

ATTITUDES OF TURKISH EFL LEARNERS TOWARDS THE USE OF DRAMA ACTIVITIES IN ENGLISH

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ÖZ

Bu çalışmanın amacı, 9. sınıf İngilizceyi yabancı dil olarak öğrenen öğrenciler ile öğretmenlerin İngilizce sınıflarında drama kullanımına olan tutumlarını bulmaktır. Bu çalışma, dil yetilerinin öğretilmesinde dramanın değerinin yansıtıcı ve özgürleştirici bir araç olarak gösterilmesinde anahtar olacaktır. Ayrıca, İstanbul-Türkiye'deki K-12 okulunda İngilizce derslerinde drama teknikleri uygulanarak, öğrencilerin konuşma becerileri ve konuşmaya karşı tutumları pozitif olarak geliştirilecektir. Bu çalışma, sıcak-oturma, dondurma, kelime oyunları, stratejik etkileşim ve rol oyunları gibi teknikleri kullanarak dil kapasitelerini artıracak destekleyici bir öğretim metoduna öğrencileri yakınlaştırmayı hedeflemektedir. Çalışmanın bulguları, B1 ve A2 seviyesindeki yabancı dil olarak İngilizce öğrenen Türk öğrencilerinin drama aracılığıyla alternatif öğrenme teknikleri keşfettiklerini ve İngilizce derslerine karşı pozitif tutum geliştirdiklerini göstermektedir.

Anahtar Kelimeler: drama tekniği, İngilizce dil yetisi, konuşma yeterliliği, rol oynama, tutum ve işbirlik

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ABSTRACT

The purpose of this study is to examine 9th grade students and EFL professionals' attitudes towards the use of drama in English classes. This study can be a fundamental key for representing the value of using drama in improving the language skills of the learners as a tool to promote reflective and emancipative language learning. Moreover, drama may enhance students' oral language proficiency and their attitude in a positive way by implementing drama techniques within an accelerated framework at a foundation (private) K-12 School in Istanbul, Turkey. This qualitative study is intended to familiarize students with a number of drama techniques, such as hot-seating, frozen frames, verbal games, strategic interaction and role play through drama for cultivating language competence process as a supplementary teaching methodology. The findings of the study indicated that B1 and A2 Turkish EFL students have gained the ability to explore new

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alternative learning techniques such as drama and positive attitude in English classrooms.

Keywords: *drama techniques, English language skill, oral language proficiency, role play, attitude and cooperation*

1. INTRODUCTION

Drama and its usage in today's EFL learning environment are two concepts that bring about the much needed innovation and academic finesse into classrooms and students' language grasping abilities here in Turkey, and indeed, the world over. To a very large extent, it brings to light the efficacy of language learning via creating quasi real atmosphere with the aim of breaking traditional methods deprived of creative techniques. Furthermore, it also has the tendency to capture the attention of students in both theoretical and practical perspectives in EFL classrooms. The dynamism of the drama within the context of everyday situation or appropriate choice of plays encourages students to embrace and memorize their roles fervently over a period of time; moreover, it gives students the much needed boosts in the area of critical analysis of the world, vis-a-vis the various cultures that exist within it. While observing their roles by using their imagination through drama lessons, they learn how to absorb the language with their own techniques. It is a kind of "walk in the shoes" of others" by letting students to put themselves in another world projecting themselves beyond the artificial world of the classroom (McCaslin, 1996). Besides verbal roles, the requirements of using body movements, facial expressions, vocal tones and improving positive attitude towards language learning, all give students endless opportunities to be able to maximize their personal and social skills by touching their communicational and conversational wise. Drama activities are some of the main keys that when correctly deployed, accelerate the involvements and grasping of language by children at many levels, not only on the language and literacy one but also on the kinesthetic aspect (Aldavero, 2008). At this juncture, to be able to crystallize the best method will be the first step on behalf of teaching language within the harmony of integrated language learning skills through drama since the nature of proclivity of students come to light. The use of drama as a tool for cultivating foreign language refines skills within the framework of aesthetic and cognitive knowledge via being aware of multiple ways. Donmoyer (1991) stresses the efficacy of drama under the name of aesthetic means of "expressing what

cannot be expressed in any other way” (p.15). In this light, he refers Annie Sullivan’s vigorous and mighty aim to touch deaf, mute, blind Helen Keller through drama: “by giving her a 36 language, by making words meaningful” (p. 87). At a more fundamental sense, words cannot be sufficient to give all the emotions, feelings and ideas. The aesthetic coherence needs to be a properly crystalized instrument; in this respect drama plays a crucial role to achieve to enter a person’s life both academically and socially; what is more, students are robotized with the traditional teaching methods and unfashionable learning techniques based on discredited practices (Mosher, 2001) instead of resorting the imagination power to assume a role for the purpose of taking the role of an existing character in a free context.

It demands that we expand our view of the student as a learner and education as an objective. Based on the aesthetic illustration, Huebner (1975) emphasizes that the “educational activity can have beauty” “where the possible vitality and significance of life is symbolized by the excitement, fervor, and community of educational activity” (p. 110). Improvisation which is as a form of dramatic play, unplanned plays and arts form give students great opportunity to learn knowledge via symbols and imagine certain situations for experiencing physical, visual and sentimental elements by the way of “increasing his ability to respond to the world and to partake of the world and become more aware of what he can become, and what man can become” (Huebner, 1975, p. 231).

The study aims to deeply explore the students’ attitudes towards English language through drama centered English lessons and how it becomes an effective strategic tool on the improvement of students’ English language proficiency for the data and survey. Exploring and analyzing different range of data connected to literature view, it strikingly proves how drama enriched with the multidimensional techniques can foster communicative, social and academic skills of the students if it can be put into practice at the right time and placed with entertainment and fun. It has a strong potentiality revealing the power of dynamism and mobility to the center of the lesson by getting out of the text books or routine frameworks.

The purpose of this study is to shed light to the following questions:

1. What are the attitudes of the students towards the use of the drama techniques in English classes?

2. What are the attitudes of the EFL teachers and administrators towards the use of the drama techniques in English classes?

2. METHODOLOGY

2.1. Research Design

For the purpose of conducting the study, qualitative research methods are used to be able to treat problems and issues. This study is a case study and a case study is a unique way of observing any natural phenomenon which exists in a set of data. Contrast to quantitative study devoted to patterns in data at the macro level, a number of subjects and the phenomena was observed by case study at the micro level (Yin, 1984).

