningful difference between pre-test and post-test grades, resulting in favor of the post-test (*t* (11) =-5.631, *p*= .000). According to this result, it can be said that creative drama is influential on student success in foreign language.

**The Evaluation of The Qualitative Findings**

There were totally 20 participants (12 of whom are girls and 8 of whom are boys) in the study. The group was composed of various students, whom the researcher had been attending their lessons. There were 11F class students, younger students who wanted to prefer the Language Department next year and also a group of prejudiced students against English, who couldn't be successful because of this reason within the participant group. The school program was so intense that nearly all the process was carried out as an after-school activity. Participant group showed a great tenacity and the feeling of responsibility despite their intensive school program was such an incredible self-sacrifice.

The group was firstly unaware of what to be done. Yet, some curiosity replaced this feeling soon. Participants who are reserved and (who) have difficulty in communicating with others displayed a radical change in their feelings and mood towards the activity. The communication language of the workshops was entirely English. Therefore, the communication process started with simple sentences at first, but then more complicated sentences substituted them. There was a freedom of making mistakes bravely. In the meantime, they were able to learn new words due to the thematic workshops. Moreover, it is also observed that new grammar points as well as the previous ones, which couldn't have been learnt properly before were learnt. A remarkable development on grammatical patterns was seen.

One other thing concerning the study was the feeling of sincerity and self-confidence of the participants. They all were willing to join the workshops. In general terms, it was observed that workshops were very productive with regards to reaching the targeted goals, academic success, personal development, group dynamics, learning attitudes and language development of the participant group.

The speaking ability of the participant group is observed in various times throughout the study. A specially designed / prepared form with some criteria is used. The criteria were identified as fluency, accuracy, self-expression skill, authenticity, vocabulary, integrity, coherency with the visuals and expression richness. The answers given by the students before - during and after the workshops are pre-evaluated as '- ', 'Ⱶ' and '+'. Then, the data obtained from here are converted into figures varying from 1 to 5. After that, averages of each student and the whole group are taken. By dint of all these data, some interpretable meaningful results are obtained.

Table 5: Pre-workshop speaking skill observation form

The pre-evaluation results of the participant group is as shown in the table below.

| Pre-workshop speaking skill observation Form | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | S1 | S2 | S3 | S4 | S5 | S6 | S7 | S8 | S9 | S10 | S11 | X |
| Fluency | 3 | 4 | 2 | 2 | 4 | 1 | 1 | 2 | 1 | 1 | 2 | 2,1 |
| Accuracy | 4 | 3 | 2 | 3 | 5 | 2 | 2 | 3 | 2 | 2 | 2 | 2,72 |
| Self-expression skill | 3 | 3 | 3 | 3 | 4 | 2 | 2 | 3 | 2 | 1 | 2 | 2,54 |
| Authenticity | 4 | 4 | 3 | 2 | 4 | 2 | 2 | 3 | 2 | 1 | 2 | 2,63 |
| Vocabulary | 4 | 4 | 3 | 3 | 4 | 2 | 2 | 3 | 2 | 2 | 3 | 2,90 |
| Integrity | 4 | 4 | 3 | 2 | 4 | 2 | 2 | 2 | 1 | 1 | 2 | 2,45 |
| Coherence with the visuals | 4 | 4 | 3 | 2 | 4 | 2 | 2 | 3 | 2 | 1 | 2 | 2,63 |
| Expression richness | 4 | 4 | 3 | 2 | 5 | 2 | 2 | 3 | 2 | 1 | 2 | 2,72 |
| Average | 3,8 | 3,8 | 2,8 | 2,4 | 4,2 | 1,9 | 1,87 | 2,75 | 1,75 | 1,3 | 2,1 | |

The first observation results of the speaking activity which was conducted before the workshops are as shown above. When Table 5 is analyzed, it can be said that some of the participants (S3, S4, S6, S7, S9 and S10) fall behind the others, while some participants (S2 and S5) have senior gains compared to the rest of the group.

