

**MUĞLA SITKI KOÇMAN UNIVERSITY**  
**INSTITUTE OF EDUCATIONAL SCIENCES**  
**ENGLISH LANGUAGE TEACHING DEPARTMENT**

**DEVELOPING WRITING SKILLS THROUGH DRAMA IN EFL CLASSROOM**

**MA THESIS**

**ENVER BAĞÇECİ**

**ASSOCIATE PROF. DR. ŞEVKİ KÖMÜR**

**JUNE, 2015**

**MUĞLA**

MUĞLA SITKI KOÇMAN ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ  
İNGİLİZ DİLİ EĞİTİMİ ANABİLİM DALI

DEVELOPING WRITING SKILLS THROUGH DRAMA IN EFL CLASSROOM

ENVER BAĞÇECİ

Eğitim Bilimleri Enstitüsünde

“Yüksek Lisans”

Diploması Verilmesi İçin Kabul Edilen Tezdir.

Tezin Enstitüye Verildiği Tarih :10.07.2015

Tezin Sözlü Savunma Tarihi : 11.06.2015

Tez Danışmanı : Doç. Dr. Şevki KÖMÜR

Jüri Üyesi : Prof. Dr. Mehmet ÇELİK

Jüri Üyesi : Doç. Dr. Recep Şahin ARSLAN

Enstitü Müdürü : Prof. Dr. Ayşe Rezan ÇEÇEN EROĞUL

JUNE, 2015

MUĞLA

MUĞLA SITKI KOÇMAN ÜNİVERSİTESİ  
EĞİTİM BİLİMLERİ ENSTİTÜSÜ  
İNGİLİZ DİLİ EĞİTİMİ ANABİLİM DALI

DEVELOPING WRITING SKILLS THROUGH DRAMA IN EFL CLASSROOM

ENVER BAĞÇECİ

Eğitim Bilimleri Enstitüsünde

“Yüksek Lisans”

Diploması Verilmesi İçin Kabul Edilen Tezdir.

Tezin Enstitüye Verildiği Tarih :10.07.2015

Tezin Sözlü Savunma Tarihi : 11.06.2015

Tez Danışmanı : Doç. Dr. Şevki KÖMÜR

Jüri Üyesi : Prof. Dr. Mehmet ÇELİK

Jüri Üyesi : Doç. Dr. Recep Şahin ARSLAN

Enstitü Müdürü : Prof. Dr. Ayşe Rezan ÇEÇEN EROĞUL

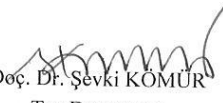
JUNE, 2015


MUĞLA

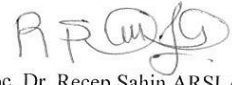
## TUTANAK

Muğla Sıtkı Koçman Üniversitesi Eğitim Bilimleri Enstitüsü'nün 21.10.2015 tarih ve 109 sayılı toplantısında oluşturulan jüri, Lisansüstü Eğitim-Öğretim Yönetmeliği'nin 24/6 maddesine göre, İngiliz Dili Eğitimi Anabilim Dalı Yüksek lisans öğrencisi Enver BAĞÇECİ'nin "Developing Writing Skills Through Drama in EFL Classroom" adlı tezini incelemiş ve aday 11.10.2015 tarihinde saat 14:30'da jüri önünde tez savunmasına alınmıştır.

Adayın kişisel çalışmaya dayanan tezini savunmasından sonra 50 dakikalık süre içinde gerek tez konusu, gerekse tezin dayanağı olan anabilim dallarından sorulan sorulara verdiği cevaplar değerlendirilerek tezin kabul edildiğine ... ile karar verildi.

  
Doç. Dr. Şevki KÖMÜR  
Tez Danışmanı

  
Prof. Dr. Mehmet ÇELİK  
Üye

  
Doç. Dr. Recep Şahin ARSLAN  
Üye

## YEMİN

Yüksek lisans tezi olarak sunduğum “Developing Writing Skills through Drama in EFL Classroom” adlı çalışmanın, tarafımdan bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurulmaksızın yazıldığını ve yararlandığım eserlerin Kaynakça’da gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanmış olduğumu belirtir ve bunu onurumla doğrularım.

11/06/2015

  
ENVER BAĞÇECİ

**YÜKSEKÖĞRETİM KURULU DOKÜMANTASYON MERKEZİ**  
**TEZ VERİ GİRİŞ FORMU**

**YAZARIN**

**Soyadı: Bağceci**

**Adı: Enver**

**Kayıt No:**

**TEZİN ADI**

**Türkçe: Yabancı Dil Sınıflarında Yazma Becerilerinin Drama ile Geliştirilmesi**

**Y. Dil: Developing Writing Skills through Drama in EFL Classroom**

**TEZİN TÜRÜ: Yüksek Lisans**

**Doktora**

**Sanatta Yeterlilik**

**X**

**TEZİN KABUL EDİLDİĞİ**

**Üniversite : Muğla Sıtkı Koçman Üniversitesi**

**Fakülte : -**

**Enstitü : Eğitim Bilimleri Enstitüsü**

**Diğer Kuruluşlar : -**

**Tarih :**

**TEZ YAYINLANMIŞSA**

**Yayımlayan : -**

**Basım Yeri : -**


**Basım Tarihi : -**

**ISBN : -**

**TEZ YÖNETİCİSİNİN**

**Soyadı, Adı : Kömür Şevki**

**Ünvanı : Doç. Dr.**

<b>TEZİN YAZILDIĞI DİL : İNGİLİZCE</b>	<b>TEZİN SAYFA SAYISI:</b>
<b>TEZİN KONUSU (KONULARI) :</b>	
1.Yabancı Dil Sınıfında Yazma becerileri	
2.Drama etkinlikleri	
3.Drama etkinliklerinin yabancı dil sınıfında yazma becerilerine etkisi	
<b>TÜRKÇE ANAHTAR KELİMELER:</b>	
1.Yazma becerileri	
2.Drama kullanımı	
3.Eğitimsel drama	
4.Öğrenci tutumları	
5. Yabancı Dil eğitimi	
<b>İNGİLİZCE ANAHTAR KELİMELER:</b>	
1. Writing skills	
2. Drama	
3. Educational drama	
4. Attitudes of students	
5. Foreign Language teaching	
1- Tezimden fotokopi yapılmasına izin vermiyorum	<input type="radio"/>
2- Tezimden dipnot gösterilmek şartıyla bir bölümünün fotokopisi alınabilir	<input type="radio"/>
3- Kaynak gösterilmek şartıyla tezin tamamının fotokopisi alınabilir	<input checked="" type="radio"/>
Yazarın İmzası : 	Tarih : 11/06/2015

