

Investigation of the Effect of Using Drama Techniques in Teaching English on the Attitudes of 5th-Grade Students Towards English Lessons: The Case of Elazığ Province

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ABSTRACT

This research aimed to examine the effect of using role-playing and miming drama techniques in teaching English on the attitudes of 5th-grade students towards the English lessons. For this, 64 5th-grade students from two different classes at a state school in Elazığ were selected through convenience sampling. Pre-test data were obtained from the experimental group and the control group, using the reliability-tested attitude scale of Aydoğmuş (2017). Then, 10-hour lessons in which the selected drama techniques were integrated were applied to the experimental group, while the lessons continued as in the traditional way in the control group. The completion of the application was followed by the application of the same scale to obtain post-test data from both groups. The pre-test and post-test data were analyzed using the mixed-design ANOVA statistical method, and the results indicated that the drama techniques altered 5th-grade students' attitudes towards English lessons positively.

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Statement of Publication Ethics

Ethical approval was obtained for this research with the session number 2024/08 and decision number 20 of the Firat University Social Sciences and Humanities Research Ethics Committee and the approval of the Governor's Office dated 30.04.2024 and numbered E-79137285-44-101295001.

Authors' Contribution Rate

Each author was equally involved in the literature review, data collection, data analysis, and reporting stages.

Conflict of Interest

The authors declare that they have no conflict of interest.

Reference

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Introduction

İkinci (2019, p. 23), in his doctoral dissertation, defines drama used in education as “students personally participating as actors and presenting various situations that may arise at certain times of social life”. He also states that the use of drama in foreign language teaching is becoming increasingly widespread around the world and in our country, and that the belief in the use of drama in foreign language teaching is increasing. Due to the diversity of drama techniques, its use in classrooms has been the choice of many foreign language teachers. These techniques are very suitable for foreign language areas, such as language skills and grammar rules. In addition, İkinci (2019) mentions in his dissertation that the use of drama in foreign language teaching cannot be ignored. Various drama techniques used in foreign language teaching can basically be listed as role-playing, miming, improvisation, and puppetry.

Role-playing is simply a way of taking on the role of imaginary characters, speaking and acting like these characters. Role-playing offers students opportunities to gain various experiences even while in the classroom environment. Miming is the expression of certain terms, words, or phrases by simply moving without saying anything. As for improvisation, it is defined as spontaneous, immediate speaking or action by people by creating various situations (Önder, 2004, p. 137). Lastly, puppetry can be defined as teaching the lesson with puppets prepared with certain materials, especially those used to attract children's attention. As a result, the common aspects of these drama techniques are to make students more active in the lesson, making their learning easier and more permanent.

A literature review on the integration of drama activities into the English classes shows that these drama techniques have positive effects on learning and teaching English as a foreign language. The more sensory organs are included in the teaching process, the more permanent and effective learning becomes. This is also the case in the English teaching process. Since role-playing and miming drama techniques involve more than one sensory organ in the teaching process at the same time, teaching English with these techniques has become an increasingly important issue (Adıgüzel, 2018; Angelianawati, 2019). For example, Adıgüzel (2018) revealed that creative drama contributes to cognitive, affective and psychomotor development making learning experiential (p. 66). Angelianawati (2019) also stated that the use of drama techniques in English lessons offers students the opportunity to learn by doing and experiencing rather than passively listening and repeating. As can be understood from these statements, English lessons where drama techniques are used are student-centred, and students can relate their experiences in these lessons to their own lives. Thus, students’ attitudes towards English lessons can be positively affected. In addition, Çelik (2019) emphasised that what the use of drama techniques in teaching English offers to students is not more knowledge but the ability to use what they know. In this context, according to vitality, which is one of the teaching principles, the attitudes of students who can apply what they know to English lessons may change positively. In this vein, Ong (2011) stated that drama techniques attract the attention of all tactile, auditory, kinesthetic, and visual students, and that fun and non-threatening drama techniques help students acquire new knowledge by supporting their previous learning. Considering these statements, it can be

concluded that the attitudes of students towards English lessons will be positive if they witness that drama techniques benefit them, regardless of their learning style.

On the other hand, Gaudart (1990) stated in his article that English teachers do not have an idea about how to adapt drama techniques to the entire curriculum and that most teachers confuse drama techniques with theatre, so they hesitate to adapt drama techniques to their lessons. Although we are in the 21st century, it seems that the use of drama techniques in education is still not widespread in Turkey. In a study they conducted on teachers and teacher candidates, Dellal and Kara (2010) asked whether they feel capable of applying drama techniques such as puppetry and role playing in their English lesson. When the answers to the question were examined, they concluded that 90% of these teachers found themselves inadequate in drama techniques. Additionally, in this study, the teachers who participated in the research were asked, "Have you read any publications about the importance of drama games and techniques in the teaching profession?" and 40% of the teachers answered yes, 60% answered no, and 40% of the teachers who participated in the survey stated that they followed a drama-related publication throughout their career but that these publications were not sufficient because they were not continuous. This study introduced 5th grade students, English teachers, and researchers interested in this subject by integrating drama techniques such as role play and non-verbal imitation into the English lesson, with the example of Elazığ province, and revealed the possible change in students' attitudes towards English as a foreign language.

This is the case in Turkey. When various keywords in Turkish and English are typed into Google Scholar about the use of drama techniques in foreign language teaching, many research articles appear. However, the application of these drama techniques in schools affiliated with the Ministry of National Education in Turkey is quite limited. In his article, Kadan (2021) states that English teaching in Turkey starts from the preschool and primary school periods and continues for many years, and that during this period, English lessons are boring, students have difficulty learning the language in classes where almost no drama techniques are used, and they begin to believe that learning a language is impossible. When the decisions of the Ministry of National Education (2006) are examined, it is stated that drama techniques should be used in foreign language teaching so that students' attention can be attracted. Thanks to these activities, foreign language lessons will be fun, and thus learning becomes easier. However, despite all this, it is not possible to fully implement these drama techniques. Moreover, when the Ministry of Education's English course curriculum was examined, it was observed that these drama techniques should be used. However, in the 5th grade English textbook chosen by the Ministry of National Education for use in its own schools, these drama techniques were either not included at all or were used in a very limited way. Although the drama techniques mentioned are in the curriculum, this situation has been ignored. Moreover, there are very few studies on this subject, and the studies found have certain limitations. Based on this situation, this research aimed to eliminate the deficiency in using drama techniques in teaching English as a foreign language in our country. With the case of Elazığ province, the study provided findings to teachers and researchers about the effect of using drama techniques in English language acquisition on students' attitudes towards English.

Literature Review

It is noteworthy that a number of studies have been conducted only on the effect of drama techniques on English speaking skills. When the literature was examined, it was found that there were many studies on the use of drama techniques (role playing and mimicry) in teaching English. However, it has been observed that these studies have limitations such as focusing on a single language skill (such as speaking only), the small number of participants included in the study, the presence of participants who already have a positive attitude towards the English lesson, and the absence of studies that focus only on students' attitudes towards the English lesson. For example, Ulas (2008) indicated in his study that creative drama contributed to the improvement of speaking proficiency in time. Moreover, Turgut (2019) found out the positive impact of drama on 6th grade students' speaking anxiety and motivation in the English lesson. Similarly, Çokyaman and Beydoğan (2022) conducted a study in which only nine students, who already had a positive attitude towards English class, participated, and drama techniques were used as an extracurricular activity. As a result of this research, it was revealed that the use of drama techniques in English lessons had positive effects on students' speaking skills, but the reliability of the research decreased due to the limitations mentioned. Additionally, Göktürk, Çalışkan, and Öztürk (2020) concluded in their research that drama techniques improved speaking skills and that these improvements positively affected the students' attitudes towards English lessons. However, as seen in this study, most of the research on the subject has limitations, such as being specific to a single language skill and examining students' attitudes towards the course based on the focused skills.

