




Classroom Teachers' Views on the Use of Drama

Sınıf Öğretmenlerinin Drama Kullanımına İlişkin Görüşleri

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Abstract. Drama in education refers to the processing of any content through drama and is the form that sees drama as a teaching method. Although various art techniques/forms are used in drama used in education, the main thing is to provide the participants with real experiences by living/role-playing in a fictional environment and to create new learning with this method. The effective use of drama in educational environments provides multifaceted development of students. One of the main goals of drama studies is to raise students as individuals who are respectful, tolerant, understand each other and empathize. It is extremely important that classroom teachers reveal the effects of such an effective and important subject on students in primary schools, which is one of the first steps of the education and training process. In this context, the aim of this study is to reveal the views of classroom teachers on the use of drama method. Phenomenological design, which is one of the qualitative research designs, was used as a method in the study. The data obtained in the study were collected through semi-structured interviews with classroom teachers. The study group of the research consisted of a total of 30 classroom teachers, 14 female and 16 male, working in Malatya city center in the 2023-2024 academic year. Purposive sampling method, one of the non-random sampling methods, was used in the study. The data obtained in the study were analyzed by content analysis method. According to the research findings, almost all of the classroom teachers stated that drama activities should be added to the curriculum. Although most of the classroom teachers did not receive any drama training, they stated that they considered themselves moderately competent and stated that they used drama activities in their lessons. Teachers stated that they mostly encountered problems such as excessive class size, lack of time and physical deficiencies while using drama method. In addition, they stated that drama activities helped students gain skills such as self-confidence, communication skills and learning by doing and living.

Keywords: *Drama Method, Primary school, Classroom teachers, Student.*

Öz. Eğitimde drama herhangi bir içeriğin drama yoluyla işlenmesini ifade etmekte olup, dramayı bir öğretim yöntemi olarak gören formdur. Eğitimde kullanılan dramada çeşitli sanat teknikleri/formları kullanılmakla birlikte aslanan katılımcılara kurgusal bir ortamda, gerçek tecrübeleri yaşayarak/rol oynayarak kazandırmak ve bu yöntemle yeni öğrenmeler oluşturmaktır. Eğitim ortamlarında dramanın etkin olarak kullanılması, öğrencilerin çok yönlü gelişmelerini sağlar. Öğrencilerin saygılı, hoşgörülü, birbirini anlayan, empati kurabilen bireyler olarak yetişebilmeleri drama çalışmalarının başlıca hedeflerindedir. Öğrenciler üzerinde bu derece etkili ve önemli bir konunun henüz eğitim-öğretim sürecinin ilk basamaklarından olan ilkokullarda öğrenim gören öğrenciler üzerindeki etkisinin sınıf öğretmenleri tarafından ortaya konulması son derece önemlidir. Bu kapsamda bu çalışmanın amacı sınıf öğretmenlerinin drama yöntemini kullanmalarına ilişkin görüşlerini ortaya koymaktır. Araştırmada yöntem olarak nitel araştırma desenlerinden olan fenomenolojik desen kullanılmıştır. Veriler yarı yapılandırılmış görüşmelerle toplanmıştır. Araştırmanın çalışma grubunu 2023-2024 eğitim-öğretim yılında Malatya il merkezinde görev yapan 14'ü kadın 16'sı erkek olmak üzere toplam 30 sınıf öğretmeni oluşturmaktadır. Araştırmada seçkisiz olmayan örnekleme yöntemlerinden amaçlı örnekleme yöntemi kullanılmıştır. Araştırmada elde edilen veriler içerik analizi yöntemi ile çözümlenmiştir. Araştırma bulgularına göre sınıf öğretmenlerinin tamamına yakını programa drama etkinliklerinin eklenmesi gerektiğini belirtmişlerdir. Sınıf öğretmenlerinin birçoğu herhangi bir drama eğitimi almamasına rağmen kendilerinin orta düzeyde yeterli gördüklerini belirtmiş ve derslerde drama etkinliklerini kullandıklarını ifade etmişlerdir. Öğretmenler drama yöntemini kullanırken en çok sınıf mevcutlarının fazlalığı, zaman yetersizliği ve fiziki eksiklikler gibi sıkıntılarla karşılaştıklarını

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belirtmişlerdir. Bunun yanında drama etkinliklerinin öğrencilerde sırasıyla özgüven, iletişim becerisi ve yaparak-yaşayarak öğrenme gibi beceriler kazandırdığını ifade etmişlerdir.