## ABSTRACT

This study aims to explore the development of writing skills through drama in English as a foreign language (EFL) classroom. It also investigates the effects of drama activities on the development of writing skill in EFL classroom. The study was carried out in Buca Science High School, İzmir, Turkey. The participants were the ninth grade students who took seven hours of English classes during the study. An integrated lesson plan was used in the lessons. Each week one part of the lesson was designed as writing class for both the experimental group and the control groups. Experimental group had drama activities before and after writing classes in EFL classroom while the control groups had lessons without drama activities. In the study a mixed methods design was used and the data were collected via questionnaires, reflection papers, field notes, and pre – post tests. During the study, the teaching and learning processes were observed by analysing the products of students during writing classes in EFL classroom. The attitudes and perceptions of the students towards drama activities in writing classes were obtained and analysed.

The results show that although we do not observe a significance increase in the development of writing skills statistically in experimental group, the results of the analysis of the questionnaires, reflection papers, and teacher field notes show that drama activities in writing class have a positive effect on the performance of students in the activities and they increased the motivation of students.

**Key Words:** Writing skills, drama, educational drama, attitudes and perceptions of the students, EFL.



## ÖZET

Bu çalışma İngilizcenin yabancı dil olarak öğretildiği sınıflarda drama kullanarak yazma becerilerindeki gelişmeyi araştırmayı amaçlamaktadır. Bu çalışma Buca Fen Lisesinde yürütülmüştür. Örneklem grubu Buca Fen Lisesi dokuzuncu sınıf öğrencileriydi. Çalışma boyunca yedi saatlik İngilizce dersi aldılar. Birleştirilmiş bir ders planı kullanılmıştır. Her hafta İngilizce derslerinin bir bölümü hem deney grubu hem de kontrol grupları için yazma dersi olarak dizayn edilmiştir. Deney grubunda yazma dersi öncesi ve sonrası drama etkinlikleri uygulanırken, kontrol gruplarında drama etkinlikleri uygulanmamıştır. Bu çalışmada karışık yöntem deseni kullanılmış ve veriler anket, değerlendirme sayfaları, alan araştırma notları ve ön –son test sonuçları kullanılarak toplanmıştır. Çalışma boyunca, İngilizcenin yabancı dil olarak okutulduğu sınıflarda öğrenci yazma becerisi ürünleri analiz edilerek öğretim ve öğrenim süreci gözlenmiştir. Ayrıca, drama etkinliklerinin kullanıldığı yazma derslerine karşı öğrenci tutum ve düşünceleri analiz edilmiştir.

Sonuçlar deney grubunda yazma becerisinin geliştirilmesinde istatistiksel olarak anlamlı bir yükselişin olmadığını bize gösterse de, anketlerin, öğrenci bildirimlerinin, öğretmen notlarının sonuçlarına baktığımızda yazma dersindeki drama etkinliklerinin öğrencilerin yazma etkinlikleri performansı üzerinde olumlu bir etkisinin olduğu ve öğrenci motivasyonlarını artırdığı görülmüştür.

**Anahtar Sözcükler:** Yazma becerileri, drama, eğitimsel drama, öğrenci tutum ve düşünceleri, Yabancı dil olarak İngilizce.

## ACKNOWLEDGEMENTS

I sincerely wish to express my deepest gratitude to my supervisor, Assoc. Prof. Dr.Şevki KÖMÜR for his endless patience, guidance and support. Without his constructive feedback and help this thesis would never have been completed.

I would like to express my gratitude to Assoc. Prof. Dr.Eda ÜSTÜNEL for her assistance and helping me with her valuable suggestions and encouragement. I would like to thank Assoc. Prof. Dr. Hasan ŞEKER and Asst. Prof. Dr. Sezer Sabriye İKİZ for their valuable guidance and assistance.

I thank my students in Buca Science High School for their contributions to the facilities and activities done during the data collection period. I would not have completed this study without the help of the students participated in the study.

I would like to thank my parents and my sister for their endless support throughout my life.

My greatest thanks go to my beloved wife, Melek BAĞÇECİ for her love, patience and understanding during this period.

## TABLE OF CONTENTS

TITLE.....	i
CONSENT PAGE.....	ii
APPROVAL PAGE.....	iv
LEGAL NOTICE.....	v
COUNCIL OF HIGHER EDUCATION	
THESIS CENTER SUBMISSION FORM.....	vi
ABSTRACT.....	viii
ÖZET.....	ix
ACKNOWLEDGEMENTS .....	x
TABLE OF CONTENTS.....	xi
LIST OF TABLES.....	xv
LIST OF FIGURES.....	xvi

CHAPTER I.....	1
1. INTRODUCTION.....	1
1.1. Background to the Study .....	1
1.2. The Scope of the Study .....	3
1.3. Aim of the Study .....	3
1.4. Research Questions .....	4
1.5. Significance of the Study.....	4
1.6. Limitations of the Study .....	5
1.7. Operational Definitions .....	5
CHAPTER II.....	6
2. REVIEW OF LITERATURE .....	6
2.0. Introduction.....	6
2.1. Theoretical Background .....	6
2.1.1. Writing .....	12
2.1.2. Feedback .....	17
2.1.3. Drama.....	19
2.1.4 Conclusion.....	22