2.2. Setting and Participants

11 EFL teachers in the Department of Foreign Language Teaching and 23 Turkish EFL students studying at the 9th grade class of a Private High School in Istanbul participated in this study. Students were in B1 (intermediate) and A2 (pre-intermediate) levels. They have been learning and practicing English for 9 years. There were also 5 students who passed the requirement of registration for 9th grade class which was the first year of academic high school program at this private high school setting. In addition, as a requirement of a purposeful and impressive case study, one class was chosen using nonprobability sampling to participate for this study due to limited permits legitimized by school principle for just one defined class. The participants are all pre-intermediate students but there are 5 newcomer students who are not proficient but they take English Etude twice a week after school in order to catch up with the level of former students.

2.3. Data Collection Instruments

For the purpose of this study, data was shaped with different sources; teacher log, student feedback note cards, semi-structured interviews with EFL teachers, IB teacher and the head of foreign language department.

2.3.1. Survey Data

For the purpose of collecting reliable and concrete data about the views and experiences of EFL teachers, a survey data was gathered through and semi-structured interviews carried out with EFL teachers,

the head of foreign language department & IB teacher. Different interview questions were also asked to the head of foreign language department and the IB teacher. The questions prepared beforehand consisted of open ended questions referring to Patton's (2002) four main types of questions referring attitudes, feelings, values, opinions, views, knowledge and experiences.

2.3.2. EFL Teachers Interviews

11 EFL teachers working as EFL teacher expressed their general ideas completely on the behalf of contributing to research and the next step was to apply semi-structured interviews with them. 4 open-ended questions were directed to the EFL teachers for learning their views about the pros and cons of the drama practiced in English lessons and its potential function in the process of cultivating foreign language as English.

2.3.3. Interview Semi-structured Interview with the IB Teacher and Head of Foreign Language Department

The main purpose of the study is to crystalize the reasons that lie behind the drama and its potential almighty effect on students' level of language proficiency via interviewing with teachers based on their experiences. Thereby, perceptions of the head of English foreign department play a significant role for giving radical idea whether we maintain our study on a true or wrong path. For this interview, 4 open-ended leading questions were directed to the head of English department who was responsible for 9th grade English lesson planning and program development.

2.3.4. Student Feedback Note Cards

The student feedback note card consisting of free responses generated by students was given to students for reflecting their views and feelings towards English language learning at the end of each activity. There were 23 students who were informed about the context and aim of the research. There were 8 "wh questions" and 5 "comment sentences" related to the use of drama in English lessons with the aim of improving their skills in language learning and attitude as a positive concept.

2.3.5. Teacher Log

Teacher log which was a metacognitive activity played important role in terms of giving information about the attitudes, reactions and

experiences of Turkish EFL learners towards language learning for the teacher herself. On the other hand, the teacher log used as a qualitative research design tool for determining student reaction to drama activities to document expectation for the class with what actually happened from the view of Turkish EFL learners. These reflective logs were continuously evaluated at the end of each drama activities through every phase of the study in English lessons.

2.4. Data Analysis Procedure

Not only all the interviews of the EFL teachers but also recurring sentences were analyzed and compared among each other. Therefore, the data could be gathered within an organized framework. The following steps shaped by Miles and Huberman (1994) were contemplated for the purpose of narrative and coding stage.

Patterns and themes were evaluated: Patterns and themes were gathered; variables were divided into equal parts and factored; factored; relations between variables were examined; surprises were noted; the developed codes were applied to the textual data; patterns, themes and delicate bounds between themes were defined; different and identical sides of the investigation were evaluated; the data were organized and categorized chronologically.

One of the data tools was “Student Feedback Note Cards” and this evaluation was adapted by Pacyga (2009). Student feedback note card is a basic step for underlying importance of the characteristic performance through the students’ needs and interests reflected in their responses and this evaluation was adapted by Ananda (2000). There were 23 participants to be evaluated through their comments on note cards that identified their attitudes towards the use of the drama activities in English lessons in terms of the behavioral aspects in appropriate responses. The note cards were completed by the students regularly according to drama activities. Besides, the note cards consisted of teacher-directed focused questions in order to get right reflections about students’ views and ideas. Freely responded note cards are evaluated depending on students’ responses and analyzed to gather students’ focused impressions after lessons oriented with drama techniques. All notes were compared with other collected data as well as themes and interpreted. Likewise, the outcomes of students performance was evaluated depending on their responses in order to identify a right interpretation to reflect different levels of performance

without ignoring different aspects or instruments of performance to shape the overall evaluation of performance.

These reflective teacher logs were permanently analyzed through the study and they were documented to reflect the teacher's expectations for each drama activity and compare the expectations with what really happened.

3. FINDINGS

3.1. The Findings of Research Question 1

In an attempt an attempt to answer the first research question, which aimed to find out the attitudes of 9th grade students' attitudes towards the use of drama techniques in English classes, data were obtained through student feedback note cards and teacher log.

3.1.1. The Findings of Student Feedback Note Card Questions

This part of the study reflected comments of students shaped by the teacher-directed focused questions and this was made through evaluating student note card responses. It attempted to answer the questions from the perspective of the students and aimed to highlight drama related activities whether or not they affect students' attitudes towards learning English when mirrored against their behavioral and emotional qualities. What is more, to be able to crystallize how much all the drama activities contributed and motivated to learning the target language played critical role in the credibility of the study. It was a kind of reliable mechanism in a learning process to bring focus to bear on areas of importance, drama, in this regard has come invaluable for students.

Table 1

The Analysis of Students' Feedback Note Cards in Drama Activities

| Activities | Student Outcome | Coding | Student Number (23) |
|-------------------------|--|------------------------------|---------------------|
| <i>Hot-seating</i> | Reviewing the text, Rereading & Productive questions | Boring, Dull & Childish | 16 |
| <i>Role on the wall</i> | Sharing different views & ideas | Enjoyable, Effective & Funny | 20 |

| | | | |
|-------------------------|--|-------------------------------------|----|
| Conscience Alley | Using Body Language, Improve Argument & Thinking rationale | Mysterious, Exciting & Dynamic | 19 |
| Frozen Frame | Supplementary Learning & Whole-class Discussion | Tedious, Boring & Dull | 16 |
| Role Play | Active Learning, Stimulation & Imitation | Creative, Imaginative & Originative | 20 |
| Teacher in Role | Social Transaction & Context | Directive, Motivating & Incentive | 18 |
| Student in Role | Verbal & Nonverbal Communication Fostering Self-esteem | Natural, Active & Effective | 17 |

The comments on note cards were combined under the same categories but explained separately to give a succinct and clear explanation of note card results written for each student at the end of the drama techniques to examine meaning in this particular context: use of drama in English lessons. To be able to cultivate target vocabulary by practicing speaking and thinking skills with small groups via “hot seating” drama technique, students used critical thinking (1984, Chapter 2), and 16 students out of 23 reported they did not like this activity as much as the other drama activities applied as they found this drama technique, for the most part, boring, dull, or childish. When the comments were analyzed on noted cards, coding cards reflected that applied drama techniques of “frozen frames” were evaluated dull, boring, and tedious by 16 of the 23 students. Consequently, students specified these two drama activities inappropriate because of their age brackets and reflected that both of them were much more suitable for kids.