Anahtar Kelimeler: *Drama yöntemi, İlkokul, Sınıf öğretmenleri, Öğrenci.*



Genişletilmiş Özet

Giriş. Günümüzde okul öncesi eğitimden başlayarak üniversite eğitimine kadar bütün eğitim kademelerinde drama çalışmalarının yapıldığı görülmektedir. Özünde kişisel gelişimi, hayal kurmayı ve yaratıcılığı barındıran drama eğitimi, bireylerin yaşamlarının her sürecinde yararlanabilecekleri bir alandır (Nakaş, 2020). Drama yalnızca eğitimde değil başka birçok alanda da önem kazanmıştır. Öğretmenler, öğretim elemanları, öğrenciler kurslara katılarak kendilerini geliştirip alanlarında/branşlarında dramayı kullanmaktadır (Köksal Akyol, 2003).

Drama çocuğun kendini özgürce ifade etmesine, demokratik ve hoşgörülü bir kişilik geliştirmesine, kendini tanıması ve bağımsız düşünebilmesine yardımcı bir yöntemdir (Hui ve Lau, 2006). Aktif katılımı gerektirdiği için çocuğun sosyal, duygusal ve zihinsel gelişimine katkı sunan bir sanat alanı olarak görülmektedir (Stewing ve Buege, 1994). Dramanın amacı çocuklarda doğuştan gelen yaratıcılık özelliğini geliştirmektir. Çocuklar drama yöntemi ile yaratıcı bir seyahate çıkmakta, bu seyahat sırasında yaşantılar yolu ile öğrenmektedir (Akyol, 2012). Dramaya katılan kişiler drama süresince durumları, ilişkileri, olayları keşfederek öğrenirler. Katılımcılar gerçek dünyadaki tecrübe ve bilgilerini dramada hayali bir dünya oluşturmak amacıyla kullanmaktadırlar. Dramada yapılandırdıkları rolleri tasarlayıp canlandırırken olayları, ilişkileri ve durumları birbirleri arasında bağlantı kurarak incelemeyi öğrenmektedir (O'Neil ve Lambert, 1991).

Yöntem. Bu araştırmada nitel araştırma yöntemi kullanılmıştır. Nitel araştırmalar kişilerin algılarını ve bir duruma ilişkin yaşadıkları deneyim sürecini ayrıntılarıyla ortaya koymayı hedefler (Merriam, 2018). Bu çalışmada, sınıf öğretmenlerinin kendi sınıflarında drama kullanımlarına ilişkin görüş ve deneyimlerini ortaya koymak için fenomenoloji deseni kullanılması tercih edilmiştir. Fenomonolojik desen araştırmacıya konu ile ilgili ayrıntılı veri toplama imkanı sağlar ve katılımcıların bireysel tecrübelerini derinlemesine ortaya koyma imkanı verir (Patton, 2014). Bu çerçevede sınıf öğretmenlerinin drama kullanımına ilişkin görüşleri kendi söylemleriyle bütüncül ve ayrıntılı bir bakış açısıyla incelenmiş ve sunulmuştur.

Araştırmacının çalışma grubunu 2023-2024 eğitim öğretim yılında Malatya merkezde görev yapan 16'sı erkek 14'ü kadın olmak üzere 30 sınıf öğretmeni oluşturmaktadır. Araştırmada seçkisiz olmayan örnekleme yöntemlerinden amaçlı örnekleme kullanılması tercih edilmiştir. Amaçlı örnekleme yönteminde, detaylı araştırma yapabilmek için çalışmanın amacı ile uyumlu bilgi açısından zengin durumlar seçilir. Bu açıdan amaçlı örnekleme, zengin bilgiye/veriye sahip durumların derinlemesine çalışılmasına imkan vermektedir (Yıldırım ve Şimşek, 2016).

Araştırmadaki veriler 2023-2024 eğitim- öğretim yılının ikinci yarısında yarı yapılandırılmış görüşme soruları ile toplanmıştır. Görüşme yapılmadan önce katılımcılara görüşme ve konu hakkında bilgi verilmiştir. Kullanılan yarı yapılandırılmış görüşme formu, görüşme sorularının ve katılımcıların kişisel bilgilerinin yer aldığı iki bölümden oluşmaktadır. Yarı yapılandırılmış görüşme formu hazırlanırken ilgili literatür detaylı şekilde taranmıştır. Ardından çalışmanın amacı dikkate alınarak bu amaca yönelik görüşme soruları hazırlanmıştır. Bütün sorular net ve açık bir şekilde ifade edilmiştir. Hazırlanan form üç uzmanının değerlendirmesine sunulmuştur. Uzmanların önerileri ve görüşleri de dikkate alınarak forma son şekli verilmiştir. Yarı yapılandırılmış görüşme formu asıl uygulamada kullanılmadan önce mevcut durumda Milli Eğitim Bakanlığı'na bağlı devlet okullarında yapan üç sınıf öğretmeniyle pilot uygulama yapılmıştır. Katılımcılardan gelen dönütler soruların amaca hizmet ettiğini ve açık- net bir şekilde anlaşıldığını ortaya koyduktan sonra asıl uygulamada kullanılmıştır.



