



T.C.

UFUK UNIVERSITY

GRADUATE SCHOOL OF SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE TEACHING

ENGLISH LANGUAGE EDUCATION PROGRAMME

**THE EFFECTS OF THE DRAMA TECHNIQUE
“IMPROVISATION” ON THE ANXIETY IN ENGLISH SPEAKING
SKILL**

MASTER’S THESIS

HASAN EMRE ÇIRKAN

SUPERVISOR

DR. NESLİHAN ÖZKAN

ANKARA

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KABUL VE ONAY

Hasan Emre ırkan tarafından hazırlanan "The effects of the drama technique 'improvisation' on the anxiety in English speaking skill. " başlıklı bu alıřma, 28.08.2019 tarihinde yapılan savunma sınavı sonucunda başarılı bulunarak jürimiz tarafından Yüksek Lisans Tezi olarak kabul edilmiştir.

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28.08.2019

Hasan Emre ÇIRKAN





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ABSTRACT

CIRKAN, Hasan Emre, “The Effects of Drama Technique ‘improvisation’ on the Anxiety in English Speaking Skill”, Master’s Thesis, Ankara, 2019.

In this study, the problem of speaking anxiety in English language, especially for Turkish students was tried to be overcome by using the drama technique “improvisation” while they are speaking without any self-preparation and interference by another person such as their teachers. A mixed research method was implemented to find out how improvisation helps learners to get rid of their anxiety while speaking the target language. It is known that a foreign language can be taught as grammatical rules on the board but the problem is that learners cannot use it in natural way as a native speaker does due to their speaking anxiety in public. An 18-item anxiety questionnaire which was prepared to collect information about the student’s level of English speaking anxiety that they experience in classroom atmosphere, was administered twice to the students in the case study at the beginning and at the end of the study. The statistical results were gathered in speaking anxiety scale. During 3 weeks, totally 9 lesson hours, 3 hours in each week with 16 intermediate level students, the study was carried out by giving them different situations in each lesson in pairs or groups to discuss the situations and act the roles if the situation presented a role. Before the situations were given to the students as free speaking sessions, the students sat a summative speaking exam one by one. There were three instructors examining the students. The instructors evaluated the students’ performance according to the summative speaking exam scale used in the department of Basic English in Atılım University. The same questions were asked to the students again at the end of the study to see the difference between the pre and post summative exams. Quantitative research methods were used to collect the data with the statistical results. It has been seen that using the drama technique “improvisation” in speaking sessions can decrease the level of speaking anxiety for most of the learners of a target language.

Key words: Drama, Improvisation, Speaking, Anxiety, Situation, Acting, Natural Way, Without Interference.

ÖZET

ÇIRKAN, Hasan Emre, “Drama tekniđi ‘dođaçlama’nın İngilizce konuşma becerisini kullanırken yaşanan kaygı üzerindeki etkisi”, Yüksek Lisans Tezi, Ankara, 2019.

Bu çalışmada, İngilizce dilindeki özellikle Türk öğrenciler için söz konusu olan konuşma kaygısı probleminin üstesinden, onlar kendileri bir hazırlık yapmaksızın ve öğretmenleri gibi başka bir kişi tarafından müdahale edilmeksizin, ‘dođaçlama’ tekniđi kullanılarak gelinmeye çalışılmıştır. Dođaçlamanın öğrencilerin hedef dili kullanırken yaşadıkları kaygıdan kurtulmalarını nasıl sağladığını ortaya koymak için karma bir araştırma yöntemi uygulanmıştır. Bir yabancı dilin dilbilgisi kuralları olarak tahtada öğretilbileceđi bilinmektedir ama sorun öğrencilerin o dili toplum içinde konuşma kaygıları nedeniyle ana dili konuşan birisi gibi dođal biçimde kullanamamalarıdır. Öğrencilerin sınıf ortamında deneyimledikleri İngilizce konuşma kaygı seviyesi hakkında bilgi toplamak için, 18 maddelik bir kaygı anketi durum belirleme çalışmasının başında ve sonunda öğrencilere iki kez uygulanmıştır. İstatistiksel sonuçlar konuşma kaygı ölçeğinde toplanmıştır. Çalışma, 3 hafta boyunca, her hafta 3 saat olmak üzere toplam 9 ders saati ‘intermediate’ seviyedeki 16 öğrenciyle, her bir derste onlara ikili ve gruplar halinde tartışmaları ve eđer durum gerektirirse rol yapmaları amacıyla farklı durumlar verilerek yürütülmüştür. Durumlar öğrencilere serbest konuşma oturumları olarak verilmeden önce, öğrenciler tek tek bir nihai konuşma sınavına alınmışlardır. Öğrencilerin sınavında üç okutman bulunmuştur. Okutmanlar öğrencilerin performansını Atılım Üniversitesi Temel İngilizce Bölümünde kullanılan nihai konuşma sınavı ölçeđine göre değerlendirmişlerdir. İlk ve son sınavlar arasındaki farkı görmek için araştırmanın sonunda öğrencilere yine aynı sorular sorulmuştur. İstatistiksel sonuçlarla veri toplamak için niceliksel yöntemler kullanılmıştır. Konuşma oturumlarında drama tekniđi “dođaçlama”yı kullanmanın bir hedef dili öğrenenlerin çoğunun konuşma kaygı seviyesini azaltabileceđi görülmüştür.

Anahtar kelimeler: Drama, Dođaçlama, Konuşma, Kaygı, Durum, Rol Yapma, Dođal Yol, Müdahale etmeksizin.

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CHAPTER I

INTRODUCTION

1. Introduction

In this chapter, the titles “the Background of the Study, the Statement of the Problem, the Research Questions and the Scope of the Study, and the Importance of the Study” will be seen respectively in details.

1.1. Background of the Study

In the 21st century, using at least one foreign language effectively has been an essential need for everybody. However, knowing a language and using a language are very different aspects from each other. When using a language is thought by somebody, it is generally writing or reading. Knowing a language usually means whether somebody knows the rules of grammar of that language, reads something written in that language and understands it. The biggest point which must be accepted by everybody is that knowing a language includes four skills “speaking, writing, reading and listening” and grammar must be integrated into these skills. Especially in Turkey, speaking is the best skill that you can show that you know the language in public. If you speak in a foreign language and communicate with people who know the language or who are the native speakers of the language, it means that you know the language. Nevertheless, so many university graduates cannot speak in English language as fluently as a waiter in a touristic hotel. The reason may be these people’s high anxiety levels. They are university graduates and it is written on their diploma that they graduated from a department and English language is the medium. It is an important responsibility. They feel if they make a mistake while speaking in English, the people around will criticise them and they will feel embarrassed. Therefore, many people are not eager to speak in public even if they have a high level TOEFL score. Speaking anxiety in English is the biggest problem for people especially in Turkey because it is known that there are many accents of English language in the World, but it cannot be heard that there is a Turkish accent since Turkish people generally try to speak as a native speaker does. If a person cannot speak in English as an American or British person does, she/he might be criticised and it might be a trauma for her/him in the future. Thus, people avoid speaking in English language and they feel safe. Nonetheless, the manner is not their fault. Since 1990s the Education system has caused the problem and the students have learned English language as a system of grammatical

rules and there was not a formative English speaking evaluation in the schools in Turkey until recently. There are some kinds of formative speaking evaluation in the schools in Turkey nowadays but again the students' attitude towards speaking the target language does not change. Therefore, this study was carried out to solve the anxiety problem in speaking English by using the drama technique "improvisation".

1.2. The Statement of the Problem

In language learning, learners, especially in Turkey, usually try to learn the rules of language and they use them in some national language exams such as YDS, and it is a score for them for some reasons like earning more money or promotion for a higher position. Yet, later the government or their companies would like them to use the language in some conferences or seminars but the problem of not being able to use the language orally appears. Actually, they may know every rule in grammar or maybe more vocabulary than a native speaker but they have not used the language in public orally, so the lack of this practice will increase the speaking anxiety.

Not always but sometimes learners ignore the importance of speaking while learning a foreign language, so when they need to use it, they usually feel embarrassed before speaking as if they made a mistake although actually they haven't made it yet, so it leads the person not to speak long enough or even not to utter a word owing to the increasing anxiety before speaking. People while learning or even before learning must be aware of the importance of speaking the target language if they actually want to learn it. It is known that the natural way of using a language starts with acquiring a language when we are babies, not learning the rules of the language and writing it, and then speaking it.

Speaking is the first skill that we use to produce communication with the environment around us. As a baby, we are not aware of the feeling of embarrassment, so it is very easy to use the word or words we hear in a non-grammatical sentence and in fact it is rewarded as a success by our parents or the people around us and we feel to speak more without a goal and start to ask many questions. Then maybe 3 years later than we start speaking, we try to write the first letters, words and sentences. It is about the physical improvement but it is the natural way, so the speaking ability is the best one when we compare it with the other skills in our native language. We do not care what mistakes we make or how well we pronounce a word in our daily lives in L1. Therefore, the drama technique "improvisation" is an important way to live a similar experience in L2 for learners as the

technique provides the learners the freedom of making mistakes or being another person while speaking as we did during our childhood while playing some games such as being a doctor and a patient or being a parent. These games improved our creativity in using our first language. It means that it is worth using L2 the same way to improve our speaking skill in it because generally children do not know anything about being a doctor or a parent but they always speak as they have observed their environment and they practise their first language. They do not even need a partner while they are playing these games. They can play them alone and speak in mono-language or they can play two or more roles during their games. Playing in different roles makes them avoid feeling the anxiety of speaking unconsciously. Improvisation is one of the ways that children use in their games without being aware of it and it works. In L2, perhaps it is not so easy to use the improvisation unconsciously by the learners, especially by adult learners, but in this study it has been seen that improvisation can decrease learners' anxiety levels before and while speaking in the target language.

As mentioned before, the environment is the most essential part of communication, so the instructors or the teachers “should provide learners with opportunities for meaningful communicative behavior about relevant topics by using learner-learner interaction as the key to teaching language for communication” (Shumin, 2002) because as Rivers (1987) states that interaction is the essential of communication. “From a pragmatic perspective, language is a form of social action because linguistic communication occurs in the context of structured interpersonal exchange, and meaning is thus socially regulated” (Dimitracopulo, 1990). Therefore, in a classroom atmosphere with the grammatical rules of the target language, under the pressure of making mistakes and the anxiety for good grades, learners of L2 are not able to adapt themselves to produce communication orally in the target language. The situation leads them to avoid speaking in front of others or in public. As Brown (1994) states, there are many affective factors related to L2 or foreign language learning. The main factors, especially for speaking, are emotions, self-esteem, empathy, anxiety, attitude, and motivation because L2 or foreign language learning is a complex task that is susceptible to human anxiety (Brown, 1994). By using the Drama technique “Improvisation”, teachers and instructors will be able to arrange the aforementioned communication ambiance which is away from the feelings of uneasiness, frustration, self-doubt, and apprehension (Brown, 1994) for L2 learners.

In Turkey, generally the language classrooms are not formed to improve the production skills, namely speaking and writing. Unfortunately, in Turkey learning a foreign language seems to be as learning the grammatical rules and writing some sentences and seeing the mistakes in a sentence. However, the real life is in a different context. Swain (2000) indicates that interaction with others is an important process. According to Social constructivists, learning is a social process. Nobody can do it on their own, “nor is it a passive development of behaviors that are shaped by external forces. Meaningful learning occurs when individuals are engaged in social activities.” (Kim, 2001, p. 3). Since speaking in the target language is the most significant tool for learners to show their knowledge as they do in their native language, teachers should be aware of that, as in every field of learning, in language learning learners also “interpret and make their own sense of experience and the information they receive” (Jordan et al. 2008, p. 56). Therefore, learners should have an ambiance that they can feel themselves free and relaxed to have a social experience. In the light of constructivist approach, using and developing speaking skill in the target language must be modified because Bruner (1966) recognized that environment enables learners to make predictions about what will happen in the future. Therefore, the biggest problem of learners may be not sharing the knowledge which a learner knows by speaking and so not developing it without interaction with the others because of not having a constructive learning atmosphere. In this case, when the drama technique “improvisation” is thought under the title of constructivism, it becomes meaningful by forming the knowledge and sharing it with the other learners.

1.3. The Research Questions and the Scope of the Study

The main scope of this study is to find out whether the drama technique “improvisation” can decrease the speaking anxiety in the target language before and while speaking or not. This study also targets to see if the students improve their speaking ability in L2 by using the vocabulary and the grammar that they have learned during their learning process. For these reasons, the target of the study is to answer the following questions;

1. How does the drama technique “improvisation” affect the speaking anxiety?
 - Increasing
 - Decreasing

2. In what way does the drama technique “improvisation” change learners’ attitude towards speaking English language?

3. What are the effects of the drama technique “improvisation” on spoken English improvement?

1.4. The Importance of the Study

This study will provide data on how a natural speaking atmosphere improves learners’ speaking ability in a foreign language and change their manners while speaking. The study will also show that speaking by using “improvisation” is a fact that everybody uses in their L1 unconsciously, so it can be implemented into a formal classroom atmosphere and transform it as a relaxing ambiance for speaking the target language.

The study will present statistical information about how well the technique both decreases the anxiety and increases the self-confidence while using the target language orally, improves the use of language by practising in different situations. Therefore, it can be an opportunity for the English Language classes in Turkey where students are reluctant to speak.