CHAPTER III.....	23
3. METHODOLOGY .....	23
3.0 Introduction.....	23
3.1. Method.....	23
3.2. Participants .....	24
3.3. Data Collection Instruments .....	25
3.3.1. Questionnaire.....	26
3.3.2. Writing Tasks for Pre and Post Tests.....	26
3.3.3. Reflection Papers .....	27
3.3.4. Field Notes .....	27
3.3.5. Procedures .....	27
3.4. Data Analysis .....	29
3.5. Conclusion.....	30
CHAPTER IV .....	31
4. RESULTS .....	31
4.0 Introduction.....	31
4.1. Results and Discussions .....	31

4.1.1. The Attitudes of students towards Writing Classes in EFL Classrooms before the study: .....	33
4.1.2. The Attitudes of students towards Writing Classes in EFL Classrooms after the study: .....	36
CHAPTER V.....	46
5. CONCLUSION.....	46
5.0. Introduction.....	46
5.1. Summary of the Study.....	46
5.2. Implications of the Study.....	48
5.3. Suggestions for Further Research .....	49
REFERENCES.....	50
APPENDICES.....	57
Appendix 1 .....	57
Appendix 2 .....	58
Appendix 3 .....	62
Appendix 4 .....	63

## LIST OF TABLES

Table 3.2.1 Participants.....	25
Table 4.1. 1 T- Test results of Pre-tests.....	31
Table 4.1.2 Independent Sample Test for Pre- and Post-Tests.....	32
Table 4.1.1.1 Perceptions of students before the study .....	33
Table 4.1.1.2 Activities students like in writing classes.....	34
Table 4.1.1.3 Problems students face when writing.....	35
Table 4.1.1.4 Students' suggestions before the study .....	36
Table 4.1.2.1 Perceptions of students in experimental group after the study .....	37
Table 4.1.2.2 Perceptions of students in control group after the study .....	37
Table 4.1.2.3 Activities experimental group students like in writing after the study.....	38
Table 4.1.2.4 Activities control group students like in writing after the study.....	39
Table 4.1.2.5 Problems students face in experimental group .....	40
Table 4.1.2.6 Problems students face in control group .....	40
Table 4.1.2.7 Experimental group students' suggestions .....	41
Table 4.1.2.8 Control group students' suggestions .....	41

## LIST OF FIGURES

<b>Figure 1</b> Producing a piece of writing.....	15
<b>Figure 2</b> A process model of writing instruction.....	16



# CHAPTER I

## 1. INTRODUCTION

In this chapter information about the background to the study, the scope and aim of the study, research questions, significance of the study, limitations and operational definitions are stated.

### 1.1. Background to the Study

The process of education is one of the most important and complex of all human endeavours involving an intricate interplay between the learning process itself, the teacher's intentions and actions, the individual personalities of the learners, their culture and background, the learning environment and a host of other variables (Williams & Burden, 1997, p. 5). In their introduction to educational psychology, Williams and Burden (1997) clarify the factors of education which is also true for language teaching education.

Foreign language teaching has evolved throughout the history. In our modern world, multilingualism and plurilingualism are highly encouraged because countries need people who are equipped with at least one foreign language to better their international relations socially, politically and economically. The teaching and learning of English is highly encouraged as it has become the lingua franca; in other words, the means of communication among people with different native languages. (Ministry of education (MEB), 2006, p. 16)

In this sense, in Turkey the teaching program for English has been prepared in accordance with the general goals of Turkish National Education as defined in the Basic Law of the National Education No. 1739, along with the Main Principles of Turkish National Education. With the transition from 8+4 educational model to the new 4+4+4 system in Turkey, language

teaching is compulsory from primary grade 2 rather than grade 4 to high school grade 12 (MEB, 2015). These students are affected by these changes more often. Moreover, although they are taught English for many years there have been problems in using the language communicatively.

Writing, one of the four main skills (reading, listening, writing, and speaking), is a productive skill which is accepted as difficult and tedious activity by most of the learners and teachers. The learners have difficulties producing a writing text which causes them to hesitate in the writing process. Even if we consider that students achieved proficiency in L1 writing, writing in a foreign language is still demanding because it requires learners to have a good planning, content knowledge, context knowledge, language system knowledge and writing process knowledge (Tribble, 1996). Without an appropriate output, one cannot use language communicatively. It is hard for the learners to overcome the obstacles in a productive skill, due to the problems in the use of language they have been learning. Therefore, the writing skill is found to be problematic by many learners.

Writing is one of the demanding skills and requires a special care during language teaching procedures. Writing skill has been studied and much research has been done to enlighten the area (see, Harmer, 2004; Raimes, 1983; Richard and Renandya, 2002; Schellekens, 2008; Tribble, 1996). Taking these research and the writing problems in EFL classroom into consideration, using drama activities in writing classes drew our attention as a teacher and researcher.

Drama is a creative activity in which students can use language communicatively and it gives opportunities to engage all skills within an active learning environment in language learning classroom. Moreover, drama helps learners to perform the language skills in a way involving both the emotional and cognitive aspects of learning. Brookfield (1990) notes that drama activities combine both the affective and cognitive dimensions of learning since this kind of learning involves the whole person, intellect, feeling, and bodily senses.

In communicative language teaching we have to deal with real life problems of learners to create a meaningful and productive learning environment. Moreover, traditional teaching processes are found boring and not satisfying for learners who want to learn as fast as possible without hesitating themselves with unnecessary tools and rules in learning process. For this reason, especially writing skill does not attract the attention of learners since they also do not write much in their own languages as well.

Considering these points of view, in this study the writing problem is underlined and dealt with via drama activities, especially by creating learners' own writing drafts and the role of drama on writing skill is investigated by combining the writing process in EFL classrooms with drama activities.

## **1.2. The Scope of the Study**

Writing skills and drama games are used within the English as a foreign language (EFL) teaching and learning process. Writing is one of the most important skills to be considered while teaching a foreign language. In this sense there are studies done to highlight the significance of dealing with writing skill problems (see, Harmer, 2004; Raimes, 1983; Richard and Renandya, 2002; Schellekens, 2008; Tribble, 1996). However, the combination of drama and writing activities is not a common procedure in the field. Whether drama activities develop the writing skill in EFL classroom within the whole language teaching process is the scope of our study.