Table 6: During-workshop speaking skill observation form

| During-workshop speaking skill observation form | | | | | | | | | | | |
| | S1 | S2 | S3 | S4 | S5 | S6 | S7 | S8 | S9 | S10 | S11 | X |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Fluency | 4 | 4 | 3 | 3 | 5 | 2 | 2 | 3 | 2 | 2 | 3 | 3 |
| Accuracy | 5 | 4 | 3 | 4 | 5 | 3 | 3 | 4 | 3 | 3 | 3 | 3,63 |
| Self-expression skill | 4 | 4 | 4 | 4 | 5 | 3 | 3 | 4 | 3 | 2 | 3 | 3,54 |
| Authenticity | 4 | 4 | 4 | 3 | 5 | 3 | 3 | 3 | 3 | 2 | 3 | 3,37 |
| Vocabulary | 5 | 5 | 4 | 4 | 5 | 3 | 3 | 4 | 3 | 3 | 4 | 3,90 |
| Integrity | 5 | 5 | 4 | 3 | 5 | 3 | 3 | 3 | 2 | 2 | 3 | 3,45 |
| Coherence with the visuals | 5 | 5 | 4 | 3 | 5 | 3 | 3 | 4 | 3 | 2 | 3 | 3,63 |
| Expression richness | 5 | 5 | 5 | 3 | 5 | 4 | 3 | 3 | 3 | 2 | 4 | 3,81 |
| Average | 4,62 | 4,5 | 3,9 | 3,37 | 5 | 3 | 2,9 | 3,5 | 2,75 | 2,25 | 3,25 | |
| Percentage Change | 0,81% | 0,83% | 71% | 0,70% | 0,85% | 0,63% | 0,65% | 0,76% | 0,64% | 0,56% | 0,65% | 0,08 |

When Table 5 and Table 6 are compared, it can be said that there is a meaningful numerical increase in favor of speaking skill both on individual and the whole group basis. This difference is clearly put forward in Table 7.

Table 7: After-workshop speaking skill observation form

| After-workshop speaking skill observation form | | | | | | | | | | | |
| | S1 | S2 | S3 | S4 | S5 | S6 | S7 | S8 | S9 | S10 | S11 | X |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Fluency | 4 | 5 | 4 | 4 | 5 | 3 | 3 | 4 | 3 | 3 | 3 | 3,72 |
| Accuracy | 5 | 5 | 4 | 5 | 5 | 4 | 4 | 4 | 3 | 3 | 4 | 4,19 |
| Self-expression skill | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 3 | 4 | 4,46 |
| Authenticity | 5 | 5 | 4 | 5 | 5 | 4 | 3 | 5 | 4 | 3 | 4 | 4,28 |
| Vocabulary | 5 | 5 | 5 | 5 | 5 | 5 | 4 | 5 | 4 | 3 | 5 | 4,64 |
| Integrity | 5 | 5 | 5 | 4 | 5 | 4 | 4 | 5 | 3 | 3 | 4 | 4,28 |
| Coherence with the visuals | 5 | 5 | 5 | 4 | 5 | 4 | 4 | 5 | 4 | 3 | 4 | 4,37 |
| Expression richness | 5 | 5 | 5 | 5 | 5 | 4 | 4 | 5 | 4 | 3 | 5 | 4,6 |
| Average | 4,9 | 5 | 4,62 | 4,62 | 5 | 4 | 3,75 | 4,75 | 3,7 | 3 | 4,13 | |
| Percentage Change | 0,96% | 0,90% | 0,84% | 0,73% | 1% | 0,75% | 0,77% | 0,74% | 0,76% | 0,75% | 0,79% | 0,09 |

When Table 6 and Table 7 are scrutinized, it can be said that there is a meaningful increase in speaking skill both on the individual and group basis.