20 out of 23 students indicated their liking when it came to playing stories (such as the characters in William Shakespeare and *The Great Gatsby*); as it was depicted in Table 2 above. However, 16 students expressed opinions that were different especially with references to the dramatic activities related to “1984” by George Orwell because of lack of love and action in the story. Although this story was one of the most significant among the books for them, they expressed they found the book and two drama activities inappropriate for their age bracket. Therefore, they clearly pointed out the reason(s) for such negative

feelings towards the book and that two drama activities preferred in this story.

As it was reported on note cards, 18 out of 23 students stated that they learned the characters in a detailed way during the “hot seating, conscience alley and student or teacher in role” drama activities since performing the character without memorizing any transcript helped them to behave spontaneously without depending on any strict rules (Chapter 2, *Love in Shakespeare: 5 Stories*). They specified it was kind of guessing mechanism hence cooperation was the most important duty for them; otherwise, they believed that they could not guess the right character immediately related to the stories.

According to student feedback note cards, “role on the wall” drama activity gave students a chance to find the character, place and time related to the story by drawing the events on a paper. They pointed out it was a team work and ended with the presentation of the group leader by the help of group friends (Chapter 3, 1984). The responses of the students brought to light how they found this activity efficient and helpful as it availed that the much needed avenue to practice to speaking skill through communicative activities. Therefore, the students reported that this drama activity was based on collaborative learning such as supporting friends, working together and mutual goals.

The drama activity “conscience alley/thought tunnel” was one of the most different and enjoyable ones among the others. While some of the students forced themselves to find strategic solutions as a good decision maker, some of them preferred to remain indifferent at first. However, generally they liked this drama activity since they found it mystic and cryptic. Therefore, these drama activities aroused interest in majority of the class after a few practices.

As a result, analyzed student note cards indicated that the findings related to drama activities were really crucial for the students who succeeded structuring positive independence and oral language comprehension. Moreover, the responses of student note cards addressed the efficacy of supportive growth in the field of hard effort, language anxiety and behaviors in front of people. Gardner and Lambert (1972) have remarked that the skills of the students in cultivating a second required either mental competence or, language skills, and also it affects students’ attitudes and perceptions towards the target language. The results underlined that raising students’

interests by way of dramatic activities led to the realization of positive attitudes towards learning English in social and educational context.

3.1.2. The Findings of Teacher Log

The teacher log reflected the integrated framework of the drama techniques applied in English lessons and the preferred activities. The activities were used at the end of each drama activity. The teacher made meticulous observations once every two weeks about students' attitudes towards language learning.

Table 2

The Report of Results in Teacher's Log

| Activity | Students' Weaknesses | N | Outcome | N |
|-------------------------|--|------|--|-------|
| Hot-seating | Lack of improvisational speaking skills | 7/23 | Learning target reading through drama activity (metaphor, personification, symbolism) | 16/23 |
| Role on the Wall | Representing the situations just by a leader | 5/23 | Describing the characters in the story (plot, climax, tone, setting, conflict, resolution) | 18/23 |
| Conscience Alley | Use inappropriate expression | 6/23 | Deepen understanding of situation (evaluating stories with their era) | 16/23 |
| Frozen Frame | Inability of constructing own pose | 5/23 | Generating discussions (class discussions, peer group assignments) | 18/23 |
| Role Play | Act out every situation | 9/23 | Using real-world situations (confer with peers about given activities) | 14/23 |
| Teacher in Role | Patience and tolerant | 7/23 | Flexible to different situations (questioning, making predictions) | 16/23 |
| Student in Role | Nonprofessional acting | 5/23 | Taking on character roles (organize words, sentences, phrases) | 18/23 |

As it was summarized in Table 2, 16 students out of 23 managed to have an understanding of the target reading as well as some figurative language elements such as metaphor, personification and symbolism through drama activity "hot seating" (Beowulf, Chapter 4). However,

7 students out of 23 had difficulties understanding some of the elements related to figurative language, thus they were supported with extra materials at the end of the lesson. The “hot seating” activity helped students’ improvisational speaking skills, so that they were encouraged to demonstrate literal comprehension of the works and demonstrate literary elements with essential concepts through stories for the next lesson. For instance, students learned and used “metaphor” with the explanation of “Beowulf was a walking sword for his public”. Furthermore, students learned figures of speech and made sentences using “personification” and they summarized the book with the sentence of “the trees are roaring because of Beowulf’s power since he is a great warrior”. On the other hand, students learned “symbolism” and they expressed that “Beowulf’s journey symbolizes a path of his life according to the book”. In addition, the “hot seating” activity facilitated developing sentence connection. 16 Students out of 23 were able to use the conjunction “however” instead of using “but” during the speaking tasks. The following extracts are given below by the EFL teacher herself with the aim of giving information about students’ views, ideas and feelings towards English lessons based on drama activities. Below, the excerpts from the teacher’s log indicate clearly the outcome of the activity covered in the lesson.

Today, in this lesson, the students learned “hot seating” drama technique and they performed the play spontaneously. This method was effective especially when students could not remember the character in a detailed way. They really liked it since this technique gave them a chance to ask questions according to the characters in the story. More importantly, the students who have limited experience in the classroom have more chance to take responsibility to practice the spoken language (EFL Teacher, March 3 “Hot Seating Drama Technique”).