Araştırma için yapılan görüşmelerde elde edilen veriler içerik analizi yöntemiyle çözümlenmiştir. İçerik analizi yönteminde birbirine benzeyen veriler belli tema ve kavramlar çerçevesinde bir araya getirilir ve okuyucuların anlayabileceği şekilde düzenlenip yorumlanır (Yıldırım ve Şimşek, 2016). Bu amaç çerçevesinde araştırmaya katılanların görüşleri tablolar oluşturularak sunulmuştur.

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Bulgular, Sonuç ve Tartışma. Araştırma sonucunda öğretmenlerin çok az bir kısmı hariç büyük çoğunluğu drama yöntemini çeşitli ders ve konularda kullandıklarını ifade etmişlerdir. Öğretmenler genel anlamda kendilerini drama yöntemini uygulama noktasında yeterli gördüğünü belirtmişlerdir. Az bir kısmı ise yetersiz gördüğünü ifade etmiştir. Sınıf öğretmenlerinin drama yöntemini genellikle Türkçe, hayat bilgisi gibi sözel derslerde kullandıkları belirlenmiştir. Ayrıca öğretmenlerin bir kısmı tüm derslerde drama yöntemine başvurduğunu belirtmişlerdir. Araştırmadan elde edilen sonuçlara göre sınıf öğretmenlerinin drama yöntemini rol oynama, canlandırma, soru-cevap, doğaçlama, yaparak-yaşayarak gibi tekniklerle uyguladıkları belirlenmiştir.

Sınıf öğretmenleri drama yöntemini uygularken öğrenci çekimserliği/utangaçlığı, zaman yetersizliği, materyal eksikliği, fiziki ortamın uygunsuzluğu gibi sorunlarla karşılaştıklarını ifade etmişlerdir. Sınıf öğretmenlerinin tamamı programa ve ders içeriklerine drama yöntemine ilişkin etkinliklerin eklenmesine olumlu baktıklarını ifade etmişlerdir. Bu durum öğretmenler tarafından drama yönteminin oldukça faydalı olarak görüldüğü, öğrencilere birçok katkı sunduğu şeklinde yorumlanabilir.



Introduction

Today, it is seen that drama studies are carried out at all levels of education from pre-school education to university education. Drama education, which has personal development, imagination and creativity at its core, is a field that individuals can benefit from in every process of their lives (Nakaş, 2020). Drama has gained importance not only in education but also in many other fields. Teachers, lecturers and students participate in courses, improve themselves and use drama in their fields/branches (Köksal Akyol, 2003).

Drama is a method that helps children express themselves freely, develop a democratic and tolerant personality, recognize themselves and think independently (Hui & Lau, 2006). Since it requires active participation, it is seen as a field of art that contributes to the child's social, emotional and mental development (Stewing & Buege, 1994). The aim of drama is to develop the innate creativity in children. Children go on a creative journey with the drama method and learn through experiences during this journey (Akyol, 2012). People who participate in drama learn by exploring situations, relationships and events during the drama. Participants use their real world experiences and knowledge to create an imaginary world in drama. While designing and acting out the roles they construct in drama, they learn to examine events, relationships and situations by making connections between them (O'Neil & Lambert, 1991).

Drama is essentially a social art form. It is concerned with how individuals relate to the world in which they live. Therefore, the main task of the drama teacher is to find ways and means to promote as broad an understanding as possible of these various interactions between the fictional world of drama and the real world (Woolland, 2014). Drama is an effective learning-teaching method that includes movement, rhythm, cooperation, voice, exchanging feelings/information, acting with the group, empathizing, respecting the rights of others, seeing oneself as a member of the group, etc. (Kaya, Günay, & Aydın, 2015). Through drama activities, students can gain sentence construction skills; vocabulary can be improved. For this reason, drama is not only a learning model/way. It is also an important tool for the acquisition, enrichment and development of language (Gönen-Dalkılıç, 1998).