1.5. Key Terms

Drama: It is a contemporary learning technique which has been tried to be used in every kind of education process recently. Prochazka (2007) defines Drama as “both a creative and holistic form of learning.” He also claims that “not only it motivates students and helps to speed up the learning process, but also improves their relationships with each other and consequently, the class atmosphere.” According to Clark (2013) “Drama education is a powerful teaching and learning tool with profound positive effects on a student’s cognitive, social, emotional, and physical development.”

Improvisation as a drama technique: As it is stated in Primary National Strategy (2003), it helps to get learners quickly into a drama. Pairs are given roles or agree them for themselves. They begin a dialogue on a signal, making the conversation up, in role as the characters, as they go along. It can be used in speaking sessions because if we encourage our learners to speak naturally as Kobayashi (2012) says creativity is closely linked to spontaneity, therefore pre-teaching or planning will block the free flowing of creative ideas.

1.6. Conclusion

In this chapter, the background of the study, the statement of the problem, the research questions and the scope of the study, and the importance of the study have been discussed followed by brief definitions of the terms used in the study. The next chapter will provide an overall review of the literature on drama, speaking skill in the second language, speaking anxiety in the target language and improvisation as a drama technique to be used in EFL classrooms in Turkey to encourage learners to speak naturally.



CHAPTER II

LITERATURE REVIEW

2. Introduction

In this chapter, firstly what drama is will generally be explained. Under the title of drama, to be able to understand the place of drama in language teaching, how it affects learning and motivation in learning a second language will be clarified. Secondly, the importance of speaking skill in learning a second language will be explained. Thirdly, the speaking anxiety in the target language will be dealt with. Then, the drama technique “improvisation” will be introduced. Finally, how improvisation affects learners’ speaking skill in the target language, as the main research topic of this study, will be discussed.

2.1. Drama

As Adıgüzel (2014) stated, drama in its broader term is the kind of the activities that include action and a person or more people’s all the life situations in which they interact with each other, nature or other objects. In other words, “Drama is doing. Drama is being. Drama is such a normal thing. It is something that we all engage in daily when faced with difficult situations” (Wessel, 1987, p. 7)

Drama has commonly been seen as activities that students do in a classroom by acting in different roles. “Drama can be defined as the activities which students portray themselves or act out as another person in an imaginary scenario.” (Uysal & Yavuz, 2018, p. 377)

Wilhelm and Edmiston (1998) mentioned the words of one of the pioneers of drama in the World, Dorothy Heathcote describing ‘Drama’ with the statement “You put yourself in other people’s shoes and by using your personal experience to help you understand their point of view you may discover more than you knew when you started”

2.1.1. The Place of Drama in Language Teaching

Language learners’ biggest problem is that they usually try to learn a target language as they have done in learning Maths or other science lessons before. They try to learn a formula and then they think to have learned everything. Duff and Maley (1982) state grammatical rules are the priority for learners. However, we can only feel satisfied when we can use a language effectively. Therefore, if a learner doesn’t attempt to use the language enough, the formulas will not work in real life. We need to use the language

apart from the mechanical grammar exercises. Produce our own sentences in verbal or written forms to experience the target language is essential because “learning is the process whereby knowledge is created through the transformation of experience” (Kolb, 1984, P.38). Now that language is the most important tool for communication, language learning is a suitable field for using drama. Morgan and Saxto (1988) claim that one of the ways drama can begin to feel "right" is through language.

In the contemporary world, drama is widely used for language learning. However, many teachers generally use drama only in spoken English in EFL classes. “Although drama activities clearly lend themselves to oral production, they can be just as effective for exploiting other language skills.” (Mahoney, 1997, p. 117). It means that in language learning, drama can be an effective way to improve the use of language competency.

As Gabriella (2014) states, using drama in language teaching may create an environment where learners can experience the language in learning process. She also explains “Drama in education is a process and personality-centred method based on pedagogical and psychological principles, developed from the practice of “as if” games.” (ibid: 5).

As Duff and Maley (1982) claim everybody has a different life and they have different personalities, so they can “bring a different background into the class.” Therefore, it can be understood that people can learn from others’ experiences by getting interaction with different people through drama.

Until the use of drama in education, especially in language classes, the lessons were usually teacher-centred and the learners had a role of giving answers if they were asked a question. “Through drama, students became a part of the learning process rather than mere observers or inactive receptacles of the rich experience of learning; in this way, their learning was deeper, more sustained, and infinitely more complex.” (Wilhelm & Edmiston, 1998).

Generally, students are not eager to speak in target language in classroom atmosphere in Turkey. They just want to say two or three words and then stop speaking. Drama provides learners an ambiance that they will not feel themselves under pressure. According to Bahman and Maffini (2008), expressing yourself under a hat of another character makes learners feel free, especially it is true for adult learners who may think it is more difficult to say something in real life but not in drama.

Drama provides a relaxing atmosphere in classroom for the students so the biggest benefit of drama that can be estimated under the title of psychology of second language learners is providing a stress-free learning situations. “It is significant to incorporate drama into the language learning process as it promotes contextualised and authentic language use in a low stress and positive environment.” (Uysal & Yavuz, 2018. p. 377).

Drama, especially in EFL classes lead students and teachers to work together away from a formal and boring lesson atmosphere. Kawakami (2015) mentions students and teachers work together to solve a specific problem in a virtual world that is formed by them exploring relevant themes. Thus, the learners can create a virtual world where they can be away from the formal needs such as passing exams which is the biggest obstacle for having an enjoyable time while being in a learning environment.

“Drama techniques can be of particular help in the teaching of foreign languages at the second level of language acquisition, although the exercises that heighten non-verbal awareness may serve as a useful preparation for the "sensitization" necessary for interpersonal communication. Indeed, drama's most significant contribution will be that of foregrounding the emotional constituent of situations, and, through the careful structuring of emotionally weighted contexts, it can help to generate that indispensable component of any communication-personal motivation.” (Mcneece, 1983, p. 832).

2.2. The Importance of Speaking Skill in Learning a Second Language

It is commonly accepted that speaking has been the most important shape of communication throughout the history of humanity. While learning a second language people think if you speak that language, you are competent in the language. “Speaking is a crucial part of second language learning and teaching, it's an art of communications and one of 4 productive skills, that must be mastered in learning foreign language.” (Bahadorfar & Omidvar, 2014, p. 9). As it is stated in the same article, for the second and foreign language learners, speaking skill in English language is the most important skill. Actually, another side in speaking is the roles of second language learners. There are different purposes. Therefore, they can be identified to the aim when and where they are used in learning process as the objective of a learner which leads her or him, especially in a classroom. Brown (1994) argued learners’ roles in speaking a foreign language in a classroom by the following categories;

“**Intensive** - It goes one step beyond imitative to include any speaking performances that are designed to practice some phonological or grammatical aspects of language.

Responsive - It consists of short replies to teacher-or student-initiated questions or comments.

Transactional (dialogue) - Transactional language, carried out for the purposes of conveying or exchanging specific information, is an extended form of responsive language.

Interpersonal (dialogue) - It carried out more the purpose of maintaining social relationships than for the transmission of a fact and information. These conversations are little trickier for learners because they can involve some or all of the following factors - a casual register, colloquial language, emotionally charged language, slang and sarcasm.

Extensive (monolog) - Here the register is more formal and deliberative. It can be planned or impromptu.”

One of the ways to interact with other people is speaking, so speaking skill cannot be ignored while learning a foreign language. It is the milestone of pure communication and interaction. If we want to understand people around us and to be understood by them, we must be a master in speaking skill because “speaking successfully requires the mastery of interactional patterns and customs, such as how to show that one has finished speaking, how to demonstrate to others that one is listening to them, and when precisely to ask for clarification” (Hughes & Reed, 2016, p. 5)

Although it is widely known that speaking is important in second language learning but it is also fragile, it was not until recently a part of teaching a foreign language in schools and universities because of the “emphasis on grammar and culture and unfavourable teacher student ratio.” (Egan, 1999, p. 277). However, Shumin (2002) argues that while learning to speak a foreign language, students are required more than knowing the grammatical and semantic rules of the language. They must observe and acquire the knowledge of how native speakers use the language in social life, in which many factors can affect them. It means, speaking must be the most important skill for learners while learning a foreign language to feel the pleasure of knowing a foreign language. If a learner is not pleased to learn something, especially a language, she/he will not go on learning.

2.3. Speaking Anxiety in Using the Target Language

2.3.1. Anxiety

There are many definitions of anxiety, but it is known that anxiety is a psychological problem. People who are not familiar with something feel fear before they start to do it or speak about it because they do not have any idea about the reaction which they may

see against their action. Some experts in this field describe the concept in different way but the common idea about it can be seen with the words of two experts as follows

“Anxiety may be defined as a reaction to an unknown danger. Its source is in the unconscious. It may be described as a diffuse, unformulated uneasiness and intense apprehension that is usually reflected in a characteristic combination of visceromotor disturbances and skeletal tensions.” (Krochak, 1988, p. 647)

“Anxiety is found as a central explanatory concept in almost all contemporary theories of personality, and it is regarded as a principle causative agent for such diverse behavioral consequences as insomnia, immoral and sinful acts, instances of creative self-expression, debilitating psychological and psychosomatic symptoms, and idiosyncratic mannerisms of endless variety.”
(Spielberger, 1966, p. 4)

2.3.2. The effects of Anxiety on Language Learning

Onwuegbuzie, Bailey and Daley (1999) mention that according to many researchers in the fields of English language teaching, foreign language speaking is thought to be an anxiety-provoking activity by many people because speaking in front of other students in a classroom, feeling obligation to use the complex grammar structures to have been learned recently, feeling under-pressure of not having an idea about the content of speaking, and not understanding the course material are some of the reasons of speaking anxiety in language classrooms. If a language classroom climate provokes the anxiety of foreign language learners, it affects the perceptions of them in a negative way (MacIntyre & Gardner, 1989). Therefore, “speaking a foreign/second language in a classroom atmosphere is also considered to be one of the greatest sources of anxiety” (Han, Tanriöver & Sahan, 2016, p. 2). On the other hand, teachers in EFL classrooms, must be careful while correcting a student’s error because “teacher attitude toward the FLL processes and inappropriate error correction methods are other factors that negatively affect FLSA” (Han, Tanriöver & Sahan, 2016, p. 2).

There are some differences between children and adults while learning a language, especially in speaking anxiety. As Horwitz et al. (1986) suggested that while learning a target language, adult language learners have some difficulties because of their undeveloped linguistic system preventing them from reflecting their knowledge in a detailed way in contrast to their sufficient linguistic knowledge and attitude in their mother tongue. Therefore, anxiety becomes a major factor of not developing speaking

skill in a foreign language. Students who feel anxiety because of some reasons mentioned above cannot improve themselves in speaking because they avoid speaking not only in a classroom but also in real life. The reactions of people in a language learning environment is another main factor to provoke the anxiety because “if they don’t have a good command of the foreign language they speak.” (Shamsi, Altaha, & Gilanlioglu , 2018, p. 277), it is known that people are not eager to start speaking in a foreign language. Therefore, as Horwitz et al. (1986) claim that communication is a major source of anxiety so foreign language learners may feel anxious in high levels while speaking.

2.4. Improvisation

2.4.1. What is Improvisation?

“Improvisation is traditionally used to teach drama students how to move, think, and feel like other people. Improvisation is unstructured and explorative and uses no scripts. Participants are given rules, background information, and clues, and are asked to begin.” (Rice, 1985, p. 281).

As FitzPatrick (2002) states, improvisation is a technique used in music, dance and theatre. Improvisation is characterized by spontaneity and mutual trust among performers. Also, FitzPatrick (2002) mentions that improvisation may be used as a teaching tool. Therefore, during performance, it becomes a collaborative work of spontaneous creation. Another pioneer in this field Spolin (1983, p. 4) describes the way improvisation aids the creative process:

“Spontaneity creates an explosion that for the moment frees us from handed-down frames of reference, memory choked with old facts and information and undigested theories and techniques of other people's findings. Spontaneity is the moment of personal freedom when we are faced with a reality and see it, explore it and act accordingly. In this reality the bits and pieces of ourselves function as an organic whole. It is the time of discovery, of experiencing, of creative expression.”

Improvisation has been taken a place in every kind of genres throughout the history of literature and daily life actions, especially in verbal communication. By using improvisation in their actions, people can improve their ways to succeed the goals in communication because “improvisation is a technique designed to deflect intelligence and the quotidian rationality we tend to believe assures us control of our lives in order to release imaginative energy that, we hope, will transform rather than merely conform to existing circumstances.” (McNeece, 1983, p. 830). Improvisation is a crucial way for participants to improve their sense of self-esteem as “improvisation highlights the need

for individuals to expand their set of competencies in order to take on a variety of roles.” (Crossan, 1998, p. 596). So it can clearly be understood that the use of improvisation can be seen as an essential technique to make learners exist in a learning environment actively without any sense of failure. Furthermore, improvisation is a tool for performers to express themselves in the same situation but in different moods and words because “improvisation operates invention rather than by simple imitation: in any given situation, no two individuals will ever respond the same way, just as one person may respond differently at different times.” (McNeece, 1983, p. 830). According to McNeece (1983), it is used by people consciously to perform everyday actions by empowering their own strategies. Therefore, improvisation is accepted as an important way to achieve a goal in social life, especially for a speech that is one of the tools which we use to reach our aims in a communication.