As it was addressed in Table 2, 18 students out of 23 managed to learn the target reading as well as some figurative language elements such as plot, climax, tone, setting, conflict and resolution through drama activities in “role on the wall” (Beowulf, Chapter 6). Students learned how to identify figurative language and find the reason why the author used these techniques in his book. For instance, students were able to guess the “climax” of chapter 6 which was told the death of “demon’s mother” in the book “Beowulf”. They also learned the “plot and setting” related to 500 A.D. and the importance of legends in the book

“Beowulf”. One of the most important goals was to understand the sense of doom in the “tone” of narrator as students could understand the gloomy atmosphere with the help of tone in the book. The “conflict” for the students was “the revenge of Grendel’s mother after the death of him although he was always provoked by his mother for harming happy people”. At that point, this explanation which was done by the students was really helpful for understanding the book in a detailed way. However, 5 students out of 23 had difficulties understanding some of the target vocabulary in chapter 6 related to fiction, so they were provided with additional worksheets to broaden their knowledge in the field of literature to better understand the stories. Furthermore, this minority group did not support group leader at the process of telling the theme of the stories to their peers.

My first impression towards this drama activity today was positive because the lesson was based on developing ideas for improvisation. They asked numerous “wh questions” directed towards the person in the story and this attempt released the teaching method of communicative approach affecting students’ oral language acquisition (EFL Teacher, March 9 “Role on the Wall Drama Technique”).

In addition, 16 students out of 23 succeeded to unify the concept of a story after they learned how to deepen understanding of a situation related to stories by “evaluating them with their era” with the drama technique in “conscience alley” the book of Beowulf, Chapter 7. While 16 students could not evaluative stances, function of essential short story elements or works of fictions, the rest of the students (7) in the class could not use descriptive words on clarifying the mood or atmosphere in the book.

18 students out of 23 learned how to respond to questions in discussions and in writing, using personal, literal sense with the help of drama activities. Class discussions, and peer group works through the drama activity “frozen frame” (Beowulf, Chapter 6) were implemented in English lessons. Students learned how to apply drama elements and the reason why the author used literal techniques in his book. Yet, 5 students out of 23 did not attend the discussions and use appropriate body movements and facial expressions. Therefore, these 5 students were stimulated gently to attend discussions or interpretations.

As it was depicted in Table 2, 14 students out of 23 found out how to use real-world situations by conferring with their peers about given

activities through the drama technique of “role play” (Beowulf, Chapter 7). Therefore, students could execute themselves while imitating real world scenarios. However, 9 students had weak points while reacting to their fellow actors mainly due to the lack of English knowledge and creativity for the unreal situations.

My first impression towards this drama activity today was positive since there was a strong relation between students' attitudes and their learning pace as they exhibited a positive attitude towards language learning, and also, their sense of comprehension have gained strength at the same extent (EFL Teacher, March 29 “Role Play Drama Technique”).

16 students out of 23 learned to “question or make predictions” about the content of stories; for instance, the killer of the demon and the reason of the demon’s reactions towards public (Beowulf, Chapter 8) through the “teacher in role” drama technique. Further, students made predictions about the death of Grendel, his lineage and the revenge because of his death. The more challenging side of this activity was to act a play or situation while managing the classroom at the same time. Hence, 7 students became aware of the difficulty for establishing control over the classroom dynamism with the aim of avoiding chaotic atmosphere.

18 students out of 23 developed the ability to “organize words, sentences and phrases” while taking notes upon characters through the drama technique of “student in role”. Notwithstanding, they used some transitional words such as “however, in addition and despite”. 5 students were not able to perform the provided drama activity efficiently because of their reluctant behavior. However, the rest of participants were able to use “transitional words and phrases” in summarizing chapter 5, in the book of “Love in Shakespeare: 5 Stories”.

Today, in this lesson, the students learned “student role” drama technique and it was rather understandable and clear for them when the prior drama techniques were taken into consideration. Students understood how drama activities contributed to their personal growth, potential skill and social stance. I believed that it was a notable step in the students' new phase of educational life (EFL Teacher, April 08 “Student in Role Drama Technique”).

What is more, all these notes taken by the teacher remarked the efficacy of using drama activities through English lessons. Teacher

reflective logs attempted to explain the results and responses in order to analyze the data critically from the point of “attitude concept”. 18 students out of 23 shared almost the same feelings and ideas based on drama activities. Furthermore, written utmost common codes by the teacher herself regarding the main points highlighted in the process of interpreting the daily journals (teacher log), reflected the efficacy of drama with the aim of improving oral language skills of the learners in English lessons. This situation proved that all these lessons oriented with drama technique promoted the skill of oral language proficiency for the students in terms of gaining self-confidence as a positive attitude. Students’ participation, active involvement in the lesson, body language, and lastly both positive and negative student comments played a major role in understanding the concept in the study while observing the students for the sake of study. The evaluations on the teacher log showed that participants developed positive attitude towards drama activities in English lessons. They had a strong desire to speak English and were involved in the lessons actively. The results in Table 3 depicted that they made important progress in learning English. Specifically, communicative approach led students to make significant differences in their attitudes regarding language learning.

3.2. The Findings of Research Question 2

In an effort to answer the second question; to what extent parental involvement increase students ‘responsibility in homework tasks and projects, the data were obtained through the parent-teacher checklist and the semi-structured interviews with the teachers-lesson planners of 4th grade students at the primary school where the study conducted.

3.2.1. The Findings of the Head Of Foreign Languages Department and the IB Teacher from the Semi-Structured Interview

The head of foreign languages department was interviewed face to face in conformity with her schedule. The semi-structured interview questions were asked with the aim of understanding whether the use of drama improves 9th grade students’ attitude towards English as a foreign language at a high school.

The answers of the first and second questions were harmonized and explained similarly from both the head of foreign languages department and the IB teacher which were related to students’

attitudes, ideas and beliefs towards speaking English fluently. Looked at the first question that directed whether the head of foreign languages department and the IB teacher like English lessons based on drama techniques with the aim of improving oral language skills of students or not, 2 educators who agreed to be a part of the semi-structured interview gave positive answers. The aspects that they liked were seeing their students' efforts on their activities, desire for speaking and the capability to foster learning language. Therefore, the second question, on the other hand, aimed to utilize students' prior knowledge involving them with real-world tasks for accomplishing meaningful learning. The third question also asked the educators whether if there was any privilege in applying drama activities in English lessons. It can be inferred from almost all the teachers' responses that the best part of teaching in a speaking lesson had a relation with the practice, and the worst part included some matters such as topic, ability, unpersuasive topics, and time limits.