In the same vein, according to the studies conducted by Caín Yuquilema (2019), Merabet (2021), Altweissi and Maaytah (2022) and Kumar and et al (2022), it was revealed that the use of various drama techniques in English as foreign language lessons had positive effects on the participants' communication skills. However, these studies did not specify drama techniques, integrated into the English lesson and their focus was merely on communication skills of the participating students. The main concern was about speaking skills in the mentioned studies. As different from them, Almutairi and Alfarman (2024)'s study contributed to literature with its exploration of how educational drama affects students' attitudes towards the language in addition to its impact on their speaking skills. However, this study was limited to only females as the education system in the study context is gender-restricted. Considering the limitations of these researches, the exclusive focus on speaking skills and a specific gender has limited the generalisability of their findings.

Considering the studies mentioned above regarding the importance of the subject and their limitations, unlike the previous studies, this study investigated the effect of using specifically role play and non-verbal imitation drama techniques in teaching English on the attitudes of both male and female students at 5th grade secondary school affiliated with the Ministry of National Education in Turkey towards the English lesson.

In the literature, only one study has been found in the English textbook that will be taught in 5th grade public schools of the Ministry of Education for 5 years as of 2022. In this study by Akbulut, Üzüm, and Pesen (2022), the 5th grade English textbook was examined within the framework of the basic values specified in the English course curriculum, and only

the values and objectives of the curriculum were emphasized. However, according to the analysis made within the scope of this study proposal, it is noteworthy that although it is recommended to be used in the course in the 5th grade English curriculum of the Ministry of National Education (MoNE), there are only four activities in total for the application of drama techniques in this textbook. Therefore, this study aims to fill the gap in our country's literature regarding the book and to contribute to the students' development of a more positive attitude towards the English course by compensating for the shortcomings of the English textbook in terms of role play and non-verbal imitation drama techniques.

When examined within the framework of the Ministry of Education's 5th grade English course curriculum (<https://mufredat.meb.gov.tr/Dosyalar/2018/ogretimprogrami.pdf>), it is noteworthy that there are not enough activities that allow the application of drama techniques in the 5th grade English textbook. Unit 1 of the curriculum is given below as an example. Drama is also included among the suggestions in other units throughout the curriculum. However, when the distribution of drama techniques recommended to be applied in the curriculum is examined in the activities in the MoNE 5th grade textbook, it is seen that there are a very limited number of activities in which drama techniques can be applied. There are only four activities in the book that include drama techniques (Ceylan, Gümüş, & Kabukçu, 2019). It is also noteworthy that there are only four activities in total for the application of role playing and mimicry drama techniques recommended to be used in the lesson in the 5th grade English teaching program of the Ministry of National Education.

Additionally, some teachers may have hesitations about how these techniques can be applied in their lessons. For this reason, most English lessons proceed monotonously, and therefore students' attitudes towards English lessons may change negatively (Dellal & Kara, 2010). However, according to studies, the use of drama techniques (role play, non-verbal imitation) in teaching English saves the lesson from monotony and motivates students towards the lesson. Gaudart (1990) stated in his article that the use of drama techniques in English lessons can keep students' attention alive and encourage students' creativity, saving lessons from monotony and thus making students enthusiastic about the lesson. In a nutshell, it can be concluded that the use of drama techniques in teaching English can positively affect students' attitudes towards English lessons. Therefore, this research study aimed to introduce 5th grade students to role playing and mimicry drama techniques by integrating these techniques into English lessons and to increase students' success by motivating them in English lessons. Therefore, this study intended to fill this gap in the literature and contribute to students' development of a more positive attitude towards English lessons by compensating for the shortcomings of the current English textbook in terms of drama techniques.

Research Aim and Research Questions

In light of the above-mentioned studies, the general purpose of this study was to investigate and compare the effect of using role-playing and mimicry drama techniques in teaching English to fifth grade students affiliated with the Ministry of National Education in Elazığ. The research questions of the study and the primary objectives in relation to them are as follows:

a) How do drama techniques impact the attitudes of the students towards English lessons?

The study primarily intended to evaluate the effect of drama techniques to understand how the use of role-playing and mimicry drama techniques affects fifth graders' attitudes towards English lessons.

b) How does the use of drama techniques compare to traditional teaching methods in teaching English to students in terms of effectiveness?

The study aimed to compare the differences between teaching English to fifth grade students in Elazığ by using drama techniques and traditional teaching methods. This comparison aimed to measure the effectiveness of these techniques, in contrast to traditional approaches.

c) How do pre-test and post-test comparisons reveal the impact of drama techniques on the attitudes and learning outcomes of students in the experimental and control groups?

The study intended to measure the differences between the pre-test and post-test results of the experimental group in which drama techniques were applied, and the control group that did not use these techniques. This comparative analysis aimed to identify important differences in attitudes and learning outcomes.

d) How can the findings of this study support and encourage the wider adoption of drama techniques in English language teaching?

The research aimed to provide insights that could potentially support and encourage the wider adoption of drama techniques in English language teaching. The findings may provide a basis for educators and curriculum planners to consider integrating these innovative methods into language education. Therefore, this research study aimed to provide valuable insights into the literature on the effectiveness of role-playing and mimicry drama techniques in shaping the attitudes and learning experiences of fifth graders in the context of learning English as a foreign language by successfully achieving the above goals.

Methodology

Research Design

This was a quasi-experimental study conducted in Elazığ province to examine the effect of drama techniques on 5th grade students' attitudes towards English lessons. Experimental studies examine the effects of the independent variable on the dependent variable (Büyüköztürk, et al., 2024, p. 18). More specifically, a quasi-experimental design with one experimental group of 32 students and one control group of 32 students was employed to compare two groups of participants to answer the research questions of this experimental study. Quasi-experimental design is commonly used in quantitative educational studies (Richards and Schmidt 2013). The researchers chose this methodology as some case studies such as Almutairi and Alfarwan (2024), Kadan (2021), Kalkan (2024), Torrico (2015) and Turgut (2019) employed quasi-experimental design for a small sample of students in similar context.

In this quasi-experimental study, while the English lessons were held in accordance with the existing curriculum in the control group, drama techniques were integrated into English lesson plans in the experimental group. Among the types of drama techniques, role playing and mimicry were used. Although puppetry and improvisation among drama techniques are widely used in foreign language teaching, the most important criterion in choosing role play and non-verbal imitation drama techniques to be used within the scope of this research was age; therefore, these drama techniques were appropriate for the interest and English proficiency level of the students who participated in the study. It was thought to be the right choice to keep the interest of 11-year-old children, having basic English skills and attending a public school since the first grade, alive and to ensure their active participation in the lesson. The reason why role play and non-verbal imitation drama techniques were chosen in this research was that they are more suitable for the target group of the research, namely 5th grade students and children. In this context, Barton and Booth (1990) stated in their article that using drama techniques in foreign language teaching helped children put their own subjective worlds into play and thus make sense of the subjects in the target language more effectively. Therefore, it could be predicted that the use of role-playing and non-verbal imitation drama techniques would be beneficial for 5th grade students to learn the topics covered in English lessons in a more effective and meaningful way.