2.4.2. The Importance of Improvisation for Speaking in the Second Language

The fundamental skills of listening and speaking are directly affected by the spontaneous nature of improvisation. Spontaneity is the part which leads speech, and full concentrated individuals are required to pay attention to the moment, “rather than being preoccupied by what happened, or what could happen.” (Crossan, 1998, p. 597). Actually, the biggest role of improvisation is that it enables the learners to realise their creativity in speaking. However, the moment where you need to improvise is crucial as “in improvisational theater, actors know in advance that when the time of the performance arrives, they will improvise. Consequently, actors ‘plan to improvise’ and continuously work on improving their improvisational ability” (Vera & Crossan, 2005, p. 206), so the learners of a second language should practise and expertise on improvisation to be a good speaker. “Anything can happen in improvise. The only rule that can never be broken is the rule of agreement.” (Halpern et al., 1994, p. 35). Vera and Crossan (2005, p. 207) explained the rule as follows;

“This rule is captured in the popular technique of “yes-anding.” To yes-and means that actors accept the offer made to them and build on it. This is consistent with Frost and Yarrow’s (1990, p. 110) description of the second cardinal sin of improvisation: “Blocking is a denial of the possibility of encounter.” The rule of agreement creates a context in which improvisers are required to accept, support, and enhance the ideas expressed by other actors on stage without denying a player’s reality (Seham, 2001). Blocking the ideas of others is considered a form of aggression (Johnstone, 1979) because answering “yes, but” or “no” erases any scene being created (Halpern et al., 1994). Because of the principle of agreement, actors know that their context supports

experimentation, that their actions are not being judged by fellow players, and that nothing is seen as a mistake. In this context, they can stretch a little further than they have before (Crossan 1998).”

Berk and Trieber (2009, p. 32) stated that there are seven principles of improvisation, *Trust, Acceptance, Attentive Listening, Spontaneity, Storytelling, Non-verbal Communication and Warm-ups*. Acceptance is the most significant one for speaking skill. They suggested acceptance as follows;

“This is the “Golden Rule” of improvisation (Gesell, 1997). Players must be willing to accept a new idea in order to explore its possibilities—not just say “yes,” but have an attitude of “yes, and . . .,” meaning, “I accept the offer to improvise (using ideas, words, or movement) and must build on it.” In other words, players must say yes, accept the offer, build on it, contribute, and discover new ideas. It is this process that harnesses the power of collaboration. Each team member is responsible for contributing to and supporting the group’s activity. The brainstorming that occurs can lead to innovative solutions (Koppett, 2001).”

Consequently, to improve their speaking skill in second language, learners must be aware of the principles of improvisation, especially acceptance. Actually, the drama technique “improvisation” is usually used in speaking activities for second language learners but as group activities. Today, learners are technology geniuses so these people are active in communication. They are called as “digital natives” (Prensky, 2001). Therefore, improvisation is an ideal method for these students in classroom, especially for speaking activities because “improvisation involves unscripted, spontaneous, intuitive, interactive small-group exercises.” (Berk & Trieber, 2009, p. 37). However, using improvisation in this case will encourage the students to join the communication as they just try to transmit their ideas to other people without minding grammatical rules so much because “team experiences such as improvisation provide these students with the active, participatory, visual, collaborative, fast moving, quick thinking, rapid responding, emotionally freeing, spontaneous, combustible vehicle they so badly desire. As a teaching tool, improvisation is a natural fit for these students. The learning environment must be active, collaborative, social, and learner-centered for these students. If anything less, they will consider it borrrrrring.” (Berk & Trieber, 2009, p. 35). Speaking skill is an authentic tool which everybody uses in their daily life. Also, it must be in the same concept in the second language learning process as well as learners do in their native language.

2.4.3. Using Improvisation in a Language Classroom

Improvisation is one of the ideal ways to encourage second language students to join learning process actively. Wilson (2008) states that the activities which can be done by using improvisation are easy to set up as very little time is necessary and in some cases students are not given any time for preparation not to stifle creativity. Also, the activities in language classrooms are not so difficult activities for the learners as “the language required to carry out these improvisation tasks is not difficult, and the students will not be frustrated by trying to say something that is beyond their ability.” (Wilson, 2008, p. 31). In language classrooms, improvisation is used as “intuition guiding action in a spontaneous way” (Crossan & Sorrenti, 1997, p. 155). Therefore, students can use their own abilities and knowledge to produce a meaningful communication in a classroom. Improvisation is “a conversational skill that, like other social and interactive skills, can be taught.” (Berk & Trieber, 2009, p. 30). She also suggested that using improvisation as a teaching tool in a classroom will provide an opportunity for the students to create different answers during the classroom activities, but “the instructor does not evaluate any given response but instead facilitates the improvisation process among the students, with the goal of guiding them toward discovery of their own knowledge (Berk & Trieber, 2009, p. 30).” The ambiance which is created in the classroom by using improvisation is invaluable as “all students get to express themselves creatively, to play together, to have their ideas honoured, and to have their mistakes forgiven.” (Berk & Trieber, 2009, p. 30). On the other hand, improvisation can be a tool which fosters students’ positive attitudes towards problem solving ideas by contributing their intellectual development (Sawyer, 2004). As Kostřhonová (2011) stated, using improvisation in language classroom activities, especially in speaking activities can help students be more creative and provide an alternative way for students to present their ideas by connecting the role which is given them to improvise with their own experience by improving the way of thinking and using their attitudes.

2.5. Constructivism in Education

According to Schulte (1996), constructivism is a powerful method to enhance the learning in classroom since the learners are the main sources who use their own experiences which provide invaluable influence on the learners’ point of view about how everything occurs in the world. According to the Constructivist view, knowledge appears in students’ minds and improve when they communicate with their classmates, teachers and the

environment. Learning actually occurs when learners practise, repeat the knowledge that they have heard and by strengthening the answer which is correct. Also, constructivism is related to the modern educational needs that the learners who are in constant communication by using technology and try to solve their problems by interacting with the others in the society. Schulte (1996, p. 27) defends the idea as following:

“The Constructivist model is also consistent with Science, Technology, and Society (STS), which requires students to develop problem-solving strategies and change misconceptions through reflecting and discussing problems in society related to science and technology.”

According to Goodman (2008), teachers who embrace the constructivist idea teachers must adapt the resources and materials which are not in the standard curriculum to the learning in the classroom. Hirtle (1996) suggested that learners develop knowledge in a social context. Learner and the world are blended with language in constructivist environment because “the role of language in a constructivist environment is that of mediator between the learner and the world, shaping and extending thought.” (Hirtle, 1996, p. 91). Constructivism creates an environment which helps students to remember and develop knowledge when they compare it with the real and relevant ideas (Henry, 2002). Experience is the fundamental part of learning under the constructivist view. “The constructivist point of view tends to consider the individual's behavior as more than a function of reinforcements. To the constructivist the individual's behavior is a function of how he organizes experiences and how he places his own imprint on these experiences” (Sigel, 1978, p. 334).

Merril (1991) indicated the assumptions of constructivism under six subtitles:

Learning Constructed

Knowledge is constructed from experience. "... learning is a constructive process in which the learner is building an internal representation of knowledge..."

Interpretation Personal

There is no shared reality, learning is a personal interpretation of the world. "... learning results in ... a personal interpretation of experience."

Learning Active

Learning is active. "Learning is an active process in which meaning is developed on the basis of experience."

Learning Collaborative

Meaning is negotiated from multiple perspectives. "Conceptual growth comes from the sharing of multiple perspectives and the simultaneous changing of our internal representations in response to those perspectives..." Sagredo (Cunningham) agrees: "The role of education... is... to promote collaboration with others to show the multiple perspectives that can be brought to bear on a particular problem and to arrive at self chosen positions to which they can commit themselves..."

Learning Situated

Learning should occur in realistic settings (situated or anchored), "...learning must be situated in a rich context, reflective of real world contexts..."

Testing Integrated

Testing should be integrated with the task not a separate activity, "...the measure of learning... is how instrumental the learner's knowledge structure is in facilitating thinking in the content field..." (Merril, 1991, p. 46)

According to Jordan et al. (2008), Lev Vygotsky, one of the pioneers in constructivist view, suggested that there is a powerful bond between the human activities and the extensive use of tools. The most significant tool for social interaction is the construction of knowledge. According to Vygotsky, children first use language to interact with their environment. Also, they indicate that the researchers who adopt Vygotsky's ideas have developed his theories by including 'guided learning and scaffolding.'

"Guided learning : joint knowledge construction aided by skilful teacher-managed discussion.

Scaffolding : supports which help learners to construct new knowledge. Scaffolding may consist of resources, challenging activities and mentoring provided by teachers or more experienced peers. Scaffolding is a powerful metaphor as it suggests that are gradually withdrawn when learners have constructed their understanding and can act independently." (Jordan et al. , 2008, p. 64)

2.6. Conclusion

In this chapter, literature review about drama and the place of drama in language teaching, the importance of speaking skill in the second language, anxiety under the title of speaking anxiety in using the target language and the effects of anxiety in language learning, the definition of improvisation and the importance of improvisation in second language learning, the use of improvisation in the second language and constructivism in language education have been presented. In the next chapter, the methodology, the tools,

the setting, the participants, the data collection procedure and the data analysis of this study will be presented in detail.



Chapter III

METHODOLOGY

3. Introduction

This case study aims to find the effects of the drama technique ‘improvisation’ on speaking anxiety in using the target language. It also targets to find the perceptions of the students who are reserved in speaking sections in a language classroom. It is the biggest obstacle for the students in Turkey to indicate their knowledge in target language orally. Therefore, there have been many methods to overcome speaking anxiety of learners in the target language. However, the problem has not been solved despite many works on it. For this reason, in this study, a mixed method, which includes both quantitative and qualitative research methods, has been applied to find better results. In this chapter, the method of the study will be explained. Some information about the research design, the tools, the setting, the participants, the data collection procedure, the data analysis and the instruments of this study will also be provided in this chapter.

3.1. Research Design

Qualitative and quantitative research methods have been used in many studies in recent years. However, they have different meanings and aims. As Heyink and Tymstra (1993) indicated, while words which are the ‘qualifications’ are the major items, numbers are not so important. That is, the exact meaning of ‘quality’ is the nature of things and the quantity of numbers is not the fundamental part. On the other hand, quantitative research method puts the numbers in the centre of the research as Patton stated (as cited in Kiessling & Harvey, 2005) "using predetermined categories that can be treated as interval or ordinal data and subjected to statistical analysis" All these features of both methods lead the researcher to use a mixed method. Venkatesh et al. (2013) mention the use of mixed method in their work as follows;

“Mixed methods research is an approach that combines quantitative and qualitative research methods in the same research inquiry. Such work can help develop rich insights into various phenomena of interest that cannot be fully understood using only a quantitative or a qualitative method. Notwithstanding the benefits and repeated calls for such work, there is a dearth of mixed methods research in information systems.” (p. 21)

When the characteristics of both methods are thought, the mixed method is the best one to reach meaningful results of this study. While the level of foreign language speaking

anxiety of a group of intermediate students in speaking sessions before using the drama method ‘improvisation’ and after using it has been measured, the quantitative method has become fruitful to see the differences between numerical results. Then, the quantitative method was also used to measure the success of the students in a kind of summative speaking exam which is used in the Department of Basic English, Atılım University before and after using the drama method ‘improvisation’ in speaking sessions during three weeks. On the contrary, the change in the perceptions of these students towards speaking sessions has been examined by using qualitative method with a kind of interview questionnaire after giving different situations to the students for each session in the classroom. As this study was a case study, it took 3 weeks with these students.

Table 1: Works during three weeks.

First Week	16 Students	Foreign Language Speaking Anxiety Questionnaire	(App. 1)
		Summative Speaking Exam by three different instructors	(App. 2)
		Different situations in a free speaking session 3 lesson hours	(App. 3)
Second Week	16 Students	Different situations in a free speaking session 3 lesson hours	(App. 3)
Third Week	16 Students	Different situations in a free speaking session 3 lesson hours	(App. 3)
		Summative Speaking Exam by three different instructors	(App. 2)
		Foreign Language Speaking Anxiety Questionnaire	(App. 1)
		Interview questionnaire	(App. 4)

3.2. Participants and Settings

Atılım University, Department of Basic English provided the chance of research. The statue of Department of Basic English in Atılım University changed in 2017. It was a Preparatory School before and now it is a department of School of Foreign Languages in Atılım University. It was accredited with the Licence of *Pearson* at the beginning of the Academic Year of 2018-2019. The students sit two different exams before studying in this department. One of them is the placement exam when they enrol in their departments. Then, if they have A level or above it in this exam, they have a right to sit APEX (Atılım University Proficiency Exam). If the students pass APEX, they can study in their departments without studying in the Department of Basic English. The students who do not have a sufficient score to pass the APEX go on their education in the Department of Basic English in A level or Proficiency level courses. The students in the department take a 27-hour education in English during a week. The levels take 2 months. During these months, the students have two mid-term exams and besides they have different

opportunities such as online-homework, in-class homework, use of language quizzes, writing quizzes, formative and summative speaking exams to pass their levels. If they do not have adequate scores, they repeat the level. Each student has a tablet computer which is loaded with the e-books of Oxford Navigate and Cambridge Unlock course books and besides them, the e-book versions of Oxford Reader story books are also loaded on their tablets. The students are also supported with the materials on Moodle which are prepared by the material unit of the department. The participants of this case study were Proficiency level students who passed all the levels one by one. It was the last term of the academic year. During two months, the Proficiency level students take a 24-hour education in a week instead of 27 hours. There were 16 students in the classroom in each session. The students were informed about how the sessions would be held but not about the aim of the study to get the natural results of the participants' developments. The students of this level were chosen as they were at proficiency level and their level provides speaking sessions during and after each unit but these sessions are the parts usually controlled by the instructors. They were modified to the situations, so the students were not imposed with a totally different topic in each session. There were five different situations for each pair. These situations were exchanged when the students finished to tell their ideas to their pairs. Thus, all students saw each situation and spoke about it. In the situations, there were different roles and the students were asked to change the roles. During a week this session was repeated 3 times, 3 hours a week. After the third week, the students had improvised 45 different roles without knowing that they were improvising because the main aim was to measure their anxiety level in speaking the target language. The students were volunteer to take part in this case study as it was an enjoyable atmosphere for them to speak without any hesitation and being interrupted by somebody because of their grammatical, vocabulary or pronunciation mistakes. Indeed, all the students in Atılım University, Department of Basic English are encouraged by English-Speaking instructor. However, the main aim is to educate the students in English for their future education in their own departments. Therefore, generally students are eager to learn the grammatical rules and too many words to pass the exams during an academic year, so they ignore the importance of their speaking ability. With the help of this study, the participants have a chance to speak in the target language just to be in communication with each other and transfer their ideas to their pairs or groups.