Drama in education refers to the processing of any content through drama and is the form that sees drama as a teaching method. Although various art techniques/forms are used in drama used in education, the main thing is to provide participants with real experiences by living/role-playing in a fictional environment and to create new learning with this method (Vural & Somers, 2016). The effective use of drama in educational environments provides multidimensional development of students. It can be said to be very important and effective especially in the moral development of children and in teaching moral values to students. One of the main goals of drama studies is to raise students as individuals who are respectful, tolerant, understand each other and empathize (Topbaşı, 2006).

Recognizing different lives, gaining experience about situations and events by entering different roles, providing a multidimensional perception of life and the development of the desire to



research, learning by doing / experiencing, and making the information learned permanent are among the achievements expected to be in individuals as a result of drama activities. Considering these achievements, it can be said that drama has an important effect on the development of individuals (Nakaş, 2020). The aims of creative drama are listed as follows (Adıgüzel, 2012):

- Develop imagination and creativity
- To be able to develop self-knowledge, self-realization and communication skills with others
- To be able to develop democratic attitudes, behaviors and attitudes
- Develop aesthetic behaviors
- Develop critical, independent and analytical thinking skills
- To be able to cooperate and develop teamwork skills
- Creating social sensitivity
- Ability to control emotions
- Language development, developing verbal/non-verbal expression skills.

The acceptance and use of drama as a method in education allows today's people to organize their social relations, recognize themselves, exhibit their existence and produce (Uzun, 2016). Teachers who regularly use drama in primary schools have the opportunity to create rich and deep learning opportunities, to present other aspects of the curriculum, to develop emotional literacy, and to increase the self-confidence of even the most disaffected students (Woolland, 2014). Evaluating the use of drama, which is so important in the educational environment, by classroom teachers and revealing their views on its use and benefits makes this study very important. Therefore, the aim of this study is to determine the opinions of classroom teachers on the use of drama in their classrooms.

Method

Research model

Qualitative research method was used in this study. Qualitative research aims to reveal people's perceptions and the process of their experience of a situation in detail (Merriam, 2018). In this study, it was preferred to use a phenomenological design to reveal the opinions and experiences of classroom teachers regarding the use of drama in their classrooms. Phenomenological design allows the researcher to collect detailed data on the subject and to reveal the individual experiences of the participants in depth (Patton, 2014). In this framework, the views of classroom teachers on the use of drama were examined and presented from a holistic and detailed perspective through their own discourses.

Study group

The study group of the research consists of 30 classroom teachers, 16 male and 14 female, working in the center of Malatya in the 2023-2024 academic year. Purposive sampling, one of the non-random sampling methods, was preferred in the study. In purposive sampling method, information-rich situations that are compatible with the purpose of the study are selected in order to



conduct detailed research. In this respect, purposive sampling allows in-depth study of situations with rich information/data (Yıldırım & Şimşek, 2016).

Table 1.
Information About the Teachers Participating in the Study

		N
Gender	Female	14
	Male	16
Professional seniority	1-10 years	5
	11-20 years	7
	20 years and above	18
Age	Between 20-30	5
	Between 30-40	3
	Between 40-50	16
	50 and above	6
Title	Teacher	5
	Expert teacher	20
	Chief teacher	5
Total		30

When Table 1 is analyzed, it is seen that 14 of the classroom teachers participating in the study were female and 16 were male. It was determined that 5 of the teachers had 1-10 years of seniority, 7 of them had 11-20 years of seniority and 18 of them had 20 years or more. It was determined that 5 of the classroom teachers participating in the study were between the ages of 20-30, 3 were between the ages of 30-40, 16 were between the ages of 40-50 and 6 were between the ages of 50 and above. 5 of the teachers had the title of head teacher, 20 of them had the title of expert teacher and 5 of them had the title of teacher.

Collection of data

The data in the study were collected with semi-structured interview questions in the second half of the 2023-2024 academic year. Before the interview, the participants were informed about the interview and the subject. The semi-structured interview form consists of two parts: interview questions and personal information of the participants. While preparing the semi-structured interview form, the relevant literature was reviewed in detail. Then, considering the purpose of the study, interview questions were prepared for this purpose. All questions were clearly and explicitly stated. The prepared form was submitted to the evaluation of three experts. The suggestions and opinions of the experts were taken into consideration and the form was finalized. Before the semi-structured interview form was used in the actual application, a pilot application was conducted with three classroom teachers currently working in public schools affiliated to the Ministry of National Education. After the feedback from the participants revealed that the questions served the purpose and were clearly understood, they were used in the actual application. The data obtained from the interviews conducted for the research were analyzed using the content analysis method. In the content analysis method, similar data are brought together within the framework of certain themes and concepts and are organized and interpreted in a way that readers can understand (Yıldırım &



Şimşek, 2016). For this purpose, the opinions of the participants in the study were presented in tables.