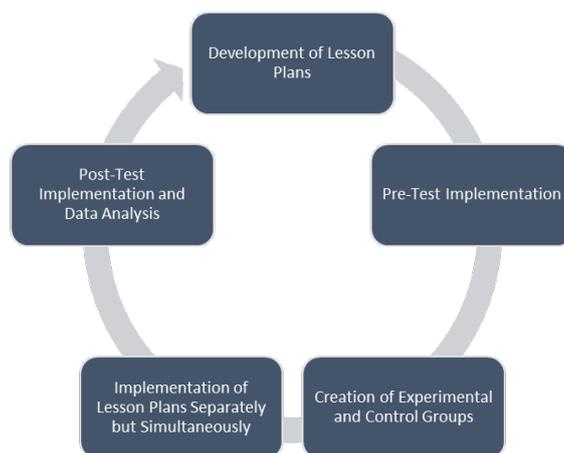
Convenience sampling was used in this experimental study. It is “one of the nonprobability sampling techniques in which samples are chosen from the population just because they are readily accessible to the researchers” (Elfil & Negida, 2017; Mulisa, 2022, p. 81). It is commonly used by the qualitative researchers as it is effective in terms of time and cost besides the convenience of samples (Mulisa, 2022, p. 81; Taherdoost, 2016). 5th grade students of Şehit Fevzi Gürsu Secondary School in the centre of Elazığ province were accessible and convenient samples for the study. It is possible to test research hypotheses and reach generalisations based on the data obtained from the selected sample through quantitative research. Role play and non-verbal imitation drama activities selected to be implemented in the experimental group were determined in accordance with the targeted attitudes of the students. During the 10-hour practice, the lesson was taught using role-playing and non-verbal imitation drama activities with the experimental group, while the lesson was taught with the activities in the existing programs with the control group. The courses for both sample groups were planned consecutively. Drama practices with the students in the experimental group continued during two hours of lessons per week. Lesson plan contents were prepared taking this period into consideration. During the implementation, full participation of students in the lessons taught with these techniques was ensured. For this purpose, lesson plans were prepared to attract the attention of the students and take their attention spans into consideration.

For the experimental group, a 10-hour lesson plan was prepared by including the selected drama techniques in the lessons of the units to be taught in the spring semester with activities, while for the control group, a 10-hour lesson plan that included no drama activities was prepared. 2 hours per week (1 hour for the experimental group and 1 hour simultaneously for the control group) were allocated to the practice. Thus, 10 lesson hours of lecture were given in each of the control and experimental groups. In the experimental group, groups were

formed for role-play and non-verbal imitation activities in the lessons, taking gender balance into account among the students. Therefore, in the experimental group, the lessons were conducted student-centred with drama techniques, while in the control group, the lessons were conducted with teacher-centred traditional question-answer methods by the same teacher.

The steps of the experiment followed in the study are provided in Figure 1 below.

Figure 1. Application Steps



Publication Ethics

Ethical approval was obtained for this research with the session number 2024/08 and decision number 20 of the Fırat University Social Sciences and Humanities Research Ethics Committee and the approval of the Governor's Office dated 30.04.2024 and numbered E-79137285-44-101295001.

Participants

The research was carried out in the spring semester of the 2023-2024 academic year for 5th grade students at a secondary school (public school) in the city center of Elazığ, Şehit Fevzi Gürsu Secondary School, for which the allowance was taken from the Directorate of National Education at the beginning of the spring semester. The participants were chosen through convenience sampling, which is one of the nonprobability sampling techniques to include the participants who are easy to be accessed by researchers (Elfil & Negida, 2017; Mulisa, 2022: 81). It is preferred as it saves time and cost (Mulisa, 2022, p. 81; Taherdoost, 2016).

An experimental model was followed in this study based on the quantitative research method. In this model, an English teacher's two branches containing 5th grade students from the specified secondary school were selected to create the experimental research design. Through impartial assignment, one of these branches was determined as the experimental group and the other as the control group. These were an experimental group consisting of 32 students (16 females, 16 males) and a control group consisting of 32 students (16 females, 16 males). All participants were 5th graders and 11 years old, and the research was carried out with the participation of 64 students in total.

Data Collection and Analysis

An attitude scale to measure the attitudes of the 5th grade public school students in the experimental and control groups towards the English lesson was applied to the experimental and control groups before and after the experimental process. It is a scale developed by Aydoğmuş (2017) to measure affective tendencies, and its reliability coefficient was found to be 87. Aydoğmuş's scale is in Turkish language, and it was used without any translation to get reliable data from the fifth-grade students by avoiding any misunderstanding or confusion, which can be created through English language. This scale was preferred because it has high internal consistency and reliability. This scale was used as a pre-test at the beginning of the process and as a post-test at the end of the process. In this attitude scale, there are attitude expressions consisting of 14 short, simple, and concise items that a 5th grade student can understand, and a 3-point Likert-type scale for these expressions as "Yes," "Partly," and "No" (See Appendix). This English lesson-related scale consisting of 14 items was applied to the students in order to measure the changes caused by the use of drama techniques in English language teaching in fifth grade students' attitudes towards English lessons. Measurements of the same students were made twice, pre-test and post-test. Half of the students were in class 5-B and half were in class 5-F. Class 5-B was determined as the experimental group and class 5-F was determined as the control group. The results of these two groups' pre and post tests were compared to find out to what extent drama techniques, integrated into English teaching, could have impact on the change in the experimental group's attitudes to English lesson.

Statistical analyses of the study were performed using the Mixed-Design ANOVA method. In Mixed-Design ANOVA analysis, it is possible to statistically analyze the differences between the experimental and control group, between the pre-test and post-test measurements, as well as depending on the interaction of the group and the test time.

In the data set obtained as a result of the scale, it was encoded as 1 = Yes, 2 = Partially, 3 = No. In the analyses, these encodings were used in the same way in order to remain faithful to the original of the data set.

Procedure

To explore the effect of role-playing and mimicry as drama techniques on fifth graders' attitudes towards learning English, the steps which were followed were stated below:

a) Development of Lesson Plans Containing Selected Drama Techniques: 10- hour lesson plans containing role playing and mimicry drama techniques were developed in the English curriculum for fifth graders, and 10-hour lesson plans without any drama techniques. These lesson plans were developed in accordance with the existing curriculum by taking two field experts' opinion and feedback. They were also shared with the participant students' English teacher who was collaborated with in the selected school to receive her feedback. They were revised according to the feedback before the implementation.

b) Creation of Experimental and Control Groups: A control and an experimental group were created, each with 32 students. In the study, which involved a total of 64 students, care was taken to ensure that the gender distribution of students was equal.

c) Implementation of Lesson Plans: The prepared lesson plans were applied simultaneously to the control and experimental groups separately during 10 lesson hours.

d) Pre-Test and Post-Test Implementation and Data Analysis: In order to observe the possible change in the participants' attitudes towards learning English, data analysis was done by applying the same test as pre-test first to all participants and as the posttest at the end of the implementation of the lesson plans. Before conducting the research, the research ethics and purposes of the study was explained in the parent consent form to the participating students' parents within the framework of ethical principles. After collecting the parent consent forms with the parents' signatures, the research was started with the implementation of the scale as the pre-test in both the experimental group and control group in third week of the spring term of the 2023-2024 education year. The scale was in Turkish language and it was implemented without translation in a single lesson-hour on the same day simultaneously. Then, the 10-hour lesson plans, which had been already prepared by the researchers and checked out by a field expert and the English teacher of the classes where the study was going to be conducted, were administered each week to the groups. The lesson plans administered to the experimental group included role-playing and improvisation techniques, while the ones to the control group were traditional lesson plans without any drama techniques. In the following week after the experimental duration of 10 weeks, Aydoğmuş's scale was repeated as the posttest in both groups. Thus, the study took 12 weeks in total (See Table 1).