Table 8: Observation differences table

| Observation Criteria | 1st Observ. | 2nd Observ. | 3rd Observ. | Differ Bet. 1-2 | Differ. Bet. 2-3 | Differ. Bet.1-3 |
|---|---|---|---|---|---|---|
| Fluency | 2,09 | 3 | 3,72 | 0,44 | 0,25 | 0,79 |
| Accuracy | 2,73 | 3,64 | 4,18 | 0,33 | 0,15 | 0,54 |
| Self-expression skill | 2,54 | 3,55 | 4,45 | 0,40 | 0,26 | 0,75 |
| Authenticity | 2,63 | 3,37 | 4,28 | 0,28 | 0,27 | 0,62 |
| Vocabulary | 2,91 | 3,90 | 4,64 | 0,35 | 0,19 | 0,60 |
| Integrity | 2,46 | 3,46 | 4,28 | 0,41 | 0,24 | 0,75 |
| Coherence with the visuals | 2,63 | 3,64 | 4,37 | 0,38 | 0,2 | 0,66 |
| Expression richness | 2,72 | 3,81 | 4,54 | 0,4 | 0,20 | 0,67 |

When Table 8 is analyzed comprehensively, it can be noticed that there are meaningful increases among all the observations. It can be judged that there is a parallelism between these numeric values and researcher's observation, pre-test / post-test results and personal opinion letters. Therefore, this parallelism shows that creative drama method is influential on speaking skill.

**The Evaluation of Personal Opinion Letters**

At the end of the study, the participant group is asked to write a letter concerning their experiences throughout the whole process. These letters are analyzed with document analysis method, which is one of the qualitative research methods. The subtitles such as the difference of the study, group dynamics, contribution to personal development, games, activities, learning attitudes, contribution to language improvement and the effect on the speaking skill are taken into consideration, discussed and it is observed that following views are shared;

Table 9: The difference of the study

| The Difference of the Study | "The work was completely different from the others. Before I have never joined." |
|---|---|
| | "…That's why this period was completely unforgettable for me." |
| | "This workshop was enjoyable I think. I had fun. I met new friends. We had a good time with my friends." |
| | "The workshops were so entertaining. I tried to join although my English was not that good. Actually, it was impossible not to join when you were there." |
| | "It was a very successful and enjoyable work." |
| | "I have always wanted an atmosphere that I can only speak English. No other teachers but Mustafa Çulha used such an activity so far." |
| | "I have waited such an activity for years, and I'm very happy to see it happened in the end." |
| | "I think such activities should be more. By this means, next generations can be much better than us and we can develop more." |
| | "The workshop is a very different method, I think. It is very useful." |
| | "We had enjoyable activities." |
| | "It wasn't boring as various topics are practiced." |
| | "It was more beneficial as the workshop was in English" |
| | "We made the workshops different with different movements and animations" |
| | "The activities in the workshops encouraged us, made us more willing to succeed our goals." |
| | "We spent our time with enjoyable and didactic activities." |

| | |
|---|---|
| | "I had fun in general." |
| | "Although the other students are not interested in some subjects, thanks to the games, it made them more effective. The part that I most liked was police and thief game. It was useful for us to make a decision quickly." |
| | "We had enjoyable time. For example, the pantomime activity was very entertaining, so were our creating monster and the newspaper game." |

Based upon all these views, it is sayable that students find the workshops different, they have fun in general and find the study motivating.

Table 10: Group dynamics

| | |
|---|---|
| Group Dynamics | "Especially, in group-work we enjoyed each other. It was like a festival for me." |
| | "I met new friends. We had a good time with my friends. I had fun." |
| | "I got bored early on, but in the last 4 workshops I had fun because there were interesting topics for me." |
| | "The workshops were very useful for me. We were free and independent. Our dreams became true .We played the roles of various personalities. We sometimes were a very busy professor, sometimes a shark. We saw the various doors of life." |
| | "It was a great atmosphere to make contact with our friends." |
| | "My entourage was increased as the participant group was comprised of various classes." |
| | "This workshop enabled us to know our friends better, rather than learning English." |
| | "The atmosphere created by Mustafa Çulha strengthened our friendship ties. |
| | "This activity made us very excited." |
| | "I felt like my communication side gained strength." |

When the ideas are scrutinized advertently, it can be said that participants are influenced by the naturally developed group dynamics, and thus, their communication skills are strengthened owing to the created free and independent atmosphere.