Validity and reliability

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In qualitative research, "expert opinion" and "expert review" are among the specific methods applied to ensure validity and reliability (Merriam, 2015). The draft interview form was presented to three experts in the field. The interview form was finalized by making the necessary corrections in line with the feedback. In qualitative research, presenting quotations/opinions in their most natural form and making direct quotations from the participants in the study group increase the reliability of the studies (Büyüköztürk et al., 2009). In this study, the researcher reported the collected data as it was in order to increase the reliability of the study. In order for the participants to give comfortable, sincere and sincere answers, they were informed that their information such as identity, school, etc. would not be shared under any circumstances and approval was obtained from the participants. In this context, the participants were coded as T1, T2, T3. In addition, the research process was explained in detail.

Analysis of data

The data obtained in the study were analyzed by content analysis method. The basic process in content analysis is to bring together similar data within the framework of certain concepts and themes and to interpret them by organizing them in a way that the reader can understand (Yıldırım & Şimşek, 2018). For this purpose, the opinions of the participants were shown by creating tables.

Findings

In this part of the study, the data obtained are analyzed.

Classroom teachers' opinions on whether they received drama training

The classroom teachers participating in the study were first asked the question "Have you received any drama training?". When the answers given were analyzed, it was seen that most of the teachers did not receive any drama training. The opinions of the teachers are presented in Table 2.

Table 2.

Classroom Teachers' Opinions on Whether They Received Drama Training

Categories	Participants	f
I got it	T1, T3, T5, T9, T16, T18, T20, T23, T25, T26, T29	11
I didn't get it	T2, T4, T6, T7, T8, T10, T11, T12, T13, T14, T15, T17, T19, T21, T22, T24, T27, T28, T30	19
Total		30



When Table 2 is examined, 19 of the classroom teachers stated that they had not received any drama training, while 11 of them stated that they had received drama training before. The opinions of some classroom teachers on the subject are as follows:

"After I was appointed, I voluntarily applied for one of the in-service trainings and received drama training in order to be more useful to students." T16

"I occasionally apply the drama method in my classroom, but I did not receive any drama training either at university or afterwards." T24

Classroom teachers' opinions on whether they use drama method

The second question asked to the classroom teachers participating in the study was "Do you use drama method in your lessons?". When the answers given were analyzed, it was determined that the majority of the teachers used the drama method for educational purposes in their lessons.

Table 3.

Classroom Teachers' Opinions on Whether They Use the Drama Method

Categories	Participants	f
I do not use	T21, T22, T24	3
I am using	T1, T2, T3, T4, T5, T6, T7, T8, T9, T10, T11, T12, T13, T14, T15, T16, T17, T18, T19, T20, T23, T25, T26, T27, T28, T29, T30	27
Total		30

When Table 3 is examined, 27 of the classroom teachers, except for 3, stated that they preferred and used drama as a teaching method in their lessons. The opinions of some classroom teachers on the subject are as follows:

"I prefer to use drama in my lessons because drama is very effective especially in gaining some affective behaviors." T2

"I take care to use drama as a method to teach students values such as putting themselves in the other person's shoes, that is, gaining empathy skills and respecting the rights of others." T29

"I do not use the drama method in my lessons because I have not received any training on using drama as a teaching method." T21

Classroom teachers' opinions on whether they are competent in the use of drama

The third question asked to the classroom teachers participating in the study was "To what extent do you feel adequate in the use of drama method?". When the answers given are analyzed, it is seen that the teacher responses differ from each other.



Table 4.