Q1- As an IB world school, our main task is to develop unit plans, projects and performance assessment according to IB rules and regulations. These students should be differentiated from the other students especially in terms of oral language acquisition because an IB student should know how to speak English fluently as a potential student for the DP (Diploma Program) (EFL Teacher 1, March 18, 2016).

Q2- Drama is a dynamic learning setting where the students can understand, explore and adopt the roles by acting; moreover, they can deeply understand the world they live and satisfy their whole needs as an individual. Teachers can conduct lessons or any kind of assignment based on drama activities so long as they believe in the efficacy of drama in oral language development (EFL Teacher 2, March 18, 2016).

Q3- Being aware of the sense of modern teaching and doing different things with the aim of achieving action learning in education setting is an inseparable part of our education system, so it is quite normal to include drama techniques in the lessons since it brings numerous experience related to language skills either for the teacher or students (EFL Teacher 1, March 18, 2016).

Furthermore, the last question aimed to discover the educators' perspectives, feelings and ideas towards designing unit plans based on drama activities and whether if there was any possibility to include drama activities to the nature of the English lessons at all with regard to the responses in question four in which they defined the role of an English teacher who aims to improve students' language competence as a guide, a target to make students more communicative, the leading force, a pioneer, and a creative. Both of the educators stated that they like differentiation in language teaching as it requires a holistic approach toward the students who have a multidimensional style. Also, it was inferred from the answers that it is not easy to structure a drama-based syllabus in an IB school at once since there is a system aiming to fulfil IB needs and interests. Therefore, lesson planning has to be shaped step by step in a delicate way. Both of the educators suggested that the lesson planning should be in accordance with IB standards and with the cooperation of the school authority in order to achieve the best results. At a more fundamental level, the educators tried to emphasize the ideal type of an English teacher who helps students in advancing their speaking level, suggesting some critical points such as being a reflective, caring and communicator English teacher who includes authentic activities, and meaningful discussions.

Q4- If the use of drama in English lessons prepares students socially and academically, there is no solid or unchangeable syllabus within IB curricula. As the main aim of the teachers is to create a social interaction via oral language skills, there is a great opportunity to apply drama techniques throughout the English learning curriculum (EFL Teacher 2, March 18, 2016).

3.2.2. The Findings of Semi-Structured Interviews with EFL Teachers

EFL teachers that were interviewed with agreed that the use of drama techniques and activities in the EFL classroom capture the attention of students due to the fact that those activities involve them in a social context. Initially, when the EFL teachers were asked about their feeling and ideas in relation to the importance of using drama techniques in EFL classroom, both groups of participants were consistent with the idea of harmonized lessons with the drama activities. At a more fundamental level, they remarked that integrating drama activities in EFL classrooms for teaching and learning English

effectively should be determined in the syllabus with the aim of providing multi-dimensional methods to the lessons as well as fostering verbal and non-verbal communication skills. Additionally, they did not hesitate to suggest any potential disadvantage of the use of drama activities in EFL classes. However, in general all of the English teachers emphasized on the advantages of drama activities in terms of providing active participation, form of cooperation and the sense of team work which would cultivate the development of oral language skills. The words in each question were interpreted and examined through respondents' answers and the teacher's notes in interview log. In relation to this, both groups expressed the following ideas and feelings for the first semi-structured interview question:

The semi-structured interview started with a general question related to oral language skills of learners who significantly improved through drama activities. 5 teachers (72%) gave positive answer to this question and 3 (28%) of the teachers gave a negative response. In other words, 72% of the teachers believed the potential power of drama activities applied in English lessons had a great contribution in oral language development of students. Table 3 shows both positive and negative contribution of drama techniques applied in English classes.

Table 3

The Word Analysis Results of the Potential Contribution of Drama Activities in the Teachers' Semi-Structured Interview

| <i>Positive</i> | <i>Potential Contribution</i> | | | |
|--------------------------|-------------------------------|---|------------|--------------|
| | <i>F</i> | <i>Negative</i> | <i>F</i> | <i>Total</i> |
| Participating | 4 | Classroom management | 1 | 16/23 |
| Developing oral language | 5 | Fear of speaking English | 2 | 18/23 |
| Working cooperatively | 4 | Lack of confidence | 2 | 16/23 |
| Generating discussions | 3 | Different group works at different pace | 1 | |
| Total | 16 | | 6 | 22 |
| | 72% | | 28% | 100% |

As it is seen in Table 3, 72% of the positive contribution were based on “participation, developing oral language skills, working cooperatively and generating discussions” that create an effective and suitable atmosphere in learning English. Regarding this issue, the teachers made the following comments:

This can significantly be beneficial to the learners, the value of implementing drama activities cannot be underestimated in the process of acquiring a new language since such activities engage learners in real-life contexts and encourage them to use the language to communicate a message through using both verbal and non-verbal features. In this way, learners can not only experience the immediate use of the language they have learnt, but can also feel the effectiveness of the communication in a social context supervised by the teacher (EFL Teacher 1, April 13, 2016).

First of all, using drama techniques require some physical necessities such as proper place and time. Since the drama techniques are related with kinesthetic movements a lot, ensuring that each child is on given task may be difficult especially for young learners. Experience shows that using drama in classrooms injects energy and creates a positive atmosphere in the class. It also helps the teacher to develop an excellent rapport with the learners which consequently increases the level of cooperation between the two and results in higher motivation both extrinsically and intrinsically (EFL Teacher 8, April 21, 2016).

As it was reflected in Table 4 below, 8 EFL teachers of 9th grade students and also lesson planners were required to reflect their academic perspective on the classroom management in the process of participating actively in English lessons which are based on drama activities. They all answered the question 2 by giving samples from their teaching experiences at the school. The responses shaped by the EFL teachers reflected that 67% of the negative potential sides of drama activities in English lessons were based on the difficulty of “monitoring students both physically and verbally, speaking in front of teacher, creating appropriate drama activities for all students and using incorrect form of language”. This is because of the external factors especially when students try to use drama techniques in English lessons with the guidance of the teacher. More specifically, uncontrolled fun among students or encouraging students to use

incorrect form of the language and maintaining his or her English speech without any interruption were the potential problems of drama activities in English lessons. On the other side, 33% of teachers remarked the positive side of drama activities as a “revision of the lessons with the help of drama activities”. The following excerpts reflect the main points highlighted by the interviewee.