Table 11: The contribution to personal development

| | |
|---|---|
| The Contribution To The Personal Development | "For instance, in this period, I took part when I was at stage I felt so embarrassed, but it made us so self-confident I'm sure." |
| | "I overcame my speaking English in the workshops." |
| | "I had different points of views of life in the workshops." |
| | "We changed our point of views thanks to the various methods and applications." |
| | "It was an amusing and useful activity for me." |
| | "I'm of the opinion that this activity made us learn new things, at least we were free form prejudices against speaking English." |
| | "I learnt to express my thoughts, feelings better with movements and mimics" |

When all these aforementioned opinions analyzed, it can be observed as a positive example of student attitude that participants break down their prejudices against speaking English and become more self-confident in this respect. As relating to this issue, when both researcher's observation and the data obtained from the observation forms put forward, it can be said that creative drama has a positive effect on speaking English.

In addition to this evaluation, the opinions of the participant group on language development and the learning attitude are meaningful as well. Relating to this matter following ideas are shared.

Table 12: Language development and learning attitude

| Language Development and Learning Attitude | "So, this action was entirely so useful for our language skills and characters" |
|---|---|
| | "The workshop made a great contribution to me. I was afraid of speaking English. I conquered my fear." |
| | "I learnt new words." |
| | "I learnt many words." |
| | "Some problems in my speaking got better in virtue of the workshops" |
| | "My vocabulary level became richer with the various activities and methods." |
| | "This activity was very useful for me. It contributed to me in terms of both grammar and vocabulary. For instance, I did not know the names of the animals, I learnt them. I learnt to use grammatical structures in a sentence much better." |
| | "The workshops were generally useful. It improved my sentence-making ability because it enabled us to speak." |
| | "I started to talk far more confidently." |
| | "It was good for making sentences and expressing ourselves." |
| | "The workshops enabled me to express myself much better." |
| | "I regained my self-confidence with respect to speaking. I learnt many new words." |

When the student opinions above examined in detail, it is seen that there is a parallelism between the researcher's observations and the analysis results of the paired –group t-test relating to the pre-test and post-test grades. The meaningful difference in favor of the post-test between pre-test and post-test grades ($t$ (11) =-5.631, $p$=.000) affirms this parallelism. Students' being able to make grammatically correct sentences fluently and accurately and their showing of a remarkable development on this part demonstrate that creative drama affects the speaking ability, as well as its' contribution to attitude dimension. Beside aforementioned positive attitude and gains, participant group's declaring that they enrich their vocabulary is one of the tacit gains which was observed during the study.

## CONCLUSION AND SUGGESTIONS

Following results are reached in the study which is carried out to measure the effect of creative drama on student success and speaking skill. When all the measurement tools and personal opinion letters reflecting participants', views are taken into consideration, it is observed that the creative drama method adopted throughout the whole process created positive effects. In the obtained quantitative data, the average of pre-workshop speaking skill grades of the experimental group increasing from X=6,17 to X=8,82 in the end of the study, demonstrate that creative drama created a meaningful difference in the process.

As relating to the contribution of creative drama to the learning process, student success and language skills, Annarella, (2000); Sirisrimangkorn and Suwanthep, (2013); McKean and Oddleifson, (2005); Erbay and Doğru, (2010); and Moore, (2004) also conduct studies and emphasize the active role of creative drama on learning and communication and they have similar results with the ones obtained in this study.

James, (1967); Gill, (2013); Brouilette, (2012); Schejbal, (2006), Diniarty, Sutapa, and Bunau, (2017); Başaran, Bekler, & Kepenek, (2015); Barbee,(2013); Janudom, and Wasanasomsithi, (2009); Gaudert, (1990); Davies, (1990) and Ulaş, (2008),as well, underline that creative drama is an influential method in foreign language teaching, it has a positive impact on speaking skill, it accelerates the learning process and it creates the feeling of self - confidence and a high motivation towards language in students. The letters written by the students show a

parallelism with the results obtained by the other scientists. The expression which is declared by most of the students "I can speak English better now" reflects this parallelism clearly.

Besides, personal opinion letters and the results relating to the researcher's observations are such as to support the quantitative data. It is seen that students break down their diffidence towards speaking, they can talk much more comfortably because of the free environment created by creative drama, they are able to make up their speaking deficiencies, they conquer the fear of speaking English, there is a group dynamics and an effective communication environment is provided. In the observations of the researcher, it is put forward that creative drama has contributed in many ways, it develops not only the success, but also their attitude towards speaking. The sincere expression "I wish we had learnt English that way before.", which was shared one of the students is such as to identify the influence of the study.