Table 1. The Dates of Pre-test, Implementation and Post-test

Phase	Date (Week of)	Description
Pre-Test	3rd week of Spring Term 2023-2024	The implementation of the attitude scale in both groups
Lesson Implementation (10 Weeks)	4th–13th weeks of Spring Term 2023-2024	The experimental group received drama-based lessons, while the control group followed traditional lesson plans
Post-Test	14th week of Spring Term 2023-2024	The attitude scale re-administered in both groups

Results

This part provides the results of the study exploring the effect of role playing and improvisation drama techniques on the students' attitudes towards English lesson. A quasi-experimental research design was carried out due to its convenience and applicability. The quantitative data collected from the attitude scale, administered to the experimental group and the control group as pre-test and post-test, was analyzed with the SPSS program by using mixed-design ANOVA test. Means, standard deviations and significance level of the participants' scores in different groups and measurement times for 14 items in the scale are presented in the tables and figures below for each item in sequence one by one.

1. *I think English lessons are important.*

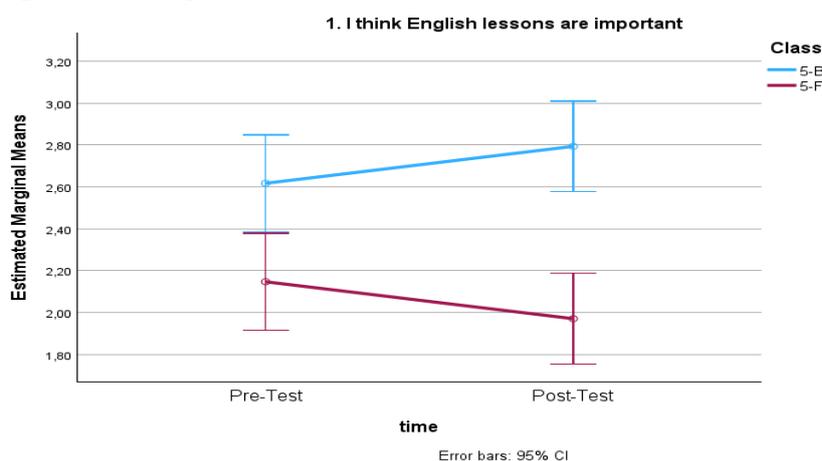
Table 2. Item 1 Results

Variable	Time	Class		p-Value
		5-B	5-F	
Item 1	Pre-Test	2.62 (0.55)	2.15 (0.78)	.006

	Post-Test	2.79 (0.48)	1.97 (0.76)	< .001
p-Value		.143	.143	

For the 1st item, as a result of mixed-design ANOVA test, a statistically significant difference was found between the experimental and control group in both pre-test and post-test scores. However, for both groups, no statistically significant difference was found between pre-test and post-test scores (See Figure 2).

Figure 2. Group Differences for Item 1



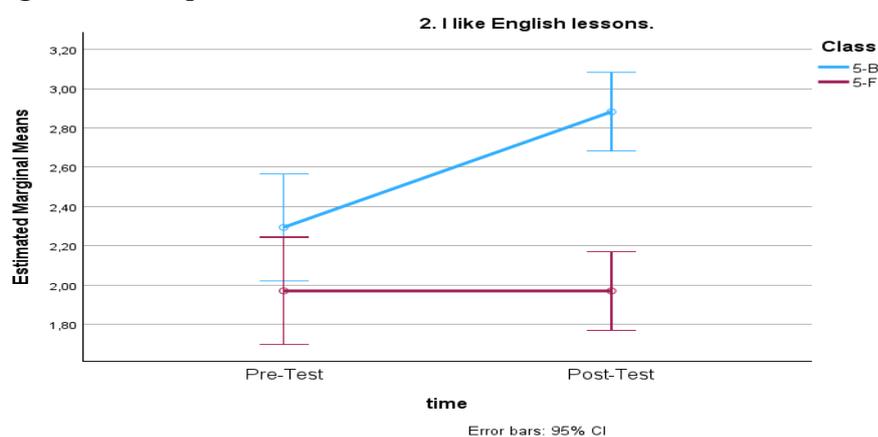
2. *I like English lessons.*

Table 3. Item 2 Results

Variable	Time	Class		p-Value
		5-B	5-F	
Item 2	Pre-Test	2.29 (0.76)	1.97 (0.83)	.099
	Post-Test	2.88 (0.33)	1.97 (0.76)	< .001
p-Value		< .001	1.000	

For the 2nd item, as a result of mixed-design ANOVA test, a statistically significant difference was found between the groups only in post-test scores. Additionally, the post-test scores increased significantly only for the experimental group but not for the control group. (See Figure 3)

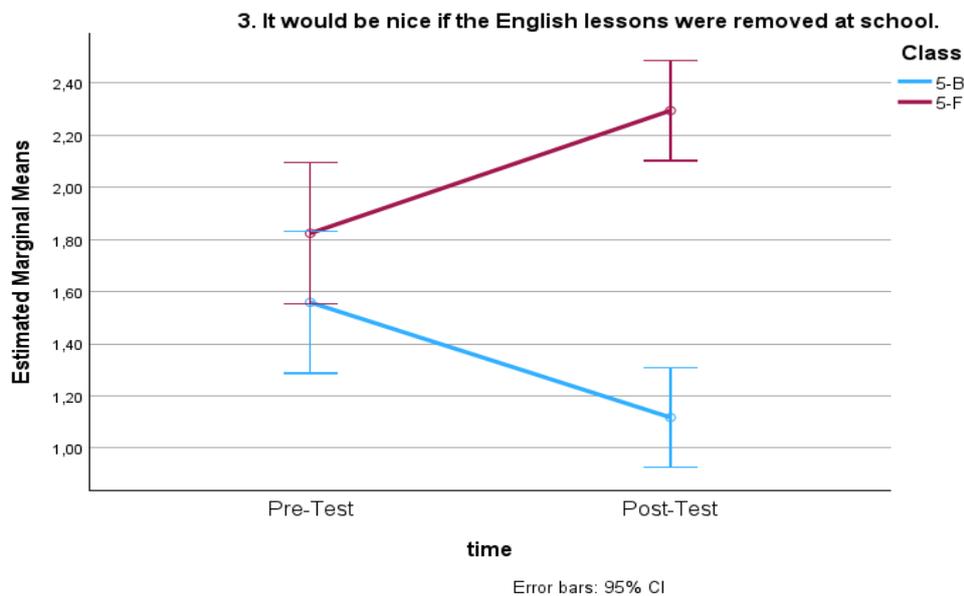
Figure 3. Group Differences for Item 2



3. *It would be nice if the English lessons were removed at school.***Table 4.** Item 3 Results

Variable	Time	Class		p-Value
		5-B	5-F	
Item 3	Pre-Test	1.56 (0.79)	1.82 (0.80)	.172
	Post-Test	1.12 (0.33)	2.29 (0.72)	< .001
p-Value		< .001	< .001	

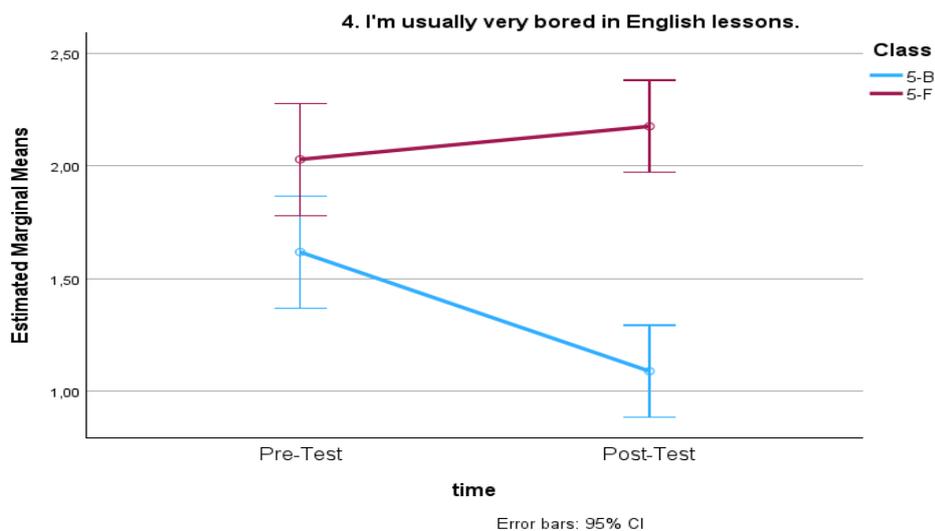
For the 3rd item, as a result of mixed-design ANOVA test, a statistically significant difference was found between the groups only in post-test scores. The post-test scores decreased significantly for the experimental group but increased significantly for the control group (See Figure 4).