In more traditional environments, where the teacher needs to follow a defined syllabus in a limited course of time, using drama activities can hardly fit in the lesson’s schedule. In addition, it may be unfamiliar to students to experience drama as a way to practice their oral skills, and as a result, they may feel shy and to some extent uncomfortable to perform in front of an audience. Also, they use of L1 in larger classes where monitoring is rather difficult and students lack motivation can be noticeable (EFL Teacher 6, April 19, 2016).

In addition, some students with self-esteem might have problems when it comes to public speaking or acting (EFL Teacher 5, April 18, 2016).

Table 4
The Word Analysis Results of Potential Problems of Drama Activities in the Teachers’ Semi-Structured Interview

| <i>Positive</i> | <i>Potential Contribution</i> | | | <i>Total</i> |
|--|-------------------------------|---|------------|--------------|
| | <i>F</i> | <i>Negative</i> | <i>F</i> | |
| Revision of the lesson with drama activities | 5 | Monitoring students | 2 | |
| | | Fear among teachers | 1 | |
| | | Appropriate activities for all students | 3 | |
| | | Incorrect form of language | 4 | |
| Total | 5 | | 10 | 15 |
| | 33% | | 67% | 100% |

As it was addressed in Table 5 (in teacher’s comments of question 3) most common views were based on promoting students’ positive attitude level in terms of the importance of using drama techniques

referring to students' target needs in English lessons. The responses given by the EFL teachers indicated that 89% of the positive attitudes of students towards drama activities in English lessons were based on "developing positive attitudes towards English lessons, forming cooperative classroom activities, creating enjoyable lessons and raising student interest with drama activities". However, 11% of the EFL teachers had negative views about "creating drama activities for each English lesson" because of the difficulty of creating appropriate activities as an English teacher and not as a playwright, as well as having unlimited time to deal with multidimensional drama activities because of the intensive program. Briefly, EFL teachers emphasized on students' notable ability to improve while acting plays and supporting their peers. The following excerpts summarize the main points highlighted by the interviewees.

I think this issue depends on the students' interest in English and drama. For example, if a student is good at learning English and acting a given role, his attitude toward learning English though drama can be encouraging. However, when this situation is the other way around, his attitude might be totally different and positive (EFL Teacher 10, April 14, 2016).

Performing or acting a play is enjoyable activity for EFL classrooms compared to other lessons shaped with ordinary or conventional education system. Drama techniques used in English lessons within learning process gives students an opportunity for cooperation, group cohesion and self-expression. However, creating drama activities for each English lesson might be hard (EFL Teacher 7, April 20, 2016).

Table 5

The Word Analysis Results of Students' Attitudes in the Teachers' Semi-Structured Interview

| | <i>Student Attitude</i> | | <i>F</i> | <i>Total</i> |
|----------------------------------|-------------------------|---|----------|--------------|
| | <i>Positive</i> | <i>Negative</i> | | |
| Create enjoyable lessons | 4 | Creating drama activity for each lesson | 2 | |
| Raise student interest | 5 | | | |
| Cooperative classroom activities | 4 | | | |

| | | | |
|---|------------|------------|-------------|
| Positive attitude towards English lessons | 4 | | |
| Total | 17 | 2 | 19 |
| | 89% | 11% | 100% |

The last question asked about teachers' views and experiences about applying drama activities with the aim of supporting students' English learning and raising the motivation level of them. The analysis of Table 6 illustrated that 83% of the teachers believed in the benefits of drama activities in learning English such as "promoting confidence, providing opportunity for self-express, maximizing use of English and increasing productivity" of students with the help of drama activities in English lessons. On the other side, 17% of the EFL teachers expressed their negative feelings about the use of "artificial activities" that cannot be always relevant to the aim of the lessons. The following excerpts reported below shaped the main points stressed by the interviewee:

The majority of students have a positive attitude responding to drama activities, and they show fondness in being the center of the class. As far as the play is joyful for them, they show great enthusiasm towards the activities. They are also well-informed about the importance of conducting drama activities and have felt the progress they have made through this in long-term (EFL Teacher 9, April 14, 2016).

Preparing appropriate elements for the subject of the lesson may be hard for the teacher as they struggle with time. To meet the needs of the students with the real situations related to drama techniques may be hard for a teacher because of the limited time and intensive lesson plans. Therefore, the teacher should spend extra time to be able to find an optimal drama activity for each lesson (EFL Teacher 2, April 14, 2016).

Table 6
The Word Analysis Results of Drama Strategies in the Teachers' Semi-Structured Interview

| | <i>Drama Strategies</i> | | <i>F</i> | <i>Total</i> |
|----------------------------|-------------------------|-----------------------|----------|--------------|
| | <i>Positive</i> | <i>Negative</i> | | |
| Promote confidence & trust | 5 | Artificial activities | 3 | |

| | | | |
|---|------------|------------|-------------|
| Provide opportunity for self-expression | 2 | | |
| Maximize use of English | 4 | | |
| Increase productivity | 4 | | |
| Total | 15 | 3 | 18 |
| | 83% | 17% | 100% |

All in all, the findings obtained from the semi-structured interviews showed that EFL teachers expressed their perspectives based on teaching English through drama techniques for improving students' oral language competence and positive attitude markedly; moreover, they stressed how the use of drama plays a major role in EFL classrooms.

4. DISCUSSION OF FINDINGS, CONCLUSION, AND RECOMMENDATIONS

The data highlighted the 9th grade students' attitudes towards the use of the drama techniques in learning English in terms of their behavioral and emotional aspects. The behavioral aspect of the study by the "student feedback note cards" revealed the reality of reactions or behaviors of one particular situation. At a more fundamental level, successful language learning remarked the importance of low level anxiety, self-confidence, self-expression and self-awareness through these techniques. In this light, establishing positive behavior expectations in English classrooms created positive results.

Besides, the "teacher log" conducted by the teacher herself depicted the potential change of students' and especially their attitudes in a positive sense. This is evident in the field of figurative language or elements of fiction related to stories in the books through drama techniques. These findings are in line with a study conducted by Fakeye (2010) in which it was found that there was close relationship between attitudes and achievements in language learning regardless of gender differences. Students' attitude to the language is one of the personal variables that affect the learning of English language. Based on the findings of this research study, to be able to improve students' positive attitudes and increase foster attention towards English language depends on the using effective strategic methods like drama activity.