3.3. Research Instruments

In this case study, the instruments and techniques which are used in surveys were used to collect the data from the participants. A questionnaire (Appendix 1) was used twice before and after the study to collect data to see the changes in the anxiety levels of the participants. A kind of summative speaking exam (Appendix 2) which is done in the Department of Basic English, Atılım Univeristy at the end of each level was applied twice before and after the study to see the changes in speaking levels of participants. 5 different situations which were prepared before each speaking session were given to the participants to monitor their speaking abilities in a free speaking atmosphere in the classroom. Totally, each student saw 45 different situations during these weeks. Finally, there was another interview questionnaire (Appendix 4) for the students at the end of the study to see the changes, if there were, in their perceptions towards the speaking sessions in classroom atmosphere.

3.3.1. Foreign Language Speaking Anxiety Questionnaire

This questionnaire was used before and “the internal consistency of foreign language speaking anxiety questionnaire (FLSAQ) was found as .91, which shows that the instrument has a high reliability coefficient.” (Öztürk & Gürbüz, 2014, p. 5). It was an appropriate questionnaire to measure the participants’ anxiety levels before and after the case study and the language level was not above the level of the students, so they did not have any difficulty in understanding the sentences in English. There were 18 items that the participants would read and understand. There were 5 different levels to agree or disagree the items (1= strongly disagree, 2= disagree, 3= Not sure, 4= Agree, and 5= strongly agree). (Appendix 1)

3.3.2. Summative Speaking Exam

This exam was done twice and the questions in the first exam was noted for the participants to be asked again in the second one. There were 3 instructors in the exams. The instructors were the same people in the first and in the second exams. The questions were prepared as situations about the topics which they had seen until the first exam. The participants were randomly chosen from the classroom list. There were 10 different envelopes which the students would choose and read aloud the situation given in them. Since there were 10 envelopes, the participants chose an envelope which had been chosen by another participant when there was not one left. Then, the student had a minute to think

about the situation and start speaking at least 1 minute as s/he had been informed before choosing the envelope. When the participant did not understand or find anything to speak about the situation, S/he was given a chance to choose another envelope. The instructors who were the assessors of the exam did not share their ideas with each other until the end of the exam in order to be fair to each student. The same session was repeated at the end of the case study after three weeks. Then the results in each session were collected and their average was taken and then prepared to be compared in the result chapter.

3.3.3. The Situations Given to the Students during the Study

There were totally 45 different situations which were given to participants to speak about in pairs. These situations were prepared by taking the topics in the course book which was used in proficiency level. They were exactly authentic sources. However, as the topics were familiar, the participants did not feel themselves ignorant as observed. While monitoring the students in the classroom, the instructor's role was listening to them and, when they had difficulty in continuing their ideas about the situation, was to give them another point of view with a couple of words, but the instructor did not take a role in the situations to leave the participant in their own world.

3.4. The Students' Ideas on the Speaking Sessions

During three weeks, the participants were observed to be waiting for the speaking sessions. After each session different students started to utter the similar words about the sessions. They were happy to be given a chance to speak in a free speaking time and the ambiance of the classroom affected them in a positive way. While they were speaking in the target language, they heard their classmates speaking, too. Therefore, it encouraged them not to be shy while speaking in the classroom. Actually, some of the students in these sessions spoke more than their friends and the others sometimes had to wait them but it was not a big deal for them as the instructor encouraged these students to speak about the situations again and see the situation in a different angle by starting a conversation and would like them to go on.

3.5. Interview Questionnaire for the Perceptions of Students on Speaking

There were totally 11 questions in the questionnaire, 4 open-ended and 7 multiple choice questions. However, the participants could choose more than one answer in the multiple choice questions. The questionnaire prepared authentically to see the perceptions of the participants towards speaking sessions which drama technique 'improvisation' was used

at the end of the case study. By having this interview, the participants were informed that they had used a drama technique in speaking sessions. Therefore, they were no longer ignorant about that the atmosphere they had lived during three weeks had been created by the technique. It was the leading point of view for them while giving their answers to the questions in the questionnaire.

3.6. Data Collection Procedure

The case study was held in the last term of 2018 – 2019 Academic Year, in the Department of Basic English, in Atılım University with 16 students of proficiency level. The Foreign Language Speaking Anxiety Questionnaire was used to see the changes in the anxiety levels of the participants while speaking in a free classroom speaking atmosphere. A summative speaking exam was done before and after the study to see the changes in the participants' success in a formal speaking exam after three weeks. 45 different situations were used to put the participants in the centre of the speaking sessions and then their attitudes were observed towards the sessions and their ideas on the sessions were discussed with the volunteers. At the end of the study, the Foreign Language Speaking Anxiety Questionnaire was given to the students again to see the changes in their anxiety levels. Later, the interview-questionnaire which was prepared authentically was given to the students to see their perceptions after using the drama technique towards speaking in a language classroom. There was no specific problem during the use of instruments and the participants were volunteer in the study.

3.7. Data Analysis

The items in the Foreign Language Speaking Anxiety Questionnaire and the results of summative speaking exam were analysed by using the Statistical Package for Social Sciences (SPSS) 22. The frequencies and comparisons between two different times but the same instruments were calculated for each item and result. The ideas of the students on the drama technique in the speaking sessions were collected by using the interview-questionnaire and categorized according to the questions of the study.

3.8. Conclusion

In this chapter, the methodology used for the case study was clearly discussed by giving information about the participants, the setting, the instruments and the data collection procedure. The data analysis by using the instruments which were indicated in this chapter will be given in details in the next chapter.

Chapter IV

RESULTS

4. Introduction

In this chapter the changes in students' anxiety levels in foreign language speaking were given in details. The foreign language speaking anxiety questionnaire was applied before and after the study to see the changes. A summative speaking exam done by three different instructors was held in the classroom as a formal speaking exam before and after the study to see the changes, if there were, in the speaking success of the students. The results of both exams were taken as an average for each student, then the comparison between the two exams for each student was made to see whether there was an improvement or not. The results were explained clearly. 45 different authentic situations about the topics from their course book were given to the students to improvise their roles in the situations without any preparation and they were observed by the instructor and after the case study, the students were given a perception interview-questionnaire to share their ideas about the use of drama technique 'improvisation' in details with their own words. The students' opinions were unequivocally given. Finally, at the end of the study all the data was examined and the results were presented one by one.

4.1. The Scale and the Students' Opinions on Foreign Language Speaking Anxiety

A questionnaire to measure the students' anxiety levels was used as a scale before and after the case study. The 16 students who were at intermediate level as the participants filled it as volunteer. It was a case study and was held in just a classroom, so it was a big opportunity for the research instructor to collect the data.

Four sub-dimensions were stated by the instructor to analyse the questionnaire. They are 'Fear, Embarrassment, Stress and Not Being Sure. These are the general problems of people who have difficulties in speaking in English in front of other people. This questionnaire was given to the participants twice, before and after the study. The results are given in details for each item and the test and interpreted under the titles below. The values for each option in the questionnaire were given as following,

'1' =Strongly Disagree '2'= Disagree '3'= Not Sure '4'= Agree '5'= Strongly Agree

4.1.1. The Pre-Study Results for the Students' Opinions on Fear for Speaking in English Classes

There are six items on fear in the questionnaire. These items are directly about the fear that students feel when they need to speak in front of other students in a classroom atmosphere. When the means of the items are taken as the focus, it can be easily understood that most of the students were not so fearful about speaking but some of them were not sure. However, the frequencies of some items gave a clearer idea about the students' opinions on their fear about speaking in English. When the item 5 is focused on, there were 6 not sure and 5 agree students. It showed that the students, although they were at intermediate level, were in panic to start a speech without preparation. When the 10th item was focused on, 6 students were not sure about being corrected by their teachers and it means that it could create a fearful time for them while speaking.

Item 2- I am afraid of making mistakes in English classes.

Item 4- I get frightened when I don't understand what the teacher is saying in English.

Item 5- I start to panic when I have to speak without preparation in English classes.

Item 10- I am afraid that my English teacher is ready to correct every mistake I make.

Item 11- I can feel my heart pounding when I am going to be Called on in English classes.

Item 17- I am afraid that the other students will laugh at me when I speak English.

Table 2: The means and the standard deviation values of the items

	Item_2	Item_4	Item_5	Item_10	Item_11	Item_17
Mean	2.69	2.19	2.81	2.31	2.25	1.88
N	16	16	16	16	16	16
Std. Deviation	1.302	.981	1.109	1.078	1.000	1.088

Item 2

I am afraid of making mistakes in English classes.

Table 3: The frequencies and the percentages for item 2

		Frequency	Percent	Mean	St. Dev
Valid	Strongly Disagree	4	25.0	2.69	1.302
	Disagree	3	18.8		
	Not Sure	4	25.0		
	Agree	4	25.0		
	Strongly Agree	1	6.3		
	Total	16	100.0		

For this item, the students thought that making mistakes was a big deal for more than the half of the group. As the frequency values and the percentages of ‘Not Sure’, ‘Agree’ and ‘Strongly Agree’ were examined together, the situation is a problem for the participants.

Item 4

I get frightened when I don’t understand what the teacher is saying in English.

Table 4: The frequencies and the percentages for item 4

		Frequency	Percent	Mean	St. Dev
Valid	Strongly Disagree	4	25.0	2.19	.981
	Disagree	7	43.8		
	Not Sure	3	18.8		
	Agree	2	12.5		
	Total	16	100.0		

When Item 4 was examined, it was seen that the situation was not a problem for the participants as the frequency values and the percentages of the students showed that the vast majority of the group did not feel frightened whether they could understand or not what their teacher was saying in English.

Item 5

I start to panic when I have to speak without preparation in English classes.

Table 5: The frequencies and the percentages for item 5

		Frequency	Percent	Mean	St. Dev.
Valid	Strongly Disagree	3	18.8%	2.81	1.109
	Disagree	2	12.5%		
	Not Sure	6	37.5%		
	Agree	5	31.3%		
	Total	16	100%		

When the frequency and percentage values of Item 5 were focused on, it is clearly seen that nearly three quarter of the group felt panicked when they had to speak in English if they had not prepared in advance because 6 people preferred ‘Not sure’ and 5 people chose ‘Agree’ options to show their ideas on this situation. When the percentages of these two options are taken together (68,8%), they are nearly two times more than the others.

Item 10

I am afraid that my English teacher is ready to correct every mistake I make.

Table 6: The frequencies and the percentages for item 10

		Frequency	Percent	Mean	St. Dev.
Valid	Strongly Disagree	5	31.3 %	2.31	1.078
	Disagree	3	18.8 %		
	Not Sure	6	37.5 %		
	Agree	2	12.5 %		
	Total	16	100.0 %		

For Item 10, the participants were divided in two groups when we examine the frequency values. ‘Strongly Disagree’ and ‘Disagree’ were one group and ‘Not Sure’ and ‘Agree’ were the other group. 8 people thought that it was not a big deal for them. However, 6 people in the second group looked indecisive and for just two people, it was a problem.

Item 11

I can feel my heart pounding when I am going to be called on in English classes.

Table 7: The frequencies and the percentages for item 11

		Frequency	Percent	Mean	St. Dev.
Valid	Strongly Disagree	4	25.0	2.25	1.000
	Disagree	6	37.5		
	Not Sure	4	25.0		
	Agree	2	12.5		
	Total	16	100.0		

When Item 11 was examined according to the frequency values, it was not a big deal for them. 10 people thought that they did not feel fear when they were called in English classes.

Item 17

I am afraid that the other students will laugh at me when I speak English.