Figure 4. Difference between the Experimental Group and Control Group for Item 3 According to Pre-test and Post-test Scores Group differences for Item 34. *I am usually very bored in English lessons.***Table 5.** Item 4 Results

Variable	Time	Class		p-Value
		5-B	5-F	
Item 4	Pre-Test	1.62 (0.70)	2.03 (0.76)	.023
	Post-Test	1.09 (0.29)	2.18 (0.80)	< .001
p-Value		< .001	.213	

For the 4th item, as a result of mixed-design ANOVA test, a statistically significant difference was found between the groups both in pre-test and post-test scores. Also, the post-test scores decreased significantly only for the experimental group but not for the control group (See Figure 5).

Figure 5. Group Differences for Item 4



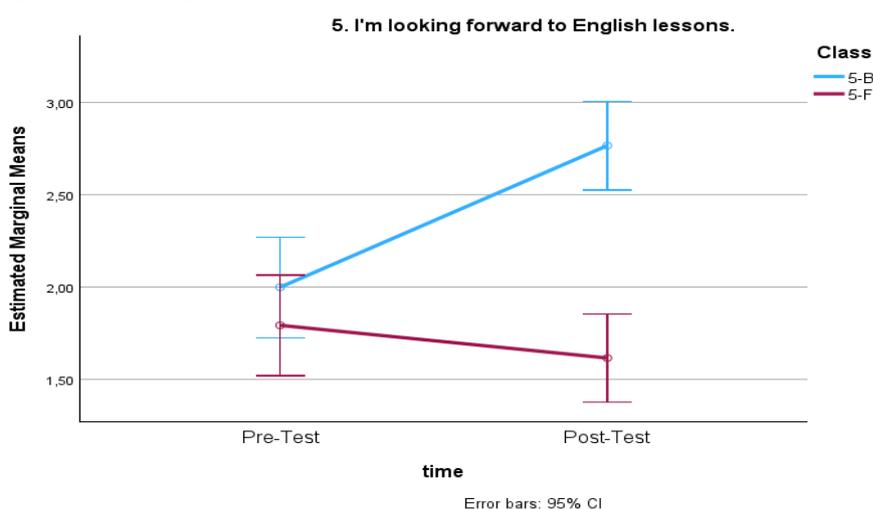
5. *I am looking forward to English lessons.*

Table 6. Item 5 Results

Variable	Time	Class		p-Value
		5-B	5-F	
Item 5	Pre-Test	2.00 (0.85)	1.79 (0.73)	.289
	Post-Test	2.76 (0.61)	1.62 (0.78)	< .001
p-Value		< .001	.197	

For the 5th item, as a result of mixed-design ANOVA test, a statistically significant difference was found between the groups only in post-test scores. Also, the post-test scores increased significantly only for the experimental group but not for the control group (See Figure 6).

Figure 6. Group Differences for Item 5

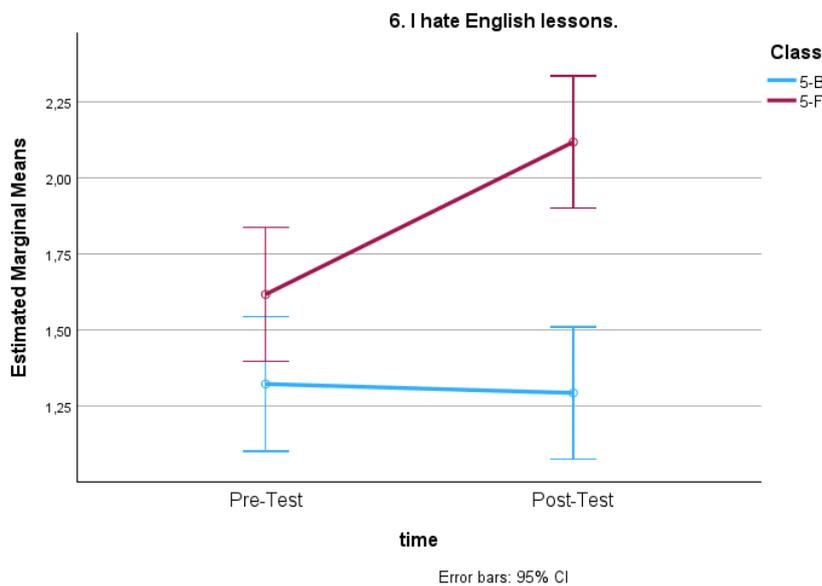


6. *I hate English lessons.*

Table 7. Item 6 Results

Variable	Time	Class		p-Value
		5-B	5-F	
Item 6	Pre-Test	1.32 (0.53)	1.62 (0.74)	.065
	Post-Test	1.29 (0.52)	2.12 (0.73)	< .001
p-Value		.740	< .001	

For the 6th item, as a result of mixed-design ANOVA test, a statistically significant difference was found between the groups only in post-test scores. Also, the post-test scores increased significantly only for the control group but not for the experimental group (See Figure 7).

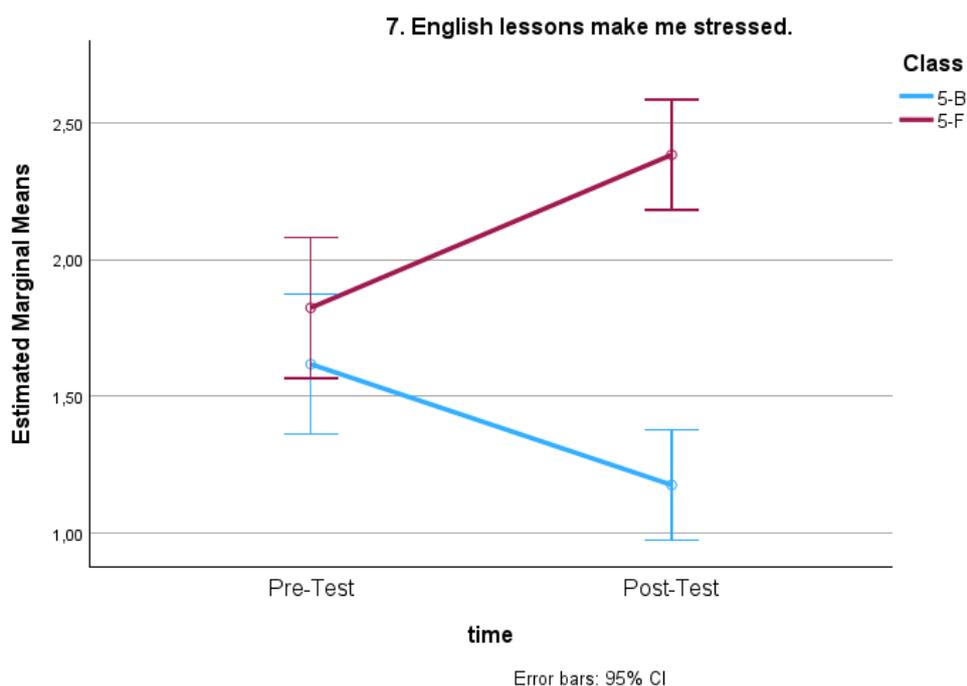
Figure 7. Group Differences for Item 6

7. *English lessons make me stressed.*

Table 8. Item 7 Results

Variable	Time	Class		p-Value
		5-B	5-F	
Item 7	Pre-Test	1.62 (0.74)	1.82 (0.76)	.261
	Post-Test	1.18 (0.46)	2.38 (0.70)	< .001
p-Value		< .001	< .001	

For the 7th item, as a result of mixed-design ANOVA test, a statistically significant difference was found between the groups only in post-test scores. The post-test scores decreased significantly for the experimental group, however, increased for the control group (See Figure 8).