## **1.3. Aim of the Study**

This study seeks answers to the writing problems of foreign language learners in EFL classroom. Learners have performance difficulties in productive skills. Although they have the knowledge of some patterns and structures, they hesitate to use them in actual communication processes. In order to motivate learners to use the language more and appropriately, in this study, besides traditional writing activities drama activities were used.

The role of drama activities in writing classes and the differences between traditional writing activities and writing through drama activities were compared. Via using drama activities within the curriculum, it is aimed to encourage learners to actively participate in writing activities in language classroom.

#### **1.4. Research Questions**

In order to gain an insight into developing writing skills through drama in EFL classroom, it is attempted to find out the attitudes and perceptions of learners. Because of this reason, the study aims to find answers to the following questions:

1. What are the attitudes of EFL learners towards writing classes in English language learning?
2. How do EFL learners perceive writing classes where drama activities are implemented?
3. Are there any differences in the development of writing skills between traditional writing activities and writing through drama activities in EFL classroom?

#### **1.5. Significance of the Study**

Writing is one of the main skills in language teaching. It helps learners to accomplish a variety of goals in learning and enhances knowledge and use of learners in foreign language learning. However; while obtaining those goals there are some obstacles and problems. These common problems of EFL learners were discussed. Language learners' attitudes and perceptions were analysed according to the research questions.

## **1.6. Limitations of the Study**

The study is limited to the data collected in 2012-2013 education year in Buca Science High School, İzmir, Turkey. The study was specific to Turkish context and could not be generalized. The students attending 9<sup>th</sup> grade English classes were chosen as the participants of the study. They were not selected randomly but all the students attending 9<sup>th</sup> grade were chosen. 8 week time span may be short. The number of the students and the use of basic drama activities and games may not be enough to make a generalization.

## **1.7. Operational Definitions**

**WRITING:** Writing skills in language learning. Writing is called “the fourth and the last communicative skill” by Mary Finnocchiaro (1974, cited in Demirel, 2003, p. 92). Writing is a skill that draws on the use of strategies to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. It is also a means of extending and deepening students’ knowledge; it acts as a tool for learning subject matter (Keys, 2000; Shanahan, 2004; Sperling& Freedman, 2001).

**DRAMA:** Creative games and activities in language teaching. Drama is a communicative language learning technique because it is student centered and meaning based (Dodson, 2000, p.129). Drama is a tool which results in real communication, involving ideas, emotions, feelings, appropriateness and adaptability (Barbu, 2007).

**EDUCATIONAL DRAMA:** Creative games and activities that maintains learningatmosphere in language teaching. Educational drama is a creative process that allows children to explore the full potential of drama as a learning experience (Drama Teacher Guidelines, 1999, p. 2). Dramatic activities are valuable classroom techniques that encourage students to participate actively in the learning process (Makita (1995).

## **CHAPTER II**

### **2. REVIEW OF LITERATURE**

#### **2.0. Introduction**

The aim of this chapter is to give a review of literature in the area of language teaching and learning. It also provides some information about writing skills in EFL context, feedback and drama in EFL classroom. Initially, theoretical background and the shift of paradigms on learning and teaching language are stated. Then, writing skills and some of the approaches on writing are presented. Lastly, feedback in writing and the use of drama are stated in this chapter.

#### **2.1. Theoretical Background**

Language teaching is one of the complex areas where many factors and elements should be taken into consideration while preparing an activity in an EFL classroom. In this context, Demirel (2003, p. 1) states that “language is a complex phenomenon that no one viewpoint can see it as a whole. The question that needs to be asked is not which view is ‘right’ but which view is ‘useful’, which view is relevant to language teaching”. Furthermore, Harmer (2007, p. 48) points out that “a rich classroom environment would not only expose students to language, but also give them opportunities to activate their language knowledge”.

With this in mind, although we know that our students learn a language in an EFL classroom, we expect them to acquire some patterns as well. Harmer (2007, p. 46) explains that “acquisition describes the way in which people get language with no real conscious effort; in other words, without thinking about grammar or vocabulary, or worrying about which bits of

language go where”. Demirel (2003) also maintains three phases in the acquisition of language structures and concepts. These can be outlined as follows:

1. The first stage is understanding
2. The second stage is production and manipulation
3. The third stage is communication (p. 7)

From this point of view, we understand that we need a classroom atmosphere which connects the language knowledge and production. “In reference to language, competence is your underlying knowledge of the system of a language, all pieces of a language and how those pieces fit together. Performance is actual production (speaking, writing) or the comprehension (listening, reading) of linguistic events” (Brown, 1994, p. 31). While working on one skill, in this case writing, we cannot eliminate the other skills and factors that affect the language classroom. Because of this reason teachers are anothermost important factor in the language classroom.

Williams and Burden (1997) summarize Piaget’s theory of constructivism: In this theory “individuals are actively involved right from birth in constructing personal meaning, their own understanding from their experiences” (p. 21). From this summary we get the point that students actively construct their knowledge and understanding from their experiences.

We need teachers who use constructivist teaching methods in EFL classrooms. Brooks and Brooks (1999, cited in Koç, 2013) describe common behaviours of a constructivist teacher and state that teachers who want to adopt constructivist-teaching methods and become a constructivist teacher should demonstrate some essential behaviour. A constructivist teacher should:

- encourage and accept student autonomy and initiative,
- use raw data and primary sources, along with manipulative, interactive and physical materials,
- when framing tasks they use cognitive terminology such as “*classify, analyse, predict, and create*”,

- allow student responses to drive lessons and shift instructional strategies and alter content,
- inquire about students' understanding of concepts before sharing their own understandings of those concepts,
- encourage students to engage in dialogue, both with the teacher and with one another,
- encourage student inquiry by asking thoughtful open-ended questions and encouraging students to ask questions of each other,
- seek elaborations of students' initial responses,
- engage students in experiences that might engender contradictions to their initial hypothesis and then encourage discussion,
- allow wait time after posing questions,
- provide time for students to construct relationships and create metaphors, nurture students natural curiosity through frequent use of learning cycle model (Brooks and Brooks, 1999, p. 101-118, cited in Koç, 2013).