Table 8: The frequencies and the percentages for item 17

		Frequency	Percent	Mean	St. Dev.
Valid	Strongly Disagree	8	50.0	1.88	1.088
	Disagree	4	25.0		
	Not Sure	2	12.5		
	Agree	2	12.5		
	Total	16	100.0		

It can be seen that Item 17 was not a problem for the participant when we examine the frequency and percentage values above. 12 people (8 of them disagreed strongly and 4 of them disagreed) thought that the situation was not a big deal for them. 25% of the group shared 'Not Sure' and 'Agreed' options. Therefore, when the participants were examined as a group, they did not feel fear for being laughed at when they spoke in English.

4.1.2. The Pre-Study Results for the Students' Opinions on Embarrassment for Speaking in English Classes

There are two items on embarrassment in the questionnaire. According to the means of these items, most of the students didn't feel embarrassed while speaking in English in the classroom. However, when we examine the frequencies of the items we can see 5 participants who were the 31.3% of the group would feel embarrassed and in Item 6. When Item 12 is examined, 5 participants were not sure about the situation. It means that embarrassment was one of the problems of these students before the study.

Item 6

I get embarrassed to volunteer answer in English classes.

Table 9: The frequencies and the percentages for item 6

		Frequency	Percent	Mean	St. Dev.
Valid	Strongly Disagree	7	43.8 %	2.31	1.352
	Disagree	2	12.5 %		
	Not Sure	2	12.5 %		
	Agree	5	31.3 %		
	Total	16	100.0 %		

Item 12

I always feel that the other students speak English better than I do.

Table 10: The frequencies and the percentages for item 12

		Frequency	Percent	Mean	St. Dev.
Valid	Strongly Disagree	4	25.0 %	2.50	1.211
	Disagree	4	25.0 %		
	Not Sure	5	31.3 %		
	Agree	2	12.5 %		
	Strongly Disagree	1	6.3 %		
	Total	16	100.0 %		

4.1.3. The Pre-Study Results for Students' Opinions on Stress for Speaking in English Classes

There are 5 items on stress in the questionnaire. These items are to clarify the students' opinions while speaking in a language classroom. It can be seen on the table 6 that the means of these items show that the stress level of the participants are not too high, but items 7, 14 and 18 which are shown in details in the tables 7, 8, and 9 with the frequencies and the percentages of the participants for the items indicate that the majority of the participants were not sure or agree with the items. It means that for the students in this study, the stress that they feel while or before speaking in English was one of the biggest obstacles for their actions.

Item 3 - I tremble when I know that I am going to be called on in English classes.

Item 7 - I feel nervous while speaking English with native speakers.

Item 14 - I get nervous and confused when I am speaking in English classes.

Item 15 - I get nervous when I don't understand every word my English teacher says.

Item 18 - I get nervous when the English teacher asks questions which I haven't prepared in advance.

Table 11: The means and the standard deviation values of the items

	Item_3	Item_7	Item_14	Item_15	Item_18
Mean	2.06	3.13	2.63	2.00	2.94
N	16	16	16	16	16
Std. Deviation	.998	1.455	1.088	1.033	1.063

Item 7

I feel nervous while speaking English with native speakers.

Table 12: The frequencies and the percentages for item 7

		Frequency	Percent	Mean	St. Dev.
Valid	Strongly Disagree	4	25.0 %	3.13	1.455
	Not Sure	5	31.3 %		
	Agree	4	25.0 %		
	Strongly Agree	3	18.8 %		
	Total	16	100.0 %		

In this item, the highest preference for the idea was 'Not Sure' and the percentage was 31,3 % followed by Agree with the percentage 25,0% and 18,8 % of the participants

thought that it was a big problem for them by choosing ‘Strongly Agree’. There were just 4 students who didn’t feel nervous while speaking and their proportion was one in four in the group.

Item 14

I get nervous and confused when I am speaking in English classes.

Table 13: The frequencies and the percentages for item 14

		Frequency	Percent	Mean	St. Dev.
Valid	Strongly Disagree	2	12.5 %	2.63	1.088
	Disagree	7	43.8 %		
	Not Sure	2	12.5 %		
	Agree	5	31.3 %		
	Total	16	100.0 %		

For Item 14 the majority of the participants with the frequency of 7 thought that it was not a big deal for them by choosing the ‘disagree’ option. However, the frequency of the participants for ‘Agree’ and ‘Not Sure’ can be taken as the problematic group against ‘Disagree’ ones because their number when they are added to each other is the same. It is clearly seen that Item 14 was an obstacle for nearly half of the group.

Item 18

I get nervous when the English teacher asks questions which I haven’t prepared in advance.

Table 14: The frequencies and the percentages for item 18

		Frequency	Percent	Mean	St. Dev.
Valid	Strongly Disagree	2	12.5 %	2.94	1.063
	Disagree	3	18.8 %		
	Not Sure	5	31.3 %		
	Agree	6	37.5 %		
	Total	16	100.0 %		

Item 18 is the most problematic situation for the participants when the frequencies of the options ‘Not Sure’ and ‘Agree’ are thought together because they formed nearly 3 quarter of the participants when we look at the frequency values. For 6 people in the group, without preparing for a speech in English in advance was a problem and 5 people thought they were not sure.

4.1.4. The Pre-Study Results for the Students' Opinions on 'Not Being Sure' for Speaking in English Classes

There are 3 items for not being sure while speaking in English in a language classroom. These items were important to reflect the participants' opinions for speaking in English in front of others. When their ideas were examined through the results of the questionnaire, it was seen that Item 1 and Item 16 were problematic situations for the participants.

Item 1 - I am never quite sure of myself when I am speaking in English.

Item 9 - I don't feel confident when I speak English in classes.

Item 16 - I feel overwhelmed by the number of rules I have to learn to speak English.

Table 15: The means and the standard deviation values of the items

	Item_1	Item_9	Item_16
Mean	2.69	2.06	2.81
N	16	16	16
Std. Deviation	1.014	.929	1.223

Item 1

I am never quite sure of myself when I am speaking in English.

Table 16: The frequencies and percentages for item 1

		Frequency	Percent	Mean	St. Dev.
Valid	Strongly Disagree	2	12.5	2.69	1.014
	Disagree	5	31.3		
	Not Sure	5	31.3		
	Agree	4	25.0		
	Total	16	100.0		

For Item 1, most of the participants thought it was a problem for them when we examine the frequency values as the 'Not Sure' choice was preferred by 5 students and 'Agree' one was preferred by 4 students, so if the percentages of these ideas are taken together, it is over the half of the group with 56,3 %.

Item 9

I don't feel confident when I speak English in classes.

Table 17: The frequencies and percentages for item 9

		Frequency	Percent	Mean	St. Dev.
Valid	Strongly Disagree	5	31.3	2.06	.929
	Disagree	6	37.5		
	Not Sure	4	25.0		
	Agree	1	6.3		
	Total	16	100.0		

For the participants of this study, Item 9 was not a big problem. Actually just 1 person felt it was a trouble for him/her.

Item 16

I feel overwhelmed by the number of rules I have to learn to speak English.

Table 18: The frequencies and percentages for item 16

		Frequency	Percent	Mean	St. Dev.
Valid	Strongly Disagree	3	18.8	2.81	1.223
	Disagree	3	18.8		
	Not Sure	5	31.3		
	Agree	4	25.0		
	Strongly Agree	1	6.3		
	Total	16	100.0		

Item 16 was one of the most problematic situations for the participants. It is clearly shown in the table above that 5 people were not sure about the situation but 4 people thought it was a problem and for 1 person it was the biggest problem. Therefore, we can see that nearly 3 quarter of the group thought that the rules felt to be forced to learn the rules in English grammar and it formed a barrier to improve themselves in their speaking ability.

4.2. The Post-Study Results

The same questionnaire was given to the participants after the study. The items below were examined according to the results of the questionnaire when all the parts of the study finished. They were given under the same titles to be compared clearly and to find the changes between them.

4.2.1. The Post-Study Results for the Students' Opinions on Fear for Speaking in English Classes

When the results of the questionnaire which was given to the participants for the second time were examined, it can be seen that for the 6 items about 'fear', the results changed. It can be seen clearly in the mean table below. However, the most valid results can be seen in the tables of frequency and percentages for the items one by one under the titles below.

Item 2 - I am afraid of making mistakes in English classes.

Item 4 - I get frightened when I don't understand what the teacher is saying in English.

Item 5 - I start to panic when I have to speak without preparation in English classes.

Item 10 - I am afraid that my English teacher is ready to correct every mistake I make.

Item 11 - I can feel my heart pounding when I am going to be Called on in English classes.

Item 17- I am afraid that the other students will laugh at me when I speak English.

Table 19: The means and the standard deviation values of the items

	Item_2	Item_4	Item_5	Item_10	Item_11	Item_17
Mean	2.19	2.50	2.38	2.31	2.81	2.56
N	16	16	16	16	16	16
Std. Deviation	1.109	1.095	1.088	.873	1.223	1.209

Item 2

I am afraid of making mistakes in English classes.

Table 20: The frequencies and the percentages for item 2

		Frequency	Percent	Mean	St. Dev.
Valid	Strongly Disagree	5	31.3	2.19	1.109
	Disagree	6	37.5		
	Not Sure	2	12.5		
	Agree	3	18.8		
	Total	16	100		

When the results of the same questionnaire after the case study, for this item in just three weeks, there was a significant change in the responses of the participants. The vast majority of the group thought that they no longer had such a problem in English class. When we compared the results according to the frequencies and the percentages of the

responses, it was seen clearly. ‘Strongly Disagree’ and ‘Disagree’ students’ percentages together are 25 % more than the first questionnaire.

Item 4

I get frightened when I don’t understand what the teacher is saying in English.

Table 21: The frequencies and the percentages for item 4

		Frequency	Percent	Mean	St. Dev.
Valid	Strongly Disagree	2	12.5	2.50	1.095
	Disagree	8	50.0		
	Not Sure	3	18.8		
	Agree	2	12.5		
	Strongly Agree	1	6.3		
	Total	16	100.0		

When the results of the two questionnaires were examined there was not a big gap between them. It was not a big problem for the students before the case study and after the study, they thought in the same way. However, there was a 6,3 % decrease when the ‘Strongly Disagree’ and ‘Disagree’ responses were examined together.

Item 5

I start to panic when I have to speak without preparation in English classes.

Table 22: The frequencies and the percentages for item 5

		Frequency	Percent	Mean	St. Dev.
Valid	Strongly Disagree	4	25.0	2.38	1.088
	Disagree	4	25.0		
	Not Sure	7	43.8		
	Strongly Agree	1	6.3		
	Total	16	100.0		

For Item 5, the participants had given 5 ‘Agree’ responses but when the same item was examined in the second questionnaire, there was not any ‘Agree’ response and half of the group thought that it was no longer a problem for them after the study. There was a 18,78% increase in the ‘Strongly Disagree’ and ‘Disagree’ responses.

Item 10

I am afraid that my English teacher is ready to correct every mistake I make.

Table 23: The frequencies and the percentages for item 10

		Frequency	Percent	Mean	St. Dev.
Valid	Strongly Disagree	2	12.5	2.31	.873
	Disagree	9	56.3		
	Not Sure	3	18.8		
	Agree	2	12.5		
	Total	16	100.0		

When Item 10 was examined again according to the frequency and percentage values in the second questionnaire, it was clearly seen that there was a 18,7% increase in ‘Strongly Disagree’ and ‘Disagree’ responses. It was seen that the ‘Not Sure’ responses decrease 3 people when the frequencies of both tests were compared. It means that after the study there was a significant increase in the confidence of the students against being corrected by their teacher.

Item 11

I can feel my heart pounding when I am going to be called on in English classes.

Table 24: The frequencies and the percentages for item 11

		Frequency	Percent	Mean	St. Dev.
Valid	Strongly Disagree	2	12.5	2.81	1.223
	Disagree	5	31.3		
	Not Sure	5	31.3		
	Agree	2	12.5		
	Strongly Agree	2	12.5		
	Total	16	100.0		

When Item 11 was examined again after the second questionnaire, it was seen that this situation became a problem although it had not been a big deal for the participant before because the ‘Strongly Disagree’ and ‘Disagree’ responses decreased 3 people and there had not been a ‘Strongly Agree’ response in the first results but in the second one there were 2 people who responded it.

Item 17

I am afraid that the other students will laugh at me when I speak English.

Table 25: The frequencies and the percentages for item 17

		Frequency	Percent	Mean	St. Dev.
Valid	Strongly Disagree	3	18.8	2.56	1.209
	Disagree	6	37.5		
	Not Sure	3	18.8		
	Agree	3	18.8		
	Strongly Agree	1	6.3		
	Total	16	100.0		

When item 17 was examined again according to the frequencies of the responses after the second questionnaire, it was seen that some of the participants began feeling in a negative way. Although it was seen that there had been 12 people who responded ‘Strongly Agree’ and ‘Disagree’ for the item in the first questionnaire, in the second one the number decreased to 9 and 1 person joint the ‘Agree’ responses and there was a new ‘Strongly Agree’ response in the second questionnaire.

4.2.2. The Post-Study Results for the Students’ Opinions on Embarrassment for Speaking in English Classes

Item 6

I get embarrassed to volunteer answer in English classes.