Additionally, based on the findings gathered through analysis of student feedback note cards and teacher log, it has been recognized that drama centered English lessons were one of the effective instruments affecting learners' attitude and language proficiency positively in the process of teaching and learning English actively. As attitude is one of the most basic key factors for motivating language learners to succeed socially or academically, numerous studies were conducted regarding to language attitude cultivated with English lessons based on drama activities (Alhmali, 2007; Ghazali, Setia, Muthusamy, & Jusoff, 2009). Similarly, Reid's (2003) study on "language attitude" reflects the importance of attitudes in language learning. Increasing students' interest and performance through drama-centered English lessons may play important role in language acquisition for this study. Likewise, Visser's (2008) study highlights how attitude is a fundamental instrument influencing language performance with the help of drama activities in English lessons. Therefore, this result is in line with Visser's study in terms of emphasizing verbal linguistic and behavioral competence through drama centered English lessons.

The findings and teachers have stressed the efficacy of developing positive attitudes for the aim of improving performance at the process of learning English as a foreign language. For instance, Dougill's (1987) study on "Drama Activities for Language Learning" implies that learners need to be constantly guided towards such activities based on drama in order to grow their self-confidence, positive attitude and language ability. There is a strong correlation between the positive attitudes of learners cultivated by the drama-centered English lessons and their linguistic performance. Besides, the findings of this study are in accordance with Fakeye's (2010) study on "students' attitudes and high interest towards English language learning due to the drama-centered activities in EFL classrooms" stressed the significance of learner's attitude as a supportive factor in affecting language learning.

This study was also consistent with Aldavero's (2008) study which is based on "Drama in the development of oral spontaneous communication" and it points out how learners were building self-confidence and their cooperative work in the classroom was improving; moreover, it proves the power of drama as a tool that is reinforcing knowledge of students and consequently their

performance which plays important role for exhibiting their positive attitude towards language learning.

There are some studies that also confirm the effects of drama on students' performance as Miccoli (2003) and Guadart's (1990) studies on "using drama techniques in language teaching" emphasize the efficacy of applications of drama activities through English lessons and their benefits on students' attitude as a behavioral concept. Additionally, the findings of this research question are in line with Royka's (2002) and Zyoud (2010) studies on "using drama activities and techniques to foster teaching English as a foreign language" remarks the benefits of drama such as bringing dynamism and energy to the center of students' interest so it increases their positive learning experiences and attitudes. In addition, this research also accorded with Read (2008) the use of drama provides a significant point and support for students to use language in an independent way and therefore contributes to building up their self-esteem and supporting their attitude in a positive concept.

On the other hand, English lessons based on drama activities significantly enhance students' behavioral indices as aforementioned. Venturing further afield, students begin to exhibit a higher capability to use the language effectively and fluently for their interactions and needs. Likewise, this study was also consistent with Ridel's (1975) study which opined that using drama activities to analyze the students' both ideas and views towards English delved into students' behavioral changes. He found out that drama centered lessons came to conclusions with the reality of students' creativity, world dynamic interests and effective communication became dramatically different. In addition, this research also corresponded with that of Maranon (1981) who compared the use of English via drama performances from the two groups: regular and interested group, and inferred that the students who were directed during the drama activities were more resourceful and effective from the standpoint of language skill, than the non-dramatic oriented class.

Another study that aligns with this are those of Maley and Duff's (2001) study on "Drama Techniques in Language Learning" which remarked how drama can stimulate the students' interest to learn in other subjects. Furthermore, they convey ideas in different situations with a natural communication and meaningful context. At this juncture, Iamphitak's (2002) study displayed parallel results in terms

of measuring language proficiency between using drama activities and traditional teaching methods of first year accountancy students at Nakhonprathom Technology School and evaluated that the language success and perform well of students who made progress with the help of drama techniques was considerably higher than the one with conventional teaching system. Therefore, teaching English through dramatic techniques, which are founded on a meaningful language context for linguistic social activity affects students' attitude positively and naturally their performance.

In terms of a research done in Thailand, this study was consistent with Punyaruang (2012) who studied the Creative Dramatic Activities to develop students' English language skills and attitudes through drama centered activities in English lessons for Classical Dramatic Arts college students in Anghong Province. In addition, this study's findings were also consistent with Jaiarn's study (2013) which compared the English learning abilities of grade students by using dramatic activities at Barn Yang Tia School in Surin and she pointed out that the students who went the way of the drama techniques improved in English and they were also highly motivated than the students in the non-centered drama activities.

As Krashen stressed teachers should focus on language acquisition with the tool of comprehensible input rather than learning. They underline the importance of meaningful interaction in the target language (Ellis, 1994; Krashen, 1982) since while acquisition is permanent, learning is temporary at some point, and of course, it is an ongoing process too. Additionally, Mackey (1999), emphasized the importance of input and interaction in the development of second language for the learners. Therefore, teachers should be radical in finding deep rooted solutions aimed at drama centered lessons despite intensive lesson programs.

As a result of utterly examined data, it can be identified that the applicability of English lessons through drama activities may fractionally be limited because of the external or unexpected factors; such as, school intensive program, unappropriated or extracurricular activities and a host of others, which are hardly adaptable with classroom management. However, it is not impossible when the positive sides of the use of drama activities in English lessons as a supportive tool both for students' performance and naturally their attitude.

The results also shed light on what extent EFL teachers integrate drama techniques into their class practice, and furthermore, taking into consideration the possibility of involving drama centered English lessons to the school program was profoundly significant for the head of language department and IB teacher.

Many studies have been conducted to analyze the core of students' attitudes towards learning foreign language broadly and specifically in the field of EFL, compared to other studies in various areas during the past three decades (Al-Zahrani, 2008). At this point, creating positive attitudes through drama activities in English lessons can be a great chance for language learners' acquisition in the field of foreign language. As Al-Zahrani stressed the efficacy of attitude of learners towards language learning, he underlines the importance of acquisition of positive behaviors in terms of emotional and attitudinal aspects. Therefore, the findings indicated that the efforts made for promoting EFL learners' positive attitude towards language learning through drama activities achieved to touch their learning essence in the field of second language. EFL teachers' and school administrators' answers are in line with each other, and therefore the findings of this study align with Baker's (1992) study based on attitudinal research in the field of language learning. They all acknowledged that the use of drama has positive impact on learners and as Baker (1992) shared light on that, "In the life of a language, attitudes to that language appears to be important in language restoration, preservation, decay or death" (p. 9). Further, attitude plays central role in human life in terms of indicating its stance towards anything and it attracts attention to language learning for this study. Therefore, EFL learners' attitude towards language learning in terms of positive aspect has been regarded as cornerstone of this study. The matter of learners' positive attitude towards language learning has been cultivated effectively with the help of drama activities for success in learning a foreign language. Briefly, administrators, IB teachers and English teachers should come together to provide rich classroom environment for students to activate their knowledge in the field of English language. At this juncture, the role of the language teachers including IB and Administrators is considerably essential in the process of the second language learning and teaching through drama techniques in English lessons.