In teaching process we need teachers who encourage their students and guide them to be courageous about using the knowledge they have and to perform the language efficiently. There are some guidelines that we should encounter in all sessions of our language classes. Demirel (2003) summarises the primary guidelines in teaching English as follows:

- Consider the whole person.
- Keep the students involved.
- Rapport and motivation.
- Tell the students the objectives.
- Teach all four language skills.
- Teach listening and speaking first. Reading and writing next.
- Teach only one thing at a time.
- Sequence the learning tasks in order of difficulty. Teach the patterns gradually.
- Teach for transfer of learning.
- Provide a variety of activities.



- Resist the tendency to correct each mistake.
- Teach from the known to the unknown.
- Teach with examples.
- Use life situations. Teach the language in use.
- Structure the difficulty level of the questions (p. 7).

As it is seen above, teaching and learning processes are complicated and all of the elements are equally important in EFL classroom. Throughout the history the shift of paradigms and approaches lead a wide gate for language teachers to refresh themselves. In this context, only some of the methodologies are given to remind the development of the methods. The features of current language teaching methodologies may be summarized as follows:

#### Audiolingual Method:

Language learning is a process of habit formation and, as errors lead to the formation of bad habits teachers should correct students' errors immediately. In order to develop correct habits positive reinforcement is necessary for students (Freeman, 1990, p. 2). The meanings that the words of a language have for the native speaker can be learned only in a linguistic and cultural context. In Audiolingual method the learners are viewed as organisms and the teacher is in the centre. Because of this reason, in this method the materials are teacher oriented. Students are expected to listen, repeat and respond in elementary phases of the course. Dialogues and drills are used in Audiolingual method (Richards & Rodgers, 2001, p. 57-63). Using dialogues in a cultural context may help both teachers and students to combine drama activities in EFL classroom. However; in Audiolingual Method, teachers are not in the centre in EFL classroom.

#### Community Language Learning:

In this approach, students are supposed to be whole persons. Therefore; the teachers should understand the feelings of the students because people learn best when they feel secure. Students should be given the opportunity of generating the language they

want to learn (Freeman, 1990, p. 9). Humanistic techniques engage the whole person including the emotions and feelings as well as linguistic knowledge and behavioural skills. This kind of learning is topic based. The teacher's responsibility is to provide a conveyance for the meanings which the learners wish to talk about or communicate. Learners are the members of a community. Conventional activities and innovative learning tasks are combined in Community Language Learning (Richards & Rodgers, 2001, p. 90-94). Combining drama activities with a language skill may help the learners feel secure. In this context, drama and writing activities can be added to those community language learning activities.

#### Comprehension Approach/TPR:

In this approach, actions play an important role in conveying the meaning in the target language. It is described that physical responses enhance retention and learning is facilitated by feelings of success and low anxiety (Freeman, 1990, p. 18). TPR is a grammar based view of language. The main aim of this approach is to teach basic speaking skills. Learner's role is to listen and perform. Learners monitor their own progress. Teachers have an active and direct role in TPR and they decide what to teach in classroom. Imperative drills are used as the main classroom activities (Richards & Rodgers, 2001, p. 73-76). Considering the importance of actions and physical responses in TPR, a drama activity may be used as a tool that initiates a language skill.

#### Suggestopedia:

In Suggestopedia, a pleasant and comfortable environment facilitates learning. The more confident the students feel, the better they will learn (Freeman, 1990, p. 25). The music and the musical rhythm is the centre of learning. The main aim of suggestopedia is to maintain advanced conversational proficiency. The mental state of the learners is important for the success. Imitation, question and answer and role plays are the activities that are used in the method (Richards & Rodgers, 2001, p. 100-102). Accordingly, in order to maintain a classroom atmosphere where students feel

confident and relaxed, drama activities such as role plays and acting out activities may be integrated in suggestopedia.

#### Silent Way:

In silent way, learning is more important than teaching process. Repeating after a model is not accepted in language learning and it is assumed that the students need to develop their own criteria for correctness. Errors are significant for learning and students should practice the language without a teacher's modelling (Freeman, 1990, p. 32). The general goal of the language learning is to maintain native like fluency in the target language. Silent way encourages students to respond orally without direct oral instruction. Students are expected to work cooperatively. The teacher uses gestures and charts to shape student responses (Richards & Rodgers, 2001, p. 82-86). Using drama activities may help both teachers and learners to integrate group work and pair work activities in EFL classes.

#### Communicative Approach:

In communicative approach, the main purpose of language teaching is communication. Language teaching should enhance the use of language communicatively. Both the language functions and grammar structures are involved in communication. In this approach, social context in which the language is used is important, therefore; students should be given opportunity to express themselves within a social context. Students should have the chance of expressing their feelings and opinions while communicating (Freeman, 1990, p. 41). The general purpose of language teaching in communicative approach is to develop "communicative competence" which is stated by Hymes (1972, cited in Richards & Rodgers, 2001). Interaction and communication are the main function of language. While using drama activities students have the chance of using the language in a social context by expressing themselves in a communicative way.

It is observed that no one approach or method is sufficient for a perfect language classroom. Celce – Murcia (2001) suggests some items for teachers while deciding on an approach:

“These are assessing student needs, examining instructional constraints, determining the attitudes and learning styles of the learners, identifying the discourse genres and specifying the assessment” (p.10). An eclectic method may be useful in this sense. An eclectic method is one which utilises the best and the most appropriate and /or useful parts of existing methods or approaches (Demirel, 2003, p. 43).

Furthermore, Demirel (2003) underlines the process of integrated language skills which involves linking all skills together in such a way that what has been learnt and practised through the exercise of one skill is reinforced and perhaps extended through further language activities which bring one or more of the other skills into the use (p. 103). In this study writing and drama activities are integrated with other productive and comprehension skills.

### **2.1.1. Writing**

Writing is a productive skill. It is one of the main skills (reading, listening, and speaking) in language teaching. Many students struggle with writing and they often find it hard to write at all, even about topics that they know well, such as their home life, their children, or their job (Schellekens, 2008). Writing in a foreign language is demanding because it requires learners to have a good planning, content knowledge, context knowledge, language system knowledge and writing process knowledge (Tribble, 1996). As Richard and Renandya (2002, p. 303) note, “there is no doubt that the writing is the most difficult skill for L2 learners. The skills involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organising as well as lower level skills of spelling, punctuation, word choice, and so on”.