Table 26: The frequencies and the percentages for item 6

		Frequency	Percent	Mean	St. Dev.
Valid	Strongly Disagree	4	25.0	2.19	.981
	Disagree	7	43.8		
	Not Sure	3	18.8		
	Agree	2	12.5		
	Total	16	100.0		

When Item 6 was examined by looking at the frequency and the percentage values, it was clearly seen that ‘Strongly Disagree’ and ‘Disagree’ responses were 2 people more than the previous one and there was another significant change in ‘Agree’ responses. It had been 5 in the previous test but in the second one 3 people decreased. Therefore, after the study, it can be said that most of the participants gained confidence to be volunteer in English classes.

Item 12

I always feel that the other students speak English better than I do.

Table 27: The frequencies and the percentages for item 12

		Frequency	Percent	Mean	St. Dev.
Valid	Strongly Disagree	3	18.8	2.44	1.031
	Disagree	6	37.5		
	Not Sure	4	25.0		
	Agree	3	18.8		
	Total	16	100.0		

The responses given for Item 12 indicated that there was a little improvement in the positive feelings of the participants when they compare themselves with the other students in the same classroom. When the results of both pre and post tests were compared by taking the frequencies, it was seen that there was not a 'Strongly Agree' response in the second results. Another improvement can be understood by looking at the 'Disagree' responses as there had been 4 responses in the first one but in the second test, there were 6 responses for 'Disagree'.

4.2.3. The Post-Study Results for the Students' Opinions on Stress for Speaking in English Classes

The items below were examined again after the post-test, and according to the mean values, there was not a big gap between the results but there is a little fluctuation, it can be seen when the mean results are compared. However, a healthier comparison between the results in the first and the second questionnaire was done after looking at the frequency and percentage values below for each item, which were interpreted one by one below.

Item 3 - I tremble when I know that I am going to be called on in English classes.

Item 7 - I feel nervous while speaking English with native speakers.

Item 14 - I get nervous and confused when I am speaking in English classes.

Item 15 - I get nervous when I don't understand every word my English teacher says.

Item 18 - I get nervous when the English teacher asks questions which I haven't prepared in advance.

Table 28: The mean and standard deviation values of the 5 items in the second questionnaire

	Item_3	Item_7	Item_14	Item_15	Item_18
Mean	2.38	2.63	2.50	2.50	2.56
N	16	16	16	16	16
Std. Deviation	.885	1.258	1.095	1.155	1.094

Item 7

I feel nervous while speaking English with native speakers.

Table 29: The frequencies and the percentages for item 7

		Frequency	Percent	Mean	St. Dev.
Valid	Strongly Disagree	3	18.8	2.63	1.258
	Disagree	6	37.5		
	Not Sure	2	12.5		
	Agree	4	25.0		
	Strongly Agree	1	6.3		
	Total	16	100.0		

When this item was examined again after the same questionnaire was given to the participants when the study finished, it was clearly seen that there were significant changes in the results as there had not been a 'Disagree' response in the first responses but there were 6 'Disagree' responses in the second test. Another improvement for this item which can be taken into account is that the 'Strongly Agree' responses in the first test decreased from 3 to 1. These improvements show that most of the students gained self-confidence while speaking to native speakers.

Item 14

I get nervous and confused when I am speaking in English classes.

Table 30: The frequencies and the percentages of for item 14

		Frequency	Percent	Mean	St. Dev.
Valid	Strongly Disagree	2	12.5	2.50	1.095
	Disagree	8	50.0		
	Not Sure	3	18.8		
	Agree	2	12.5		
	Strongly Agree	1	6.3		
	Total	16	100.0		

When Item 14 was examined again according to the frequency and percentage values, there were some positive changes in the responses. While in the first responses of the questionnaire, the frequency of the 'Agree' responses had been 5, it decreased to 2 in the

second one and it showed a 18% decrease. The Disagree responses increased 1 person and it was 8 in the second responses. There was just a little negative response in the second test as ‘Strongly Agree’. There had been nobody who chose it but there was 1 person who thought so in the second test. When the changes are taken into account, it can be said that the participants no longer thought that they felt nervous while speaking in English classes.

Item 18

I get nervous when the English teacher asks questions which I haven’t prepared in advance.

Table 31: The frequencies and the percentages for item 18

		Frequency	Percent	Mean	St. Dev.
Valid	Strongly Disagree	2	12.5	2.56	1.094
	Disagree	7	43.8		
	Not Sure	4	25.0		
	Agree	2	12.5		
	Strongly Agree	1	6.3		
	Total	16	100.0		

The second questionnaire results for item 18 showed that there were evident changes in the responses of the participants in a positive way. When the frequency values of ‘Agree’ responses in both tests were compared, it was clearly seen that 4 participants no longer thought in the same way that they had done before. And ‘Disagree’ responses increased from 2 to 6 and there were again 4 people who thought that it was not a problem for them. However, there was 1 response for ‘Strongly Disagree’ in the second test. When these results are examined together, it can be said that not preparing before speaking was no longer a problem for most of the participants.

4.2.4. The Post-Study Results for the Students’ Opinions on ‘Not Being Sure’ for Speaking in English Classes

There are 3 items for not being sure while speaking in English in a language classroom. These items were examined before for the pre-test results. Although there were not big gaps between the mean and standard deviation results of the pre and post-tests, the frequency and the percentage values for each response provided meaningful results about the study.

Item 1 - I am never quite sure of myself when I am speaking in English.

Item 9 - I don’t feel confident when I speak English in classes.

Item 16 - I feel overwhelmed by the number of rules I have to learn to speak English.

Table 32: The means and the standard deviation values of the items

	Item_1	Item_9	Item_16
Mean	3.00	2.25	2.62
N	16	16	16
Std. Deviation	1.033	1.291	1.025

Item 1

I am never quite sure of myself when I am speaking in English.

Table 33: The frequencies and percentages of the participants for item 1

		Frequency	Percent	Mean	St. Dev.
Valid	Strongly Disagree	1	6.3		
	Disagree	4	25.0		
	Not Sure	6	37.5	3.00	1.033
	Agree	4	25.0		
	Strongly Agree	1	6.3		
	Total	16	100.0		

When the frequency and percentage values of Item 1 in the second questionnaire were examined, it was seen that there was not a big gap between the values for each response. Actually, there was a little decrease in a negative way as there had not been a ‘Strongly Agree’ response in the first test, there was a person who chose this option for the second test. Again in the ‘Strongly Disagree’ and ‘Agree’ options lost one person in the second results and ‘Not Sure’ option increased by 1 person. Therefore, it can be understood by looking at these results that most of the participants thought similarly as they had done before. It can be inferred that the participants were not quite sure of themselves before and after the study while speaking English.

Item 9

I don't feel confident when I speak English in classes.

Table 34: The frequencies and percentages for item 9

		Frequency	Percent	Mean	St. Dev.
Valid	Strongly Disagree	6	37.5		
	Disagree	4	25.0		
	Not Sure	3	18.8	2.25	1.291
	Agree	2	12.5		
	Strongly Agree	1	6.3		
	Total	16	100.0		

For the participants of this study, the responses for Item 9 did not change too much. However, 6 people signed the ‘Strongly Disagree’, that is it was a positive improvement because it had been 5 in the previous one. The ‘Disagree’ responses decreased from 6 to 4 as a negative movement for this study. And there had not been a ‘Strongly Agree’ response before but in the second one there was 1 person who signed it. Although there were some negative changes in the results of the questionnaire, the results showed that this situation was not a big deal for most of the participants.

Item 16

I feel overwhelmed by the number of rules I have to learn to speak English.

Table 35: The frequencies and percentages for item 16

		Frequency	Percent	Mean	St. Dev.
Valid	Strongly Disagree	2	12.5	2.62	1.025
	Disagree	5	31.3		
	Not Sure	7	43.8		
	Agree	1	6.3		
	Strongly Agree	1	6.3		
Total		16	100.0		

When the item 16 was examined by looking at the frequency and percentage values, it was seen that the number of people who chose ‘Disagree’ increased from 3 to 5. Another positive change in the results was the frequency of ‘Agree’ responses decreased from 4 to 1. All these changes showed that most of the participants of this study changed their minds in a positive way about the rules that they had to learn.

4.3. Evaluation of Summative Speaking Exams

4.3.1. The Process of the Exams

The summative speaking exams were the similar ones to the exams held in the Department of Basic English, Atılım University. The scale (App. 5) which was used while evaluating the success of the participants was the same one which has been used in the department in the recent years. The students were not informed before the exams about the time when they would take them because the main aim was to see the improvement in their speaking ability without preparation. The exams were held in the classroom. The students sat in front of the three instructors who were listening to them taking notes about their responses. The instructors did not ask any questions or lead the students by giving any clues about the topic that they were responsible for speaking on. The students chose

one of the envelopes that were ready on the teacher's desk and they had 1 minute to think about the topic. Then they started to speak about what they understood about the situation written in the envelopes. The situations had been written by the research instructor in advance and all of them were authentic. They had not been taken from any book or resource but the topics were related to the ones which the students had seen until then. The aim for it was to encourage the students to speak about the familiar topics in different situations. The instructors took their own notes about each participant but they did not share their own ideas with each other until the end of the exam. The success of the students was assessed out of 20 points. At the end of the exam, the research instructor collected all the scores from the instructors. The same exam was held after the case study with the same participants and with the same situation for each one to see whether there was any improvement or not in their speaking ability in a formal exam atmosphere after the study.

4.3.2. The Results of the Exams

The results of the exams were collected and then the mean of the results were calculated for each exam by using Statistical Package for Social Sciences (SPSS) 22. Then, for the second exam the same method was used and in the end, the means of the results of both exams were calculated again. They were given one by one under the headings below.

4.3.2.1. The Results of the First Exam

The results of the first summative speaking exam were significant for the research instructor as it was at the beginning of the study and they were going to be compared with the ones at the end of the study to find the improvement of the students in spontaneous speaking in English. The results of the students were given below one by one.

Table 36: Report of first exam results

	ST1	ST2	ST3	ST4	ST5	ST6	ST7
Mean	6.3333	17.3333	16.0000	5.6667	15.3333	17.0000	14.3333
N	3	3	3	3	3	3	3
Std. Deviation	2.30940	1.15470	2.00000	1.15470	1.15470	.00000	2.30940

	ST8	ST9	ST10	ST11	ST12	ST13	ST14
Mean	15.0000	10.6667	15.0000	12.3333	9.3333	10.3333	13.0000
N	3	3	3	3	3	3	3
Std. Deviation	1.00000	2.51661	1.73205	.57735	1.52753	1.52753	3.46410

	ST15	ST16
Mean	16.0000	15.3333
N	3	3
Std. Deviation	2.64575	2.08167

4.3.2.2. The Results of the Second Exam

At the end of the study, the same students were given the same situations and the same procedure was held for each student. The results of the second exam were given below for each student.

Table 37: Report of second exam results

	ST1	ST2	ST3	ST4	ST5	ST6	ST7
Mean	8,0000	18,0000	16,0000	6,6667	17,3333	16,6667	11,3333
N	3	3	3	3	3	3	3
Std. Deviation	,00000	,00000	2,00000	1,52753	1,15470	1,52753	2,88675

	ST8	ST9	ST10	ST11	ST12	ST13	ST14
Mean	15,0000	10,6667	14,6667	12,0000	12,3333	13,3333	13,3333
N	3	3	3	3	3	3	3
Std. Deviation	1,00000	2,08167	2,51661	2,00000	2,08167	,57735	2,08167

	ST15	ST16
Mean	16,3333	12,6667
N	3	3
Std. Deviation	,57735	1,52753

4.3.2.3. The Comparisons of the Results of Both Exams

The participants were assessed according to the Atılım University Summative Speaking Rubric. According to this rubric the students with the scores between 14 and 16 are evaluated as the student who “understands and answers the task almost fully; Responds using appropriate length; Rarely asks for clarification; Sometimes repeats. Uses some thematic vocabulary related to the task but almost accurately; Somewhat uses idiomatic expressions and less common vocabulary; Often heeds register and formality in speech. Uses moderately appropriate grammatical structures for the task; Makes some minor grammatical errors which do not hinder communication. (Over 75 %)” For the scores between 17 and 18 the rubric says the student “uses correct grammatical structures; Uses a variety of appropriate grammar for task; Few grammatical mistakes. (Over 90 %) Pronounces words with a high degree of accuracy; Single sounds, linking, words and sentence stress highly accurate. (Over 80%) Expresses ideas fluently with a few short pauses with appropriate fillers, mostly uses conversational strategies appropriately.”

There was nobody over the score 18 in both exams. When the scores for each student were compared, it was seen that while some students improved their scores, some others decreased them. However, the decreasing ones were generally around the same lines according to the rubric and it was also seen that they had good scores in the first exam and there was not too much change in their success. The improvement which was seen in the bad scores between 5 and 14 was the promising situation for the study. For the means of the results that the students took in both exams, the table was seen as follows;

Table 38: Report of both exam results

	ST1	ST2	ST3	ST4	ST5	ST6
Mean	7,166650	17,666650	16,000000	6,166700	16,333300	16,833350
N	2	2	2	2	2	2
Std. Deviation	1,1785349	,4714281	,0000000	,7071068	1,4142136	,2356787

	ST7	ST8	ST9	ST10	ST11	ST12
Mean	12.833300	15.000000	10.666700	14.833350	12.166650	10.833300
N	2	2	2	2	2	2
Std. Deviation	2.1213203	.0000000	.0000000	.2356787	.2356787	2.1213203

	ST13	ST14	ST15	ST16
Mean	11.833300	13.166650	16.166650	14.000000
N	2	2	2	2
Std. Deviation	2.1213203	.2356787	.2356787	1.8855709

4.3.3. Discussion on the Results of Summative Speaking Exams

When the scores were examined for each student and exam according to the mean and standard deviation values, it was seen that there were different ideas by the instructors on some students as well as they thought similarly on some students. Since this kind of speaking exams are subjective exams, the validity was tried to be provided by three instructors. At the end of both exams, it was clearly seen that there was not a big improvement for the students' success in speaking ability. However, the participants were proficiency level students and they had a high anxiety level to pass their proficiency exam at the end of the term. The results of these exams showed that some of the students improved their speaking abilities while the others managed not to lose their speaking abilities while struggling with the other necessities to pass the level. It means that the process of the study helped the participants in a positive way.