Figure 8. Group Differences for Item 7

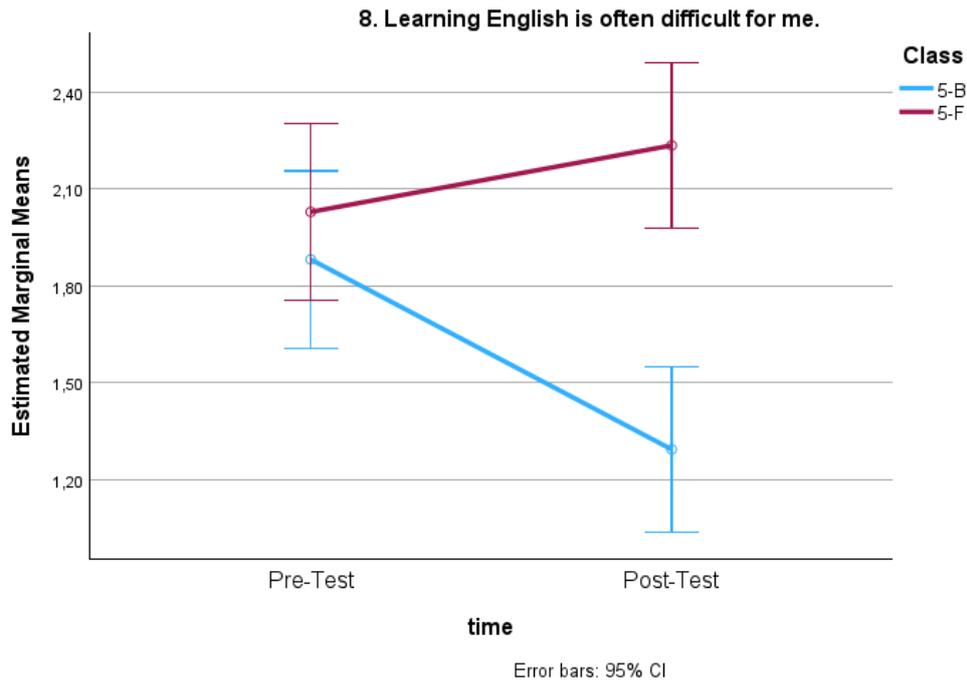
8. *Learning English is often difficult for me.*

Table 9. Item 8 Results

<i>Variable</i>	<i>Time</i>	<i>Class</i>		<i>p-Value</i>
		<i>5-B</i>	<i>5-F</i>	
Item 8	Pre-Test	1.88 (0.77)	2.03 (0.83)	.453
	Post-Test	1.29 (0.63)	2.24 (0.85)	< .001
p-Value		< .001	.059	

For the 8th item, as a result of mixed-design ANOVA test, a statistically significant difference was found between the groups only in post-test scores. Also, the post-test scores decreased significantly only for the experimental group but not for the control group (See Figure 9).

Figure 9. Group Differences for Item 8



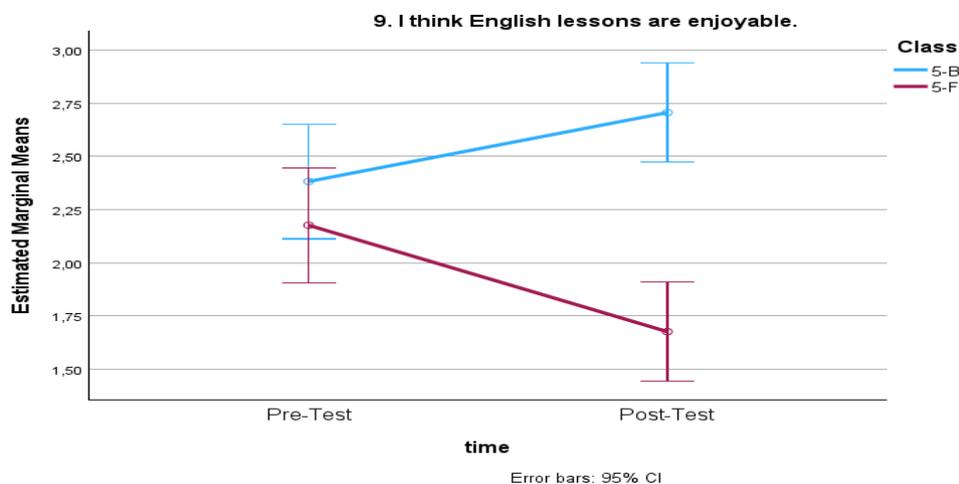
9. *I think English lessons are enjoyable.*

Table 10. Item 9 Results

Variable	Time	Class		p-Value
		5-B	5-F	
Item 9	Pre-Test	2.38 (0.78)	2.18 (0.80)	.285
	Post-Test	2.71 (0.68)	1.68 (0.68)	< .001
p-Value		.005	< .001	

For the 9th item, as a result of mixed-design ANOVA test, a statistically significant difference was found between the groups only in post-test scores. The post-test scores increased significantly for the experimental group, however, decreased for the control group (See Figure 10).