As the results of both student feedback note cards and teacher log and semi-structured interviews carried out with EFL teachers, the head of foreign language department and IB teacher form indicated, the attitude concept was the utmost significant component in language learning. Therefore, it could be accepted that results were consistent with each other and they generally overlapped. On the other hand, taking into consideration the applicability of all these three data instruments vividly, student feedback note cards, teacher log and semi-structured interviews carried out with EFL teachers, the head of foreign language department and IB teacher, there was no useless or negative situation to affect the study in terms of practicing its benefits. The purpose of this study was to shed a light on certain features of language methods especially on modern teaching techniques harmonized with drama activities on the purpose of promoting knowledge of students and create learner-centered atmosphere in education and therefore improve the attitudes of learners towards English language.

With the obtained findings, the present study elucidates empirical evidence from the standpoint of the head of foreign language department, IB and EFL teachers for the personal and social development of learners in current English classrooms. This with the intent of raising awareness and consciousness towards the use of drama techniques in language teaching findings were analyzed in a detailed way. Hence, it is hoped that this study will smoothen the path and create a new awakening for the English language learners on the behalf of exhibiting positive behaviors towards language learning via applied drama techniques.

Based on conclusions derived from findings of the study, there are situations to be planned and examined by the EFL teachers to be able to put into practice for the use of drama techniques in language learning after deducing the efficacy of drama activities especially in attitude concept of the learners. It is hoped that EFL teachers would become aware of this study and examine their teaching methods particularly based on traditional methods for EFL classrooms.

To conclude, with the obtained findings, this study raises level of consciousness and awareness in the field of student attitude and English competence in the process of language learning. Additionally, the hope lying behind the research may reinforce current ideas and views on the topic in divergent educational settings. As this study

gives a chance for an extensive source for the brainstorm on the core of English lessons and their efficacy, particularly about the use of drama techniques, it is hoped to contribute to the field of foreign language that needs more exploration.

In this study, the qualitative data were gained through the harmonization between semi-structured interviews carried out with EFL teachers, the head of foreign language department and IB teacher, student feedback note cards and teacher log which were illuminated by 11 EFL teachers. The EFL teachers have been working at the Department of Foreign Languages which is a part of IB program in a private high school in Turkey.

Due to the intensive course system related to the IB program, some of EFL teachers had to intensify the context of their schedule since they had lots of projects, programs and online education programs related to IB program. Therefore, they had to spare extra time for the semi-structured interviews carried out with EFL teachers, the head of foreign language department and IB teacher, student feedback note cards and teacher log. More comprehensive and effective study with a lot more participants can be conducted for further study hence it can be more useful to evaluate the results for the discourse of the study so as to generalize the study for other potential EFL teachers in this field. On the other hand, the knowledge (customary education system) of some of the Turkish EFL teachers regarding drama techniques was a problematic step in terms of as a premise highlighting them about context and use of drama for language competence in English lessons. For the purpose of the study, the EFL teachers were illuminated about the aim and use of drama for language skill in English lessons in detail. Therefore, including this step to the study required extra mutual time regarding to EFL teachers' time.

All in all, the study gave importance to the nature of data cultivated with the cordial support of teachers and participants who serve for the same aim in a private IB school. Thereby, it may have limited external validity which minimizes the sense of generalizability for the same fields but different contexts. But still, the present study plays important role in the field of English language learning through drama techniques despite these limitations; moreover, it affords a foundation for further research.

This study has several suggestive regarding recommendations to be taken for consideration for further research. Since this study has been

a qualitative case study, the numbers of participants are few. Additionally, this study can extend to other levels so as to compare the differences and similarities in various studies and to develop dramatic activities and their aims in teaching. Likewise, different data collection tools and data analysis procedures could be used for the same students to broadly investigate the currency of this specific research design. Another interesting perspective can be based on teachers so as to find out the efficacy of teaching English language shaped by drama activities on teachers' performance. Further research can be needed to investigate the influence of teaching subjects other than English using drama intended for students' creative thinking.

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Appendices

1- Semi-Structured Interview about the Use of Drama Techniques for Improving Oral Language Skills in English Lessons with the EFL Teachers

1. What is the potential contribution of applying drama techniques for improving oral language skills of students to their social English language skills? Explain briefly.
2. What are the potential problems faced by the teacher related to classroom management in participating drama activities during the lesson? Explain briefly.
3. What are the students' attitudes in terms of the importance of using drama techniques in English lessons?
4. Do you think drama strategies affect the students' motivation level?

Probe: Why do you think drama strategies affect students' motivation? Or how does it affect English language development

2- Semi-Structured Interview about the Use of Drama Techniques for Improving Oral Language Skills in English Lessons with the Head of Foreign Language Department and IB Teacher

1. What do you think the use of drama in English lessons? Explain, briefly.
2. What do you think about the efficacy of the drama for improving oral language skills of students in English lessons? Explain, briefly.
3. Do you think is there any contribution of applying drama activities for improving oral language competency in English lessons? Explain, briefly.
4. Is it possible to include drama activities to the nature of the English lesson plans during the term? Explain, briefly.

3- Student Feedback Note Card Questions

These notes cards are filled out by the students following drama instruction for each drama technique applied in classroom settings. Responses can be structured or unstructured. Note: Results are not going to be reflected as right or wrong answer.

What did you like about today?

What didn't you like about today?

What did you learn today that you will remember forever?

What words will you take away with you?
 What did you learn about yourself today?
 What did you learn about working with others today?
 What activities helped you to be a better English speaker?
 What activities didn't help you?
 Tomorrow, I believe I will...
 Today, I learned...
 In this class so far, I have learned...
 I want my English class to be...
 I want my English speaking to be...

4- Teacher Field Log

This daily journal is a metacognitive activity to be done at the end of each drama activity (hot seating, role on the wall, conscience alley, frozen frame, role play, teacher in role, student in role) 2-3 instructional days per month.

It can be structured or unstructured.

Here is an example of a structured daily journal.

Instructional Day #1

In this lesson, we

My impression towards today's activities is negative because

My impression towards today's activities is positive because

Students