Brand (1990) explored the psychology of writers and found out that writer’s emotions change noticeably when they compose. Whereas their positive emotions intensified during the writing sessions, their negative emotions, described by adjectives such as afraid, angry, anxious, frustrated, and disgusted, resisted change (Brand, 1990, cited in Bayram, 2006, p. 21).

Since writing is a productive skill we observe problems and breakdowns during the teaching process of writing as well. Reports by the National Commission on Writing (2003, 2004, 2005

cited in Graham, S., & Perin, D., 2007) have helped to bring the importance of writing proficiency forward into the public consciousness.

Writing in particular has been perceived instrumentally; its apparent purpose reduced to demonstrating linguistic competence and knowledge retention (Frater, 2000; Packwood and Messenheimer, 2003). Pincas (1982) sees writing as being primarily about linguistic knowledge, with attention focused on the appropriate use of vocabulary, syntax, and cohesive devices. Writing plays two roles in the school setting. First, it is a skill that relies on the use of strategies such as planning, evaluating, and revising text to achieve goals. Second, writing is a means of extending and deepening students' knowledge; it acts as a tool for learning subject matter (Keys, 2000; Shanahan, 2004; Sperling & Freedman, 2001). EFL students' writing in a language classroom context shows their ability to solve a rhetoric problem and their awareness of their own communicative goals, of the reader, and of the writing context (Atkinson, 2003).

Moreover; Harmer (2004, p. 3) states that “spoken language, for a child, is acquired naturally as a result of being exposed to it, whereas the ability to write has to be consciously learned”. In the same way, Brown (2000, p. 341) emphasizes that “human beings universally learn to walk and to talk, but that swimming and writing are culturally specific learned behaviours. We learn to swim if there is a body of water available and usually only if someone teaches us. We learn to write if we are members of a literate society and usually only if someone teaches us”. Tribble (1996) presents the differences between written and spoken language as follows:

Contemporary views of the differences between written and spoken language support the idea that they do possess distinctive features and that texts can be distributed along a continuum from the most typically spoken to the most typically written. One reason for investigating these differences is that once students have a better understanding of how spoken and written texts can differ they are much better placed to become confident writers. It is not enough for learners to have knowledge of different social roles they adopt when writing or speaking. They also need to see how the different types of language are

constructed, and to understand that written texts are not just spoken texts written down (p. 16).

In general, there are three principal ways of approaching the task in writing. These are; focus on form, focus on writer and focus on the reader (Raimes, 1993, cited in Tribble, 1996, p. 37). These three perspectives inform three approaches used in the teaching of writing. These are “*product writing, process writing and genre writing*”.

Product-based approaches see writing as mainly concerned with knowledge about the structure of language, and writing development as mainly the result of the imitation of input, in the form of texts provided by the teacher (Badger & White, 2000). In product approach, learning to write has four stages: familiarization; controlled writing; guided writing; and free writing. Hyland (2008) states that product approach to writing is a four-stage process:

- “Familiarization: Learners are taught certain grammar and vocabulary, usually through a text.
- Controlled writing: Learners manipulate fixed patterns, often from substitution tables.
- Guided writing: Learners imitate model texts.
- Free writing: Learners use the patterns they have developed to write an essay, letter, and so forth” (p.146).

Process approaches see writing primarily as the exercise of linguistic skills, and writing development as an unconscious process which happens when teachers facilitate the exercise of writing skills. Writing in process approaches is seen as predominantly to do with linguistic skills, such as planning and drafting, and there is much less emphasis on linguistic knowledge, such as knowledge about grammar and text structure (Badger & White, 2000). Tribble (1996) clarifies that “in process writing the writer is seen as an independent producer of texts and suggests that process approaches stress writing activities which move learners from the generation of ideas and the collection of data through to the ‘publication’ of a finished text” (p.37).

There are many elements of producing a piece of writing such as; the writer’s process, purpose, audience, content, syntax, grammar, mechanics, organization and word choice. Without combining all these elements, it is impossible to obtain an appropriate writing.

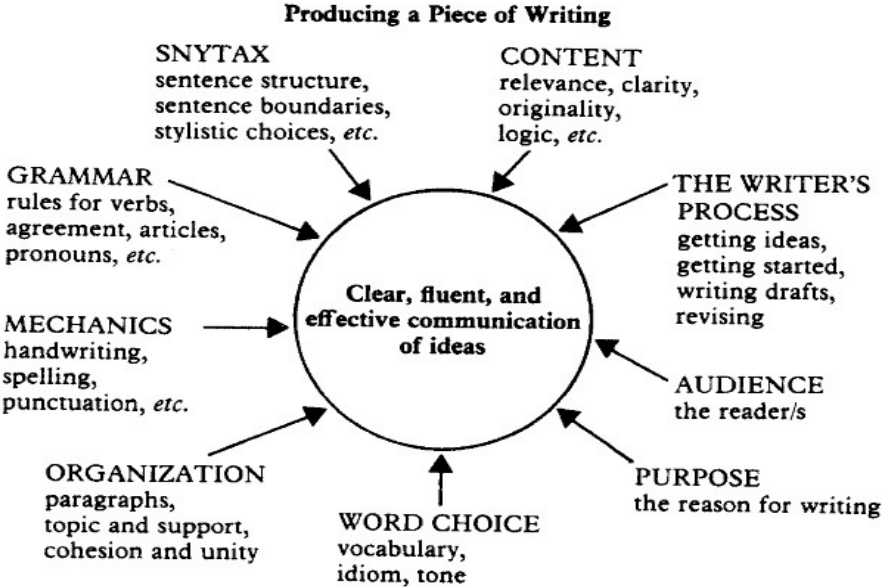


Figure 2.1 producing a piece of writing (Raimes, 1983, p. 6)

As it is seen in figure 2.1; clear, fluent and effective communication of ideas is not an easy task. According to Harmer (2004, p. 4-7) we can divide the writing process into four combined pieces. These are:

- Planning: Writers have to consider about the purpose of writing, the audience they are writing for and the content structure.
- Drafting: The first version of a piece of writing.
- Editing: The reflecting and revising section.
- Final Draft: The final version of a piece of writing.