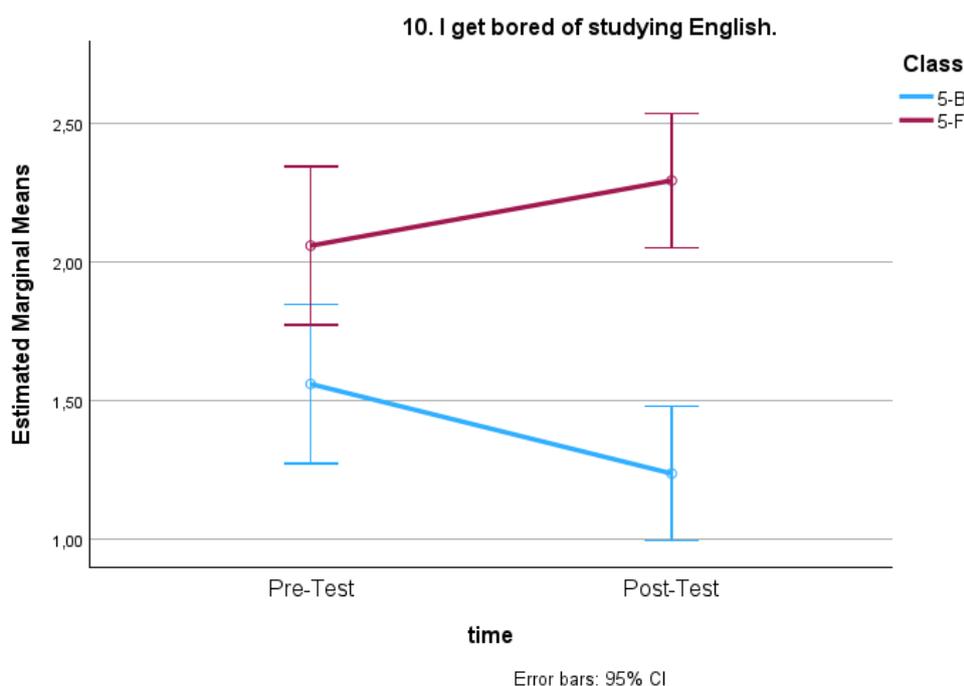
Figure 10. Group Differences for Item 9



10. *I get bored of studying English.***Table 11.** Item 10 Results

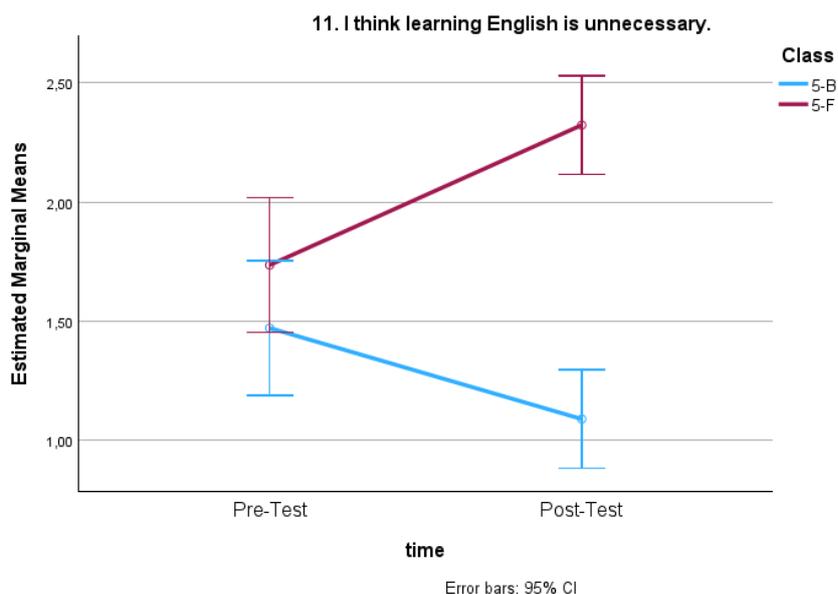
Variable	Time	Class		p-Value
		5-B	5-F	
Item 10	Pre-Test	1.56 (0.79)	2.06 (0.89)	.016
	Post-Test	1.24 (0.55)	2.29 (0.84)	< .001
p-Value		.002	.019	

For the 10th item, as a result of mixed-design ANOVA test, a statistically significant difference was found between the groups both in pre-test and post-test scores. In addition, the post-test scores decreased significantly for the experimental group but increased for the control group (See Figure 11).

Figure 11. Group Differences for Item 1011. *I think learning English is unnecessary.***Table 12.** Item 11 Results

Variable	Time	Class		p-Value
		5-B	5-F	
Item 11	Pre-Test	1.47 (0.79)	1.74 (0.86)	.191
	Post-Test	1.09 (0.29)	2.32 (0.81)	< .001
p-Value		.002	< .001	

For the 11th item, as a result of mixed-design ANOVA test, a statistically significant difference was found between the groups only in post-test scores. Also, the post-test scores decreased significantly for the experimental group but increased for the control group (See Figure 12).

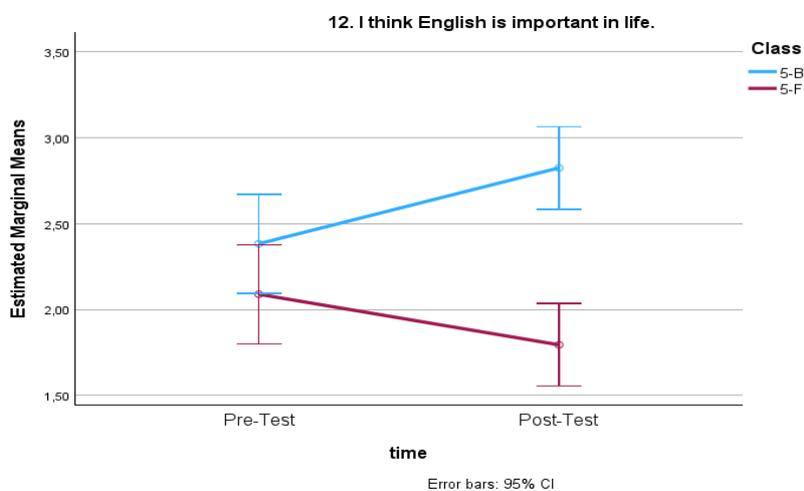
Figure 12. Group Differences for Item 11

12. *I think English is important in life.*

Table 13. Item 12 Results

Variable	Time	Class		p-Value
		5-B	5-F	
Item 12	Pre-Test	2.38 (0.85)	2.09 (0.83)	.154
	Post-Test	2.82 (0.52)	1.79 (0.7684)	< .001
p-Value		< .001	.007	

For the 12th item, as a result of mixed-design ANOVA test, a statistically significant difference was found between the groups only in post-test scores. Also, the post-test scores increased significantly for the experimental group but decreased for the control group (See Figure 13).

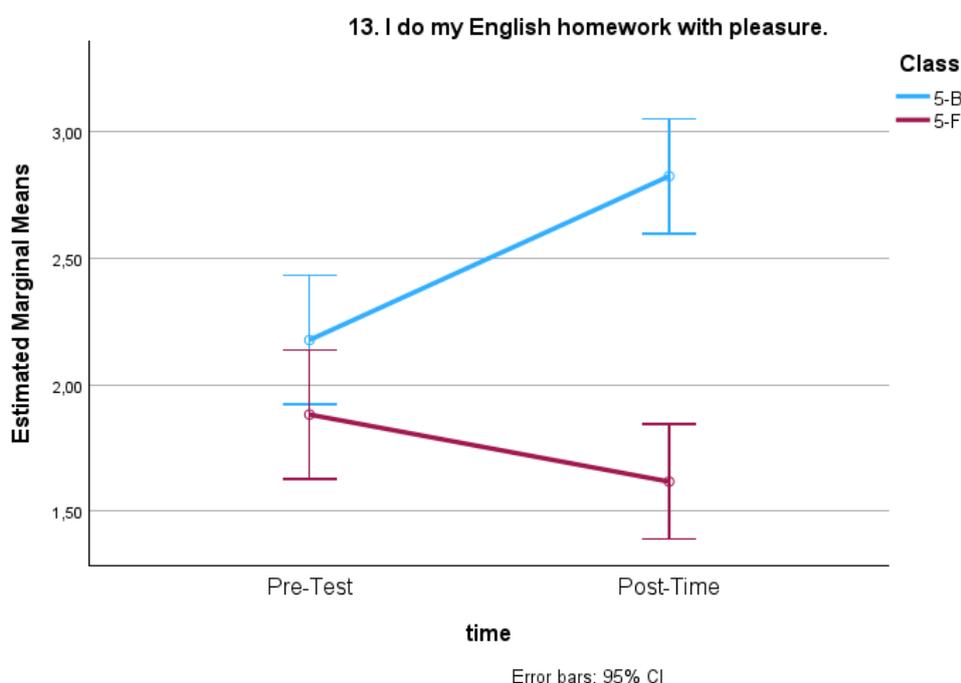
Figure 13. Group Differences for Item 12

13. *I do my English homework with pleasure.*

Table 14. Item 13 Results

Variable	Time	Class		p-Value
		5-B	5-F	
Item 13	Pre-Test	2.18 (0.76)	1.88 (0.73)	.108
	Post-Test	2.82 (0.46)	1.62 (0.82)	< .001
p-Value		< .001	.042	

For the 13th item, as a result of mixed-design ANOVA test, a statistically significant difference was found between the groups only in post-test scores. Also, the post-test scores increased significantly for the experimental group but decreased for the control group (See Figure 14).