Classroom Teachers' Opinions on Whether They Consider Themselves Adequate in the Use of Drama

Categories	Participants	f
Inadequate	T5, T7, T9	3
Partially Satisfactory/Medium	T1, T4, T6, T10, T12, T13, T14, T15, T17, T20, T23, T25, T26, T29, T30	15
Adequate	T2, T19, T22, T24, T27, T28	6
Pretty Good	T3, T8, T11, T16, T18, T21	6
Total		30

When Table 4 is examined, 3 of the classroom teachers consider themselves inadequate in terms of the use of drama method. 6 teachers considered themselves adequate, 6 teachers considered themselves quite good/adequate and 15 teachers considered themselves moderately adequate. It was determined that the majority of the teachers considered themselves moderately competent in terms of using drama as a method. The opinions of some classroom teachers on the subject are as follows:

"I can express that I consider myself quite competent because I have received training on drama before and I have experience in using it in lessons." T3

"I occasionally use drama method in my lessons for more permanent learning of various subjects, but I do not consider myself sufficient. I think I have deficiencies at this point and I am aware that I need to close this deficiency." T9

"I consider myself partially sufficient in terms of using the drama method. I believe that I need to receive higher level training to be more efficient." T30

Classroom teachers' opinions on which lessons they use drama method

The fourth question asked to the classroom teachers participating in the study was "In which lessons do you use the drama method?". When the answers given were analyzed, it was determined that the teachers preferred to use the drama method in different lessons.

Table 5.

Classroom Teachers' Opinions on Which Lessons They Use the Drama Method

Categories	Participants	f
Life Science	T3, T7, T10, T17, T20, T24, T26, T27, T28	9
Türkçe	T1, T2, T3, T4, T5, T7, T10, T13, T20, T24, T26, T27, T28, T29	14
Social Studies	T1, T2	2
Science	T17	1
English	T22	1
Mathematics	T3	1
Human Rights	T12	1
Guidance	T25	1
All Courses	T6, T8, T9, T11, T14, T15, T16, T18, T19, T23, T30	11
Total		41



When Table 5 is analyzed, it is determined that classroom teachers use drama method mostly in Turkish lesson (14 teachers). While 11 teachers stated that they used drama in all courses, 9 teachers stated that they used it in Life Science course and 2 teachers stated that they used it in Social Studies course. It is seen that there were 1 teacher (1 teacher each) who stated that they used drama method in science, English, mathematics, human rights and guidance courses. The opinions of some classroom teachers on the subject are as follows:

"I try to include the drama method in all lessons. When students act out an event or situation and take on a role there, it prepares the ground for them to grasp the subject better." T15

"I use the drama method especially in my Turkish lessons. Reading and story texts and small skits in Turkish lessons are usually more suitable for children to act out." T27

"I use drama method in science and life science lessons, but mostly in life science lessons. Because the content and topics of life science lessons generally include activities and values that help students live daily life more accurately and beautifully. I think drama method is one of the most appropriate methods to teach these values." T17

Classroom teachers' views on which drama techniques they use

The fifth question asked to the classroom teachers participating in the study was "Which techniques do you use when applying the drama method?". When the responses were analyzed, it was determined that teachers preferred to use different drama techniques.

Table 6.
Classroom Teachers' Views on Which Drama Techniques They Use

Categories	Participants	f
Role Playing	T2, T4, T6, T7, T9, T11, T12, T13, T14, T15, T17, T20, T21, T22, T23, T25, T27, T28, T30	19
Story Animation	T1, T3, T4, T5, T6, T7, T9, T10, T11, T15, T17, T21, T25, T27, T28, T29, T30	17
Pantomime	T6	1
Drama with Music	T16	1
Improvisation	T2, T3, T9, T15, T16, T23, T27, T30	8
Question-Answer	T1, T12, T15, T16, T17, T22, T23, T24, T25, T28, T30	11
Doing-Living	T1, T2, T5, T6, T12, T24, T27, T30	8
All of them	T8, T18, T19	3
Total		68

When Table 6 was examined, it was determined that the classroom teachers mostly used role playing (19 teachers) and story enactment (17 teachers) techniques while using the drama method. Then, it was seen that they used question-answer (11 teachers), doing-living (8 teachers), all (3 teachers), drama with music (1 teacher) and pantomime (1 teacher) techniques respectively. The opinions of some classroom teachers on the subject are as follows:

"I often use pantomime, one of the drama techniques, when I teach in my classroom. I want students to express the desired message with gestures, mimics and physical movements." T6

"When I want students to gain the messages I want to convey through interesting topics and texts in the curriculum, I usually ask them to dramatize them in a spontaneous way that is connected



to the topic. In the meantime, I ask them to use bilateral dialogues by making question-answers between them. Sometimes I support this situation with music that overlaps with the plot." T16

"The technique I use most frequently among the drama techniques is role playing. I ask the students to act out the story by distributing appropriate roles to the people in the story. The students act out the story by showing the behaviors required by the assigned role. This is very effective on students and leaves permanent traces. In this way, I can easily give the acquisition, behavior and emotion I want to give." T25

Classroom teachers' opinions on the problems they encountered while using drama method

The sixth question "Which problems do you face the most when using the drama method?" was asked to the classroom teachers participating in the study. When the answers given were analyzed, it was determined that teachers faced many different problems while using the drama method.