However, the stages given above are not satisfactory related to Harmer (2004), because the writing process is not linear, but rather recursive. In figure 2.2, the writing process model which is outlined by Hyland (2003) shows us that we have to turn back to each stage of

writing process when it is necessary. Different stages may appear in the writing process more than once as it is seen in the figure 2.2 below.

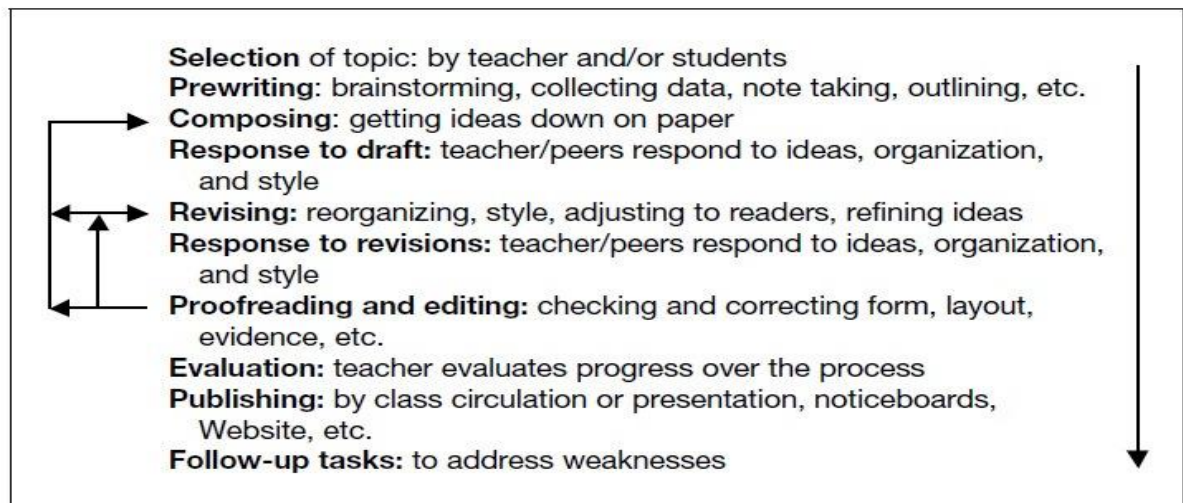


Figure 2.2 a process model of writing instruction. (Hyland, 2003, p. 11)

The knowledge of writers while beginning a specific task in process writing is summarized by Tribble (1996) in four categories. These are:

1. Content knowledge: Knowledge of concepts involved in the subject area.
2. Context knowledge: Knowledge of the context in which the text will be read.
3. Language system knowledge: Knowledge of those aspects of the language system necessary for the completion of the task.
4. Writing process knowledge: Knowledge of the most appropriate way of preparing for a specific writing task (p. 43)

This approach which has brought benefits both for the teachers and the learners is used in teaching and learning materials in matching writing tasks to the needs of learners and encouraging creativity in very practical ways (Tribble, 1996, p. 40).

As Flowerdew (1993) points out, “like product approaches, genre approaches regard writing as predominantly linguistic but, unlike product approaches, they emphasize that writing varies with the social context in which it is produced” (p. 307).



### **2.1.2.Feedback**

The way we react to students' work will depend not only on the kind of the task the students are given, but also on what we want to achieve at any one point. When responding to our students' work we are not only concerned with the accuracy of their performance but also with the content and design of their writing. Correcting, on the other hand, is the stage at which we indicate when something is not right. We correct mistakes in the students' written performance on issues such as syntax, concord, collocation, or word choice. (Harmer, 2004, p. 108-109)

In his seminal article, Ende (1983) defined feedback in medical education as "information describing students' or house officers' performance in a given activity that is intended to guide their future performance in that same or in a related activity" (p. 777). Feedback addresses specific actions, and its goal is learner improvement.

According to Ellis (2009), feedback can be positive or negative. Positive feedback affirms that a learner response to an activity is correct. It may signal the veracity of the content of a learner utterance or the linguistic correctness of the utterance. In pedagogical theory positive feedback is viewed as important because it provides affective support to the learner and fosters motivation to continue learning. Negative feedback signals, in one way or another, that the learner's utterance lacks veracity or is linguistically deviant. In other words, it is corrective in intent (Ellis, 2009).

In his article "A typology of written corrective feedback types" Ellis (2009) states the strategies for providing Corrective Feedback (CF) as follows:

1. Direct CF: The teacher provides the student with the correct form.
2. Indirect CF: The teacher indicates that an error exists but does not provide the correction.
  - Indicating + locating the error: This takes the form of underlining and use of cursors to Show omissions in the student's text.

- Indication only: This takes the form of an indication in the margin that an error or errors have taken place in a line of text.
3. Metalinguistic CF: The teacher provides some kind of metalinguistic clue as to the nature of the error.
    - Use of error code: Teacher writes codes in the margin.
    - Brief grammatical descriptions: Teacher numbers errors in text and writes a grammatical description for each numbered error at the bottom of the text.
  4. The focus of the feedback: This concerns whether the teacher attempts to correct all (or most) of the students' errors or selects one or two specific types of errors to correct. This distinction can be applied to each of the above options.
    - Unfocused CF: Unfocused CF is extensive.
    - Focused CF: Focused CF is intensive.
  5. Electronic feedback: The teacher indicates an error and provides a hyperlink to a concordance file that provides examples of correct usage.
  6. Reformulation: This consists of a native speaker's reworking of the students' entire text to make the language seem as native-like as possible while keeping the content of the original intact (p. 98).