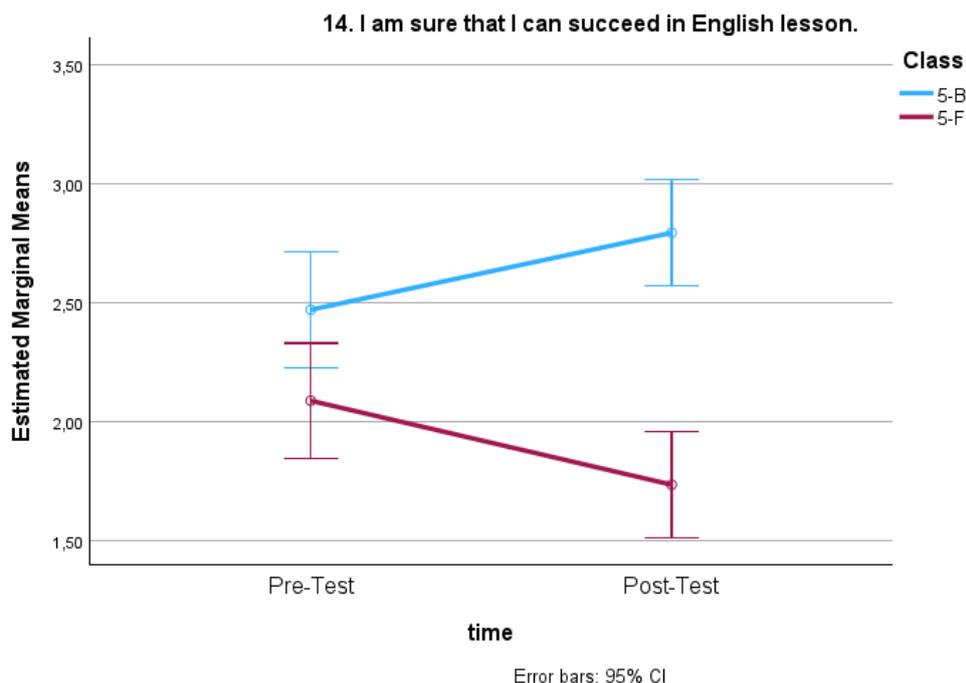
Figure 14. Group Differences for Item 13

14. *I am sure that I can succeed in English lesson.*

Table 15. Item 14 Results

Variable	Time	Class		p-Value
		5-B	5-F	
Item 14	Pre-Test	2.47 (0.66)	2.09 (0.75)	.030
	Post-Test	2.79 (0.48)	1.74 (0.79)	< .001
p-Value		.014	.008	

For the 14th item, as a result of mixed-design ANOVA test, a statistically significant difference was found between the groups both in pre-test and post-test scores. Also, the post-test scores increased significantly for the experimental group but decreased for the control group (See Figure 15).

Figure 15. Group Differences for Item 14

Discussion and Conclusion

In this study, the effect of drama techniques on 5th grade students' attitudes towards English lessons was examined. Through surveys, it was measured how drama techniques changed the students' various attitudes towards English lessons.

Considering pretest and posttest limitations of the study, it may be argued that the significance levels of the differences between the pretest and posttest clearly show the effect of drama techniques on students' attitudes. In general, it was observed that positive attitudes towards the English course increased and negative attitudes decreased in the experimental group (5-B). These changes reveal that, as stated by Ong (2011), drama techniques are an effective teaching method and can improve students' perceptions of the course.

In terms of the significance of English lesson, positive attitudes towards the importance of English lesson in 5-B class increased significantly after the application. This shows that drama techniques positively change students' perspectives on English lessons. This change was not observed in the 5-F class, which is important in terms of emphasizing the effect of drama techniques on the education process. As for lesson levels and enjoyment: Significant improvements were observed in the 5-B class in terms of liking the English lesson and looking forward to the lessons. This confirms Barton and Booth's statements (1990) that drama techniques help students discover the fun and interesting aspects of the lesson in addition to Guliyeva's assertion that drama facilitates English language learners to learn with fun and excitement (2011, p. 522).

Regarding the participants' perceptions of boredom and stress in English course, it was observed that the selected drama techniques helped to decrease the students' levels of boredom and stress in English lessons. This finding supports Kadan (2021)'s study indicating

that drama techniques improve students' motivation and general attitudes towards English lessons.

As to the participants' perceptions of difficulty and success in learning English, it was figured out that their perception of the difficulty decreased, whereas the level of having pleasure in doing coursework increased. Moreover, the students' self-confidence about becoming successful in English lessons increased. This finding is in parallel with that of Angelianawati (2019) in that drama techniques could improve English learners' self-confidence and perception of competence in the course.

To conclude, this research study indicated that drama techniques altered the 5th grade students' attitudes towards English lessons positively. More concretely, in the experimental group where role-playing and miming drama techniques were applied, the participants' interest in the English course enhanced and their negative perceptions about the course decreased in the course of time. In particular, significant improvements were observed in factors including positive attitudes towards the importance of the English lesson, increased interest and motivation in the lesson, finding the lesson joyful, and decreased perceptions of boredom and stress about learning the English language.

The findings of the study underline that drama techniques have the potential to improve classroom dynamics and English learners' learning experiences by making the process more engaging and interactive. Additionally, these techniques help move the teaching and learning process away from traditional methods and monotony, emphasizing the need to expand their application in English courses. Educators and researchers can further enhance the effectiveness of these methods in English language teaching by exploring how drama techniques can be successfully implemented in different subjects and age groups.

Limitations and Suggestions for Further Research

The limitations encountered while conducting this research can be listed as follows:

- a) The research sample was limited to 64 students studying at a secondary school affiliated to Elaziğ province.
- b) The drama techniques used in the research were limited to role-playing and miming.
- c) The integration of drama techniques into English lessons during the research process was limited to 10 lesson hours.

Considering the limitations and difficulties encountered while conducting this research, the following suggestions can be made for further research:

- a) Future studies can be conducted with a larger sample group in order to generalize the findings.
- b) Drama techniques used in lessons may cause problems in classroom management as they require students to be active and cooperative in the lesson. For this reason, activities can be carried out by dividing participants into small groups for more effective classroom management.

c) Future research may focus on the application of drama techniques in different disciplines.

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Appendix. The Attitude Scale That was Used in the Study**Drama Tekniklerinin 5. Sınıf İngilizce Dersinde Kullanılmasının Öğrencilerin Derse Olan Tutumlarının Araştırılması Ölçeği**

Sevgili Öğrenciler,

Aşağıdaki soruları yanıtladıktan sonra alttaki tabloda yer alan tutum ifadelerini dikkatle okuyunuz ve İngilizce dersi için size en yakın gelen cevabı işaretleyiniz. Vereceğiniz cevaplar sağlıklı sonuçlar elde edebilmemiz için oldukça değerlidir.

Saygılarımızla

Sınıfınız:

Cinsiyetiniz (İlgili seçeneğe "X"

koyunuz): Kız

Erkek

Tutum İfadeleri	Evet	Kısmen	Hayır
1. İngilizce dersinin önemli olduğunu düşünüyorum.	()	()	()
2. İngilizce dersini seviyorum.	()	()	()
3. Okulda İngilizce dersi kaldırılrsa iyi olur.	()	()	()
4. İngilizce dersinde genellikle çok sıkılırım.	()	()	()
5. İngilizce derslerini dört gözle bekliyorum.	()	()	()
6. İngilizce derslerinden nefret ediyorum.	()	()	()
7. İngilizce dersleri beni strese sokar.	()	()	()
8. İngilizceyi öğrenmek çoğu zaman bana zor gelir.	()	()	()
9. İngilizce dersini zevkli buluyorum.	()	()	()
10. İngilizce çalışmaktan sıkılıyorum.	()	()	()
11. İngilizce öğrenmenin gereksiz olduğunu düşünüyorum.	()	()	()
12. İngilizcenin yaşamda önemli olduğunu düşünüyorum.	()	()	()
13. İngilizce dersinin ödevlerini zevkle yaparım.	()	()	()
14. İngilizce dersinde başarılı olabileceğimden eminim.	()	()	()

Katılımınız için teşekkürler.