Table 7.

Classroom Teachers' Opinions on the Problems They Face While Using the Drama Method

Categories	Participants	f
Technical Ignorance	T7, T13	2
Lack of Material	T14, T15, T30	3
Physical Inadequacy	T6, T15, T29	3
Inadequate Duration	T1, T8, T9, T10	4
Student Abstention	T1, T3, T4, T17, T18, T20, T21, T22, T25, T26, T28	11
Class Size	T5, T12, T16	3
Non-Conformity to Topic	T19, T27	2
No Problem	T2, T11, T23, T24	4
Total		32

When Table 7 is examined, it is seen that classroom teachers stated that they had problems mostly due to students while using the drama method. Students did not participate in drama because they were afraid (11 teachers), lack of time (4 teachers), physical inadequacy (3 teachers), lack of materials and equipment (3 teachers), and excessive class size (3 teachers). In addition, while saying that they do not have problems (4 teachers), 2 teachers stated that the subjects were inappropriate for drama, and 2 teachers stated that they had problems because they did not know the techniques of the drama method sufficiently. The opinions of some classroom teachers on the subject are as follows:

"I feel a serious lack of materials and equipment when applying the drama method in my class. This situation causes me not to apply the drama method in some subjects I want to apply." T15

"While applying the drama method, I have the most difficulty in involving students in the process. Students are seriously afraid of participating in drama practices. Some of them are very embarrassed. There are many students who are afraid of making mistakes and not being able to fulfill the given role." T26

"The program is very intense. I cannot include practices such as drama and theater due to the intensity of the program. The time is insufficient. In order to use the time efficiently, I cannot use the drama method much." T8

**Classroom teachers' opinions on the skills acquired by the drama method**

Seventhly, the classroom teachers participating in the study were asked the question "What do you think are the skills/features that drama method adds to students?". When the answers given were analyzed, it was determined that the teachers expressed different opinions about the benefits of the drama method.

Table 8.

Classroom Teachers' Opinions on the Skills That the Drama Method Gives to Students

Categories	Participants	f
Self-confidence	T3, T6, T7, T8, T12, T13, T15, T18, T21, T23, T29, T30	12
Communication Skills	T1, T2, T3, T7, T12, T15, T20, T21, T22	9
Team/Group Work	T7	1
Vocabulary Richness	T2	1
Empathizing	T4, T6, T11	3
Socialization	T6, T26	2
Learnng. by Doing-Living	T1, T3, T10, T19, T21, T24, T25, T28	8
Permanent Learning	T10, T14, T16, T18, T22	5
Creative Thinking	T9, T17, T26	3
Embodiment	T16	1
Fun Learning	T25	1
Recognizing their talents	T5	1
Richness of Imagination	T27	1
Total		48

When Table 8 is analyzed, it is seen that the classroom teachers stated that drama method gives students self-confidence the most (12 teachers). Afterwards, it was stated that it provides communication skills (9 teachers) and learning by doing and experiencing (8 teachers) respectively. In addition, it was stated that it provides permanent learning (5 teachers), empathy skills (3 teachers), creative thinking skills (3 teachers). It was stated that the drama method helps students socialize (2 teachers), provides fun learning, concretizes the subjects, enriches imagination, makes them aware of their talents, enriches their vocabulary, and gives them the ability to work in cooperation with the group (1 teacher each). The opinions of some classroom teachers on the subject are as follows:

"I observe that the drama method adds a lot to students, the most important of which is self-confidence. Students gain serious self-confidence when they exhibit behaviors appropriate to the role they are given and when they see that this is reinforced. At the same time, students have good communication skills. All these actually offer students the opportunity to learn by doing and living. Because students are not left out and actively participate in the learning process." T3

"In the drama method, children immerse themselves a little bit in the world of imagination because they act out. The imagination power of the students who enter the world of imagination is enriched. I can observe this richness in different situations." T27

"Since the drama method is based on enactment, imitation and role-playing, students actually have to constantly display the empathy required by the role. I sometimes ask the same students to act out different roles in the same text. This situation causes students to constantly establish empathy and gain empathic skills." T11



Classroom teachers' opinions on the inclusion of drama activities in the curriculum

Eighthly, the classroom teachers participating in the study were asked the question "Would you like to see activities prepared with drama method added to the curriculum and lessons?". When the answers given were examined, it was seen that all of the teachers were positive about the addition of educational activities involving drama method to the program and course contents.