4.4. The Students Opinions for the Speaking Sessions During the Study

The participants were monitored during 3 weeks. The Sessions were held 3 hours a week and 9 hours in total. The lesson hours were 50 minutes. The administration of the Department of Basic English, Atılım University had officially been informed before the study and they allowed the research instructor to maintain the study with the participant students. The students were observed to be eager to join each session and they did not use any absenteeism during this period. All the students were ready in the classroom when the speaking sessions were held. After each session, the participants explained their happiness as they had a chance to speak in English with their friends without being opposed to any correction or feeling any obligation to use certain rules or tenses while speaking. They had a natural ambience as much as possible. This was the biggest part of the sessions for them as they did not think about the time while speaking and most of them even got upset when the session ended. They thought it was an opportunity for them to practise the target language as they wished. At the end of the term, there were more than 4 students who managed to have 20 points in the level summative speaking exam.

4.5. The Perceptions of the Students towards the Drama Speaking Sessions

A survey which was prepared by the research instructor was used to see the perceptions of the students towards the drama speaking sessions. There were 11 questions in this survey. Some of the questions were multiple choice but they were not too long and the students could choose more than one answer. Some other questions were open-ended and

the students had a chance to express their ideas. The first two questions in the survey were about the identity of the participants, so they were not mentioned here. The other 9 questions were directly about the drama speaking sessions. The questions are given below.

Q3 – How many drama speaking sessions have you participated in so far?

- One
- Two
- Three

Q4- How often would you like to participate in drama speaking sessions?

- Once
- Twice
- Three or more

Q5 – Do you think drama speaking sessions were beneficial?

- Yes
- No

Q6 – If YES, in which ways?

.....
.....

Q7 – Which (English) language skill do you need to improve? (You can choose more than one answer)

- Speaking
- Listening
- Reading
- Writing

Q8 – Which of the followings should be more in drama speaking sessions? (You may choose more than one answer)

- Games
- Discussion

- Drill & Practice
- Role Play

Q9 – According to you, which topics should be included in drama speaking sessions?

.....

Q10 – How many students do you think should be in each group during drama speaking sessions?

- Two
- Three
- Four or more

Q 11 – Do you have any different suggestions that could be done in drama speaking sessions?

.....

4.5.1. The Analysis of the Questions

Q3 – How many drama speaking sessions have you participated in so far?

- One
- Two
- Three

As all the students joined all the sessions during three weeks, all of them signed ‘three or more’. Therefore, the number of the participants is 16 and the result of the question is 16 ‘three or more’.

Q4- How often would you like to participate in drama speaking sessions?

- Once
- Twice
- Three or more

All the students signed ‘three or more’ for this question, so it showed that they liked the sessions and would like to participate in it more.

Q5 – Do you think drama speaking sessions were beneficial?

- Yes
- No

All the students signed ‘YES’. Therefore, it can be understood that they thought the sessions were a fruitful activity for them.

Q6 – If YES, in which ways?

.....
.....

ST1 - Yes, because when we talk to each other, we can see our mistakes.

ST2 –Yes, because when we talk to each other, we can learn how to talk.

ST3 – Yes, I speak better and comfortably

ST4 – I feel confident more

ST5 – Yes, because we speak

ST6 – It provides us to see the mistakes that we’ve made during the lessons.

ST7 – We can speak English easily.

ST8 – It improves our speaking.

ST9 – I can find lots of topics now.

ST10 – Because we spoke more than a normal lesson.

ST11 – Teacher gives a topic and you speak. I think this way is beneficial because it is same with speaking exams.

For this question, all the students wrote ‘Yes’ but 11 of them wrote their ideas above. The majority of the participants thought that these sessions were beneficial because they could speak easily, improve their ideas and see their mistakes.

Q7 – Which (English) language skill do you need to improve? (You can choose more than one answer)

- Speaking
- Listening
- Reading
- Writing

Three participants signed just ‘Speaking’, eight participants signed ‘Speaking and Listening’ one participant signed ‘Listening and Reading’, one participant signed just ‘Reading’ and one participant skipped the question. According to the results, it can be clearly seen that the majority of the participants would like to improve their speaking skill, and the sessions were a good chance for them to practise.

Q8 – Which of the followings should be more in drama speaking sessions? (You may choose more than one answer)

- Games
- Discussion
- Drill & Practice
- Role Play

Eight participants signed just ‘Discussion’. It means that they would like to show their speaking abilities in more challenging tasks rather than Role Plays as the drama sessions were about the situations as they were a kind of role play activity although they had some topics to discuss on it but these participants would like to join group discussions. Two participants would like to have more Games and Role Play activities in drama speaking sessions so it can be understood that they would like to join bigger group activities to use the target language. One participant signed ‘Games and Discussion’. Another one signed ‘Role Play’, it is seen that the student was happy with the role play situation in the sessions. Another one participant signed ‘Games, Discussion and Role Play’. It means this student would like the activities that s/he could be more active while speaking English. The other participants missed the question.

Q9 – According to you which topics should be included in drama?

.....

Eight participants responded this question and their answer are below.

ST1 – about our departments.

ST2 – Social issues, similar questions of the speaking exams.

ST3 – All topics.

ST4 – All topics.

ST5 – Food, health and experiences

ST6 – about daily life.

ST7 – about daily life.

ST8 – Daily life.

Three of the participants thought the sessions should include the daily life topics as it was an authentic atmosphere for them besides the lessons and one of the participants wanted to see the topics about their departments as s/he could use sessions to prepare for the future. Two participants thought there should not be a limitation by writing ‘All topics’. Two other participants thought the sessions should include the topics which they would most probably be responsible for the speaking exams.

Q10 – How many students do you think should be in each group during drama speaking sessions?

- Two
- Three
- Four or more

Nine students thought there should be three students in the groups in drama speaking session. It means that they would like to share their ideas more than one person but not three people are enough for them to have a chance to speak again. 4 people would like to be in a big group so they signed ‘Four and more’. It could be a good chance to hear many different ideas but generally the time to speak is not enough for the members of big groups. It can be a handicap for the students who want to speak without a time limit. Three participants thought just two people are enough. It shows that they would like to speak more.

Q 11 – Do you have any different suggestions that could be done in drama speaking sessions?

.....
.....
Nine participants wrote 'No' and two of them thought it was the best practice for them and they were happy. The others skipped the question. When looking at the responses for this question, one can understand that it was an enough activity for the participants.

4.6. Conclusion

In this chapter, the results of the questionnaire on foreign language speaking anxiety which was given before and after the study in detail. The success of the students in summative speaking exams which was held before and after the study was examined in a detailed way. The students' opinions on the speaking sessions were discussed. Finally, the results of the students' perceptions towards the speaking sessions interview-questionnaire were analysed one by one.

CHAPTER V

DISCUSSION AND CONCLUSION

5. Introduction

In this chapter the summary of the study, discussion of each research question, limitations of the study, pedagogical implications and suggestions for the further studies will be presented. Finally, the conclusion will be given.

5.1. The Summary of the Study

In this study, the changes of the anxiety levels of the participants when the drama technique ‘improvisation’ was used were examined by using a questionnaire on foreign language speaking anxiety as pre and post-study tests and the changes in the success of the students’ speaking English before and after the study by using the same summative speaking exam which was held by three different instructors at the same time and the results of the exams were analysed in detail. During the study process, the students were given different situations to speak about and the changes in their behaviours were observed during the session and the students’ opinions about the sessions were mentioned in the previous chapter. Finally, at the end of the study, the participants were given an interview-questionnaire to present their perceptions about the session, and the results for each question were analysed in a detailed way. Qualitative and Quantitative methods were used together to collect the data about the students’ opinions and to reach the reliable results of a case study. The results were analysed under the titles; students’ opinions on foreign language speaking anxiety, evaluation of summative speaking exams, students’ opinions for the speaking sessions during the study and the perceptions of the students towards the drama speaking sessions.

5.2. Discussion of the Research Questions

All the research questions, which were determined before the study, were answered when the study was completed. Each question can be seen as answered in detail below.

5.2.1. Discussion of First Research Question

The first question was “How does the drama technique ‘improvisation’ affect the speaking anxiety? Increasing or Decreasing” In order to answer the question, the questionnaire on Foreign Language Speaking anxiety (Öztürk & Gürbüz, 2014) was applied to find the trend “increasing or decreasing” in the anxiety level of the students. It

was seen that using the drama technique ‘improvisation’ decreased the anxiety level of most of the students during the study process as they had an enjoyable time by joining the speaking sessions actively. “When we are able to operate actively in a language” (Maley & Duff, 1977), we can feel happy. As Onwuegbuzie, Bailey, and Daley (1999) mentioned, since the students generally think that they have to use the grammar rules that they have learned recently, it is an anxiety-provoking atmosphere for them. It was seen that after the speaking sessions, most of the students showed that they no longer felt anxious in language classes because they didn’t feel obliged to remember any grammar rules while speaking. Therefore, there were significant positive changes in the participants’ ideas on speaking in English in a language classroom. According to the results of the questionnaire on foreign speaking anxiety, these positive changes showed the power of the drama technique ‘improvisation’ to decrease the anxiety level of the students.

5.2.2. Discussion of the Second Research Question

The second question was “In what way does the drama technique ‘improvisation’ change learners’ attitude towards speaking English language?” To answer this question, the situations which were prepared by the research instructor before each session were given to the students and the changes of the students’ attitude towards speaking English were tried to be observed. At the beginning of the study, some of the students were in reserved manners but when they started to interact with their friends in a free speaking ambience, they got used to speak about the situations and took active roles in role plays. In drama, language learners can feel they are a real user of the language because they try to act “as if they were in a real situation that is why they acquire the knowledge of a language in a more natural way” (Burlinska, 2016). Therefore, it was clearly seen that the learner’s attitude for speaking English language was influenced in a positive way. Also, at the end of the study, the students were given an interview-questionnaire prepared by the research instructor to evaluate their perceptions towards the speaking sessions in English. As the results of the survey showed, the students were quite happy during the sessions and they thought they could improve their speaking ability. Moreover, they declared their suggestions about the topics which can be used in drama speaking sessions.

5.2.3. Discussion of Third Research Question

The third question was “What are the effects of the drama technique ‘improvisation’ on spoken English improvement?” To answer this question, the summative speaking exams

were held before and after the study. According to the results of these exams, it was seen that some of the students improved their scores while the others managed to keep similar scores. In the interview-questionnaire some students mentioned that they could see their mistakes while speaking in such a natural atmosphere and improve their abilities to present their ideas by sharing them with their friends. However, some of the participants wrote that they would like to have discussion parts in the sessions. It means that the drama technique 'improvisation' affected their confidence in a positive way, as well. The participants liked speaking and creating ideas spontaneously. When they were asked the same question by another person, they did not refuse it, they tried to find a way to transmit different ideas because spontaneity is the basic part of improvisation and "spontaneity is the moment of personal freedom when we are faced with a reality and see it, explore it and act accordingly" (Spolin, 1983, p. 4). Also people can build a successful communication by using improvisation. McNeece (1983) mentioned that the students felt more self-confident than before while using the technique in speaking English because by using improvisation in their actions, people can improve their ways to succeed the goals in communication.

5.3. Limitations

During this study, there were a few limitations. The biggest limitation of this study was about the time limit. There were just three weeks and 9 hours to study with the participants. However, the participants were intermediate level students, so they could directly adapt themselves to the sessions after the first hour. Therefore, we can come to the conclusion that if the study had been carried out with lower level students, it would have required more time.

Another limitation was related to the situations that were used before every session. The topics had to be about the ones that the students had seen until then as the research instructor used the lesson hours in the program, so the topics could not be related to any topic out of the curriculum.

The last limitation was that the summative speaking exams had to be held in the classroom while the other students were also present because the students could not leave the classroom during the lesson hours without using their absenteeism. Therefore, sometimes there was a distracting noise during the exams but the students showed respect when they were warned by the instructors.

5.4. Pedagogical Implications and Suggestions for the Further Studies

This study was held to see the effects of the drama technique ‘improvisation’ on speaking in English. Another research can be made on the effects of improvisation on writing in English or another drama technique on speaking in English. Improvisation is a kind of way to create ideas, but the participants of another research can use the technique to improve their other skills in language. In our era, the students can reach information in a second language, so they can find sources to contribute to their creativity easily. Technology helps education in many ways, so maybe improvisation and technology can be thought together and used as a skill-developer in language education. Necessities provide the tools to live more easily. If the students are encouraged to think like engineers by the best guides of them, their teachers, improvisation can be a good tool to find new ideas on problematic skills of English language.