Studies which have been done and could not have been done in our country, in-class practices, the methods and techniques which have been adopted and could not have been adopted and the rate of the target language use in foreign language classes should be reviewed once again . Why, as a modern and communication-oriented method, creative drama is not used more influentially in our country is a disputable matter, though its impact on 4 basic language skills is proven by a myriad of academic and scientific studies. It is not a contingent case that a similar result is reached in this study, too. Notably, the intimate sharing's reflected by the participants in the personal opinion letters are such as to support this discussion. In the academic and science world, similar results showing a parallelism with this argument are observed. For example, in the studies of the scientists who make researches on foreign language teaching, quite analogous results are occurred. The point which should specifically be urged upon is the method dimension of the process. It is very well known that an appropriate method or a system of methods will provide a positive contribution to the teaching-learning environment.

In our modern world, where English is the "lingua franca" and carry a universal value (Tosun,2006), it should not be ruled out that it provides a global communication (Tok & Arıbaş, 2008). For this reason, the use of modern methods and techniques such as creative drama and so forth in the language studies will probably be able to create various aftermaths. In several parts of the study, some data stressing this point is reached, as well. In the personal opinion letters of the participants, some expressions which are bearing out the issues mentioned above are voiced in. The participant group, yet they couldn't name what it has been experienced as a method, underline a difference in the learning environment and often speak of the extraordinariness of the learning style.

The participant group is continuously observed from the very beginning of the study to the final step. These observations are evaluated with the observation forms which are prepared by taking into account specific criteria. And eventually they are analyzed with document analysis method. It is observed that there is a parallelism between the data obtained from the observation forms and both quantitative and qualitative data.

Potur, (2016), in his research ,in which he examines 31 master's thesis,20 doctoral thesis and 37 articles from 114 different magazines reaches some results akin to the ones obtained in this study. This study puts forward that creative drama has an influence on Reading and Listening partially, and substantially especially on Speaking. In the study of Karaca, (2016), in which speaking skill in Arabic is searched, it is put forward that creative drama has a positive impact both on academic success and attitude. The study of Özçelik and Aydeniz, (2012), analogically, emphasizes the power of creative drama on language teaching. In this study, the university students, whose attitude towards French is attempted to be probed. Similarly, the data obtained from here shows a parallelism with other analogous studies. As can be understood from all these explanations, it can be said that no matter what language it is, the using of creative drama in the teaching of it, makes the process very effective.

Based upon all the data obtained, it can be said that creative drama is influential on the speaking skill in the foreign language.

## SUGGESTIONS

- Unlike Grammar Translation Method (GTM) understanding, new and modern communicative methods should be used more effectively.
- The influential power of drama on foreign language teaching should be taken into consideration and it should be used as an efficient teaching method.
- The number of the creative drama lessons in the Language Department of Education Faculties should be increased. It will be very beneficial for foreign language teachers to undergo basic creative drama training.
- The foreign language teachers should be trained by the educators (teachers or academicians who have the creative drama education), and who are able to speak that target language as native or native-like level, if possible. This will have great contributions to the teachers. In this education process, the primary elements of creative drama should be combined with the dynamics of foreign language teaching, and the process of teaching language should be rendered to a more communicative one.

- Teachers who work for the Ministry of Education should undergo a basic creative drama education, the Directorates of National Education should develop a large scaled project by signing a protocol with the Creative Drama Association. Within the Project, teachers who have been working for the Ministry of Education, and also who have the title of 'creative drama leader' or who completed the minimum 5th level of creative drama education should be asked for support. Teachers having such qualifications should be provided to support the Project.
- It should be provided to give a creative drama education at the schools which belong to the Ministry of Education. The time of the lesson or the creative drama activity should apparently be stated in the weekly school program.
- Students who are far from the expected academic success, who have difficulty in developing a positive attitude towards the lessons, who have some learning difficulties, who have an official report that is explaining such a situation and who think they do not like school and naturally who are attending our schools should me made chosen 'Creative Drama' as an Elective lesson. Effective and productive creative drama activities should be carried out for these students.

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