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Table 9.

Classroom Teachers' Opinions on Adding Drama Activities to the Curriculum

Categories	Participants	f
Possible	T4, T13, T24	3
Yes	T1, T2, T3, T5, T6, T7, T8, T9, T10, T11, T12, T14, T15, T16, T17, T18, T19, T20, T21, T22, T23, T25, T26, T27, T28, T29, T30	27
Total		30

When Table 9 is examined, 3 of the classroom teachers stated that activities involving drama method could be added to the curriculum. 27 of the classroom teachers stated that the addition of drama activities to the program and lessons would be very useful and stated that they wanted them to be added. The opinions of some classroom teachers on the subject are as follows:

"Since the drama method enables students to be active, it would be very useful to add it to the program and to include it in in-class activities. For this reason, I would definitely want it to be added to the program." T7

"As we mentioned above, it is possible to talk about many benefits of drama method because it provides learning opportunities by doing and experiencing. For this reason, I would like it to be added to the course content for my students." T30

Conclusion, Discussion and Recommendations

As a result of the research, the majority of the teachers, except for a very few, stated that they used drama method in various courses and subjects. The phenomenon of education should include new ideas and thoughts about teaching, develop interaction skills and be done with enjoyable activities (Toivanen, et al., 2011). In this context, including drama activities that will keep students alive in the education and training environment, enable them to learn by having fun, and enrich their imagination can provide permanent learning in students and provide an opportunity for them to learn by doing and experiencing.

As a result of the research, teachers generally considered themselves sufficient in terms of applying the drama method. A small number of them stated that they were insufficient. Isyar and Isyar and Akar (2017) obtained a similar result in their study and concluded that classroom teachers' perceptions of competence in drama use were high. Çelikkaya and Koç (2015) concluded in their study that classroom teachers considered themselves competent in the planning, realization and evaluation stages of drama. It is seen that the findings obtained overlap with the results obtained in this study.



As a result of the research, it was determined that classroom teachers generally used drama method in verbal lessons such as Turkish and life science. In addition, some of the teachers stated that they used drama method in all courses. When the related literature is examined, it is seen that drama method is used in different courses such as social studies (Karadağ & Çalışkan, 2006; Koç, 2013), Turkish (Fleming et al., 2004; Güven, 2012), mathematics (Sözer, 2006; Şenol Özyiğit, 2011), life science (Selanik Ay, 2005; Ütkür, 2012) and its effects are examined.

According to the results obtained from the research, it was determined that classroom teachers applied drama method with techniques such as role-playing, question-answer, improvisation, doing-living. In their study, Toivanen et al. (2011) stated that good teaching passes through applications that include spontaneous exercises such as improvisation, role playing, and animation among drama types.

Classroom teachers stated that they encountered problems such as student hesitancy / shyness, lack of time, lack of materials, inappropriateness of the physical environment while applying the drama method. Güler (2015) obtained a similar result in his study and determined that the drama method can be used more effectively if physical and material deficiencies are eliminated. According to the results obtained, classroom teachers listed the skills gained by drama method as self-confidence, communication skills, learning by doing-living, empathy skills, and creativity. Similarly, McNaughton (1997) and Güler (2015) stated in their studies that drama improves students' skills such as creativity, discussion, communication and writing.

All of the classroom teachers expressed a positive attitude towards the addition of activities related to the drama method to the curriculum and course content. This situation can be interpreted as that the drama method is seen as very useful by teachers and that it makes many contributions to students. As a matter of fact, Uzun (2016) defines drama as a magical method and states that individuals can reveal their talents by getting to know themselves better with this method.

Since the drama method allows students to develop as a whole, to realize their own talents, to gain skills such as empathy, creativity, and communication, it can be suggested that teachers should use it more in their lessons and that teachers should close their deficiencies in this regard through in-service courses and trainings. It can be suggested that the Ministry of National Education should include more drama texts in the textbooks prepared by the Ministry of National Education, and that institutions with insufficient materials should overcome these deficiencies. For the researchers, it can be suggested to conduct similar studies with classroom teachers in different provinces and at different levels and branches. In addition, it would contribute to the literature to conduct similar studies with quantitative or mixed methods using phenomenology approach.



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