5.5. Conclusion

By looking at the results of both quantitative and qualitative methods, one can understand that the drama technique ‘improvisation’ works as an anxiety decreasing tool for speaking in English. The results of the pre and post-questionnaires on foreign language speaking anxiety indicate that the students had a constructive time for positive changes in their speaking anxiety. They felt happy and free during the process. The summative exam results show that even if all the participants did not improve their success, some important increases were observed and there was not a person to have had a trouble with his/her score in the second exam. The last interview-questionnaire was the indication of the fact that the students were happy during the process and they wanted to go on the sessions with different topics to join in a free speaking activity.

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APPENDICES

Appendix 1

Foreign Language Speaking Anxiety Questionnaire - English Version

This questionnaire is prepared to collect information about your level of English language speaking anxiety that you experience in classroom atmosphere. After reading each statement, please circle the number which appeals to you most. There are no right or wrong answers for the items in this questionnaire. Thanks for your contribution.

‘1’ : Strongly disagree. ‘2’ : Disagree. ‘3’ : Not sure.
‘4’ : Agree. ‘5’ : Strongly agree.


















Statements	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. I am never quite sure of myself when I am speaking in English.	1	2	3	4	5
2. I am afraid of making mistakes in English classes.	1	2	3	4	5
3. I tremble when I know that I am going to be called on in English classes.	1	2	3	4	5
4. I get frightened when I don't understand what the teacher is saying in English	1	2	3	4	5
5. I start to panic when I have to speak without preparation in English classes	1	2	3	4	5
6. I get embarrassed to volunteer answers in English classes.	1	2	3	4	5
7. I feel nervous while speaking English with native speakers.	1	2	3	4	5
8. I get upset when I don't understand what the teacher is correcting.	1	2	3	4	5
9. I don't feel confident when I speak English in classes.	1	2	3	4	5
10. I am afraid that my English teacher is ready to correct every mistake I make.	1	2	3	4	5
11. I can feel my heart pounding when I am going to be called on in English classes.	1	2	3	4	5
12. I always feel that the other students speak English better than I do.	1	2	3	4	5
13. I feel very self-conscious about speaking English in front of other students	1	2	3	4	5
14. I get nervous and confused when I am speaking in English classes.	1	2	3	4	5
15. I get nervous when I don't understand every word my English teacher says.	1	2	3	4	5
16. I feel overwhelmed by the number of rules I have to learn to speak English.	1	2	3	4	5
17. I am afraid that the other students will laugh at me when I speak English.	1	2	3	4	5
18. I get nervous when the English teacher asks questions which I haven't prepared in advance.	1	2	3	4	5

Appendix 2

Results of Summative Speaking Exams

Soyadı	MT1-5	
	9	-1 18
	18	7 18
	14	7 14
	7	8 5
	16	2 18
	17	6 17
	13	8 13
	15	10 15
	13	4 13
	17	9 17
	12	6 14
	9	3 -13
	10	4 -13
	15	5 15
	14-15	3 -16
	16	2 14

Soyadı	MT1-5
	5 / 8
	16 / 18
	18 / 18
	5 / 8
	16 / 18
	17 / 18
	13 / 18
	14 / 14
	11 / 10
	14 / 15
	12 / 10
	11 / 14
	12 / 14
	15 / 14
	15 / 16
	- 0 - Absent
	17 / 13

Soyadı	□ MT1-5
	5 - 8
	18 - 18
	16 - 16
	5 - 7
	14 - 16
	17 - 15
	17 - 13
	16 - 16
	8 - 9
	14 - 12
	13 - 12
	8 - 10
	9 - 13
	9 - 11
	19 - 17
	A - -
	13 - 11

Sample Speaking Exam Questions

Question 1

- **If you were a food taster, what food would you like to taste?**
- **Sweet, salty or sour? Why?**
- **What are the advantages and disadvantages of being a food taster?**

Please prepare a talk by answering the questions above. You have 1 minute to prepare and 1-2 mins. to talk.

Question 2

- **Do you have lots of friends at school?**
- **What do you do at first to talk to a new person?**
- **How do you think about the person whose ideas are very different for you?**
- **Do you want to go on talking him or her? Why?**

Please prepare a talk by answering the questions above. You have 1 minute to prepare and 1-2 mins. to talk.

Appendix 3

Sample Situations Used in the Speaking Sessions

Situation 1.

It is your first day at school. You are in front of the building of the DEB (Department of Basic English). There are very different people around. Actually, you are a shy person but you don't want to make people notice it. There is a girl or boy who is standing alone at the corner of the stairs. You go towards her/him and start a conversation about the school and the people around. Think the words you need to make a good first impression.

Situation 2.

You have an Instagram friend whom you haven't seen face to face so far. You will see her/him today for the first time. How do you feel? How do you dress up? Please tell your ideas to your friend.

Situation 3.

You will meet your best friend's girl/boy friend for the first time. You want to be seen as a friendly person. Choose one of the topics from the list in the envelope to talk. Try to show that you are a self-confident person.

Situation 4.

Topic : Snap- judgement

Student A

On your first day of university, you are moving into your dormitory when your room-mate comes in. He/she doesn't greet you and talk to you. Then she/he leaves the room but she/he comes back 10 mins. later

And tells you about the argument between him/her and his/her parents and apologizes. Tell your feelings and your opinions.

Student B

You have had a big argument with your parents today and you haven't seen your new room-mate and haven't spoken to him/her, but you understand your fault and come back and try to tell your situation.

Appendix 4

First Name: Last Name: Class:

1. Which department are you studying at?

.....

2. What is your gender?

Female Male

3. How many drama speaking sessions have you participated in so far?

- One
- Two
- Three or more

4. How often would you like to participate in drama speaking speaking?

- Once
- Twice
- Three or more

5. Do you think drama speaking sessions were beneficial?

Yes No

6. If YES, in which ways?

.....

7. Which (English) language skill do you need to improve? (You may choose more than one answer)*

- Speaking
- Listening
- Reading
- Writing

8. Which of the followings should be done more in drama speaking sessions? (You may choose more than one answer) *

Games Discussion Drill & practice Role play

9. According to you which topics should be included in drama?

.....

10. How many students do you think should be in each group during drama speaking sessions?

- two
- three
- four or more

11. Do you have any different suggestions that could be done in drama speaking sessions?

.....

First Name:

Last Name:

Class:

1. Which department are you studying at?

Nursing

2. What is your gender?

Female Male

3. How many drama speaking sessions have you participated in so far?

- One
- Two
- Three or more

4. How often would you like to participate in drama speaking speaking?

- Once
- Twice
- Three or more

5. Do you think drama speaking sessions were beneficial?

Yes No

6. If YES, in which ways?

I felt confident more than

6. Which (English) language skill do you need to improve? (You may choose more than one answer)*

- Speaking
- Listening
- Reading
- Writing

7. Which of the followings should be done more in drama speaking sessions? (You may choose more than one answer) *

Games Discussion Drill & practice Role play

8. According to you which topics should be included in drama?

about daily life

9. How many students do you think should be in each group during drama speaking sessions?

- two
- three
- four or more

10. Do you have any different suggestions that could be done in drama speaking sessions?

No, I don't

First Name:

Last Name: .

Class:

1. Which department are you studying at?

Industrial Engineering

2. What is your gender?

Female Male

3. How many drama speaking sessions have you participated in so far?

- One
- Two
- Three or more

4. How often would you like to participate in drama speaking speaking?

- Once
- Twice
- Three or more

5. Do you think drama speaking sessions were beneficial?

Yes No

6. If YES, in which ways?

I speak better comfortably

6. Which (English) language skill do you need to improve? (You may choose more than one answer)*

- Speaking
- Listening
- Reading
- Writing

7. Which of the followings should be done more in drama speaking sessions? (You may choose more than one answer) *

Games Discussion Drill & practice Role play

8. According to you which topics should be included in drama?

about daily life

9. How many students do you think should be in each group during drama speaking sessions?

- two
- three
- four or more

10. Do you have any different suggestions that could be done in drama speaking sessions?

No, I don't

First Name: .

Last Name:

Class:

1. Which department are you studying at?

Chemical Engineering / Dpt of Basic

2. What is your gender?

Female Male

English now.

3. How many drama speaking sessions have you participated in so far?

- One
- Two
- Three or more

4. How often would you like to participate in drama speaking speaking?

- Once
- Twice
- Three or more

5. Do you think drama speaking sessions were beneficial?

Yes No

6. If YES, in which ways?

It provides us to see the mistakes that we've

6. Which (English) language skill do you need to improve? (You may choose more than one answer)*

- Speaking
- Listening
- Reading
- Writing

made during the lessons.

7. Which of the followings should be done more in drama speaking sessions? (You may choose more than one answer) *

Games Discussion Drill & practice Role play

8. According to you which topics should be included in drama?

Food, health, experiences.

9. How many students do you think should be in each group during drama speaking sessions?

- two
- three
- four or more

10. Do you have any different suggestions that could be done in drama speaking sessions?

No, I don't.

First Name:

Last Name:

Class:

1. Which department are you studying at?

metallurgy and materials engineering (department of bus
english

2. What is your gender?

Female Male

3. How many drama speaking sessions have you participated in so far?

- One
- Two
- Three or more

4. How often would you like to participate in drama speaking speaking?

- Once
- Twice
- Three or more

5. Do you think drama speaking sessions were beneficial?

Yes No

6. If YES, in which ways?

Because when we talk to each other we can see
our mistakes

6. Which (English) language skill do you need to improve? (You may choose more than one answer)*

- Speaking
- Listening
- Reading
- Writing

7. Which of the followings should be done more in drama speaking sessions? (You may choose more than one answer) *

Games Discussion Drill & practice Role play

8. According to you which topics should be included in drama?

All topics

9. How many students do you think should be in each group during drama speaking sessions?

- two
- three
- four or more

10. Do you have any different suggestions that could be done in drama speaking sessions?

No

First Name:

Last Name:

Class:

1. Which department are you studying at?

Psychology

2. What is your gender?

Female Male

3. How many drama speaking sessions have you participated in so far?

- One
- Two
- Three or more

4. How often would you like to participate in drama speaking speaking?

- Once
- Twice
- Three or more

5. Do you think drama speaking sessions were beneficial?

Yes No

6. If YES, in which ways?

Because we speak more than a normal lesson

6. Which (English) language skill do you need to improve? (You may choose more than one answer)*

- Speaking
- Listening
- Reading
- Writing

7. Which of the followings should be done more in drama speaking sessions? (You may choose more than one answer) *

Games Discussion Drill & practice Role play

8. According to you which topics should be included in drama?

.....

9. How many students do you think should be in each group during drama speaking sessions?

- two
- three
- four or more

10. Do you have any different suggestions that could be done in drama speaking sessions?

.....

Appendix 5

ATILIM UNIVERSITY
SCHOOL OF FOREIGN LANGUAGES
DEPARTMENT OF BASIC ENGLISH
Summative Speaking Assessment Rubric

Score	Descriptors
20 19 18 17	Understands and answers task fully; Superior task completion; Responds cohesively and coherently; Never asks for clarification; Almost no repetitions; Paraphrases well. Uses varied and thematic vocabulary related to task; Uses less common vocabulary accurately; Uses idiomatic expressions and collocations; Uses appropriate register and style. Uses correct grammatical structures; Uses a variety of appropriate grammar for task; Few grammatical mistakes. (Over 90 %) Pronounces words with a high degree of accuracy; Single sounds, linking, words and sentence stress highly accurate. (Over 80%) Expresses ideas fluently with a few short pauses with appropriate fillers, mostly uses conversational strategies appropriately
16 15 14 13	Understands and answers the task almost fully; Responds using appropriate length; Rarely asks for clarification; Sometimes repeats. Uses some thematic vocabulary related to the task but almost accurately; Somewhat uses idiomatic expressions and less common vocabulary; Often heeds register and formality in speech. Uses moderately appropriate grammatical structures for the task; Makes some minor grammatical errors which do not hinder communication. (Over 75 %) Pronunciation and fluency criteria between the above and lower bands.
12 11 10 9	Understands the question adequately well; Sometimes answers fully; Repeats ideas; Connects ideas fairly well. Uses only everyday vocabulary accurately; Does not use idiomatic expressions; Does not pay enough attention to register and style. Uses a mix of correct simple and somewhat inaccurate complex grammatical sentences; Some errors persist. (Over 50 %) Pronounces task-related vocabulary mostly intelligibly; Single sounds, linking, word and sentence stress mostly correct. (Over 60%) Speaks somewhat fluidly with short and long pauses, somewhat uses strategic competence and conversational conventions.
8 7 6 5	Fairly understands questions; Responds not fully; Sometimes speech not connected; Rare use of conversational conventions. Uses too general vocabulary; Uses vocabulary inappropriately and overuses some lexis. Making many grammatical mistakes which make it at times difficult to understand. (Less than 50%) Pronunciation and fluency criteria between the above and lower bands.
4 3 2 1	Does not understand the question; Cannot answer fully; Misses some parts of the questions. Responds with very few words and phrases; Has insufficient vocabulary for the task. Grammatical mistakes make it at times impossible to understand. Pronounces most of the task-related words incorrectly; Not enough attention to individual sounds, linking, stress.
0	Frequently pauses; Cannot maintain conversation; Incomplete thought units DOES NOT ANSWER THE TASK OR SPEAKS OFF TOPIC

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