The significance of a teacher who uses the strategies for corrective feedback is another factor that affects feedback types. So, the strategies that are used during the writing process may change according to the purpose of the teacher and the aim of the lesson. In his article "Corrective Feedback and Teacher Development", Ellis (2009, p.14) proposes general guidelines for corrective feedback. The guidelines can be outlined as follows:

- Teachers should ascertain their students' attitudes towards CF.
- CF (both oral and written) works and so teachers should not be afraid to correct students' errors.
- Teachers should ensure that learners know they are being corrected.
- Teachers need to be able to implement a variety of oral and written CF strategies and to adapt the specific strategies they use to the particular learner they are correcting.

- Teachers need to create space following the corrective move for learners to uptake the correction.
- Teachers should be prepared to vary who, when, and how they correct in accordance with the cognitive and affective needs of the individual learner.
- Teachers should be prepared to correct a specific error on several occasions to enable the learner to achieve full self-regulation.
- Teachers should monitor the extent to which corrective feedback causes anxiety in learners and should adapt the strategies they use to ensure that anxiety facilitates rather than debilitates.

### **2.1.3. Drama**

We need a refreshing classroom atmosphere for writing skill in order to attract the attention of our students. For this reason drama activities were combined with writing activities during the study. In this section we try to explain why we applied drama activities in EFL classrooms. First of all we need to define what drama is. The SACSA Framework defines drama as: “the enactment of real and imagined events through role-play, play making and performances, enabling individuals and groups to explore, shape and represent ideas, feelings and their consequences in symbolic or dramatic form.”

Drama is a communicative language-learning technique because it is student-centred and meaning-based (Dodson, 2000, p. 129). In communicative language teaching procedures we need student-centred activities which improve both the level of self-confidence in learners and the necessary linguistic tools for the learners.

The most immediately apparent benefit of using dramatic activities with L2 / FL students is that they acquire and practice new vocabulary and grammatical structures. Equally important, the affective filter is lowered: increases in self-esteem, self-confidence, and spontaneity often result from theatre activities in the classroom, thus reducing inhibitions, feelings of alienation, and sensitivity to rejection (Via 1976, Stern 1980, Kao & O'Neill 1998, cited in Dodson, 2000, p. 131-132).

Educational drama is described in “Drama in the Primary Curriculum” by the Government of Ireland, as a creative process that allows children to explore the full potential of drama as a learning experience. It is improvisational in nature and has as a quest for knowledge that involves every aspect of the child’s personality: spiritual, moral, emotional, intellectual and physical. (Drama Teacher Guidelines, 1999, p. 2)

The close relationship between educational drama and the development of language and literacy has long been recognised (Britton, 1970; Heathcote, 1980; Neelands, 1993; Wagner, 1994). Moore and Caldwell (1990) found that drama was a more effective precursor to writing than traditional planning and discussion. It is clear that through drama children compose multi-modally and are able to shape their ideas in action prior to committing these to paper or screen (Nicholson, 2000; Baldwin, 2004). Work in the field of language and literacy has additionally shown that when drama is integrated pedagogically into the teaching of reading, writing, speaking and listening, the quality of related writing is enhanced, particularly when it is written in-role (Cork & Barrs, 2001; Safford *et al.*, 2004; Grainger, 2004).

In Drama Teacher Guidelines, the contribution of drama to the development of the child is summarized and some of the items that describe drama can be outlined as:

Drama can:

- give each child the opportunity to approach new knowledge through the dimension of imaginative activity and experience,
- give each child the opportunity to approach knowledge in the ways that are most suitable to him/her,
- create the motivation and interest that can spur the child to research,
- help the child to see pattern and unity in seemingly disparate pieces of knowledge encountered in different subjects,
- give the child a rich oral language experience and afford the opportunity to experiment with different registers of language,
- help the child to assimilate and accommodate the experience of other cultures,

- facilitate the child's imaginative, intellectual, emotional and physical development in a contemporaneous and holistic way,
- foster the child's creativity, invention, insight, discovery and problem solving through exploring actively the intuitive and the spontaneous,
- promote empathy with the ideas, attitudes and feelings of others (p. 4-5).

The main aim of using drama in a language course is to provide an active, stimulating, fun and creative environment for learners. Using drama to teach English results in real communication, involving ideas, emotions, feelings, appropriateness and adaptability (Barbu, 2007). Maley and Duff (1979) state that drama puts back some of the forgotten emotional content into language. Of interest is what stated by the proponents of social interactionist view of language literacy that holds that a learner's early attempts at writing are grounded in speech and that the development of written language is best enhanced within a supportive conversational environment (Weissberg, 1994). This environment that combines the written and oral texts is created by drama activities. What is more; According to Makita (1995) dramatic and role –playing activities are valuable classroom techniques that encourage students to participate actively in the learning process.

Maley and Duff (2005) listed many points supporting the use of drama:

- It integrates language skills in a natural way. Careful listening is a key feature. Spontaneous verbal expression is integral to most of the activities; and many of them require reading and writing, both as part of the input and the output.
- It integrates verbal and non-verbal aspects of communication, thus bringing together both mind and body, and restoring the balance between physical and intellectual aspects of learning.
- It draws upon both cognitive and affective domains, thus restoring the importance of feeling as well as thinking.
- By fully contextualizing the language, it brings the classroom interaction to life through an intensive focus on meaning.

- The emphasis on whole-person learning and multi-sensory inputs helps learners to capitalize on their strength and to extend their range. In doing so, it offers unequalled opportunities for catering to learner differences.
- It fosters self-awareness (and awareness of others), self-esteem and confidence; and through this, motivation is developed.
- Motivation is likewise fostered and sustained through the variety and sense of expectancy generated by the activities.
- There is a transfer of responsibility for learning from teacher to learners which is where it belongs.
- It encourages an open, exploratory style of learning where creativity and the imagination are given scope to develop. This, in turn, promotes risk-taking, which is an essential elements in effective language learning
- It has a positive effect on classroom dynamics and atmosphere, thus facilitating the formation of a bonded group, which learns together.
- It is an enjoyable experience. (pp. 1-2).

As Holmes (2004) underlines the necessity of a shift from “writing to learn” to “learning to write” (p. 118), we also need to find ways to draw the attention of the learners to develop writing skills.

#### **2.1.4 Conclusion**

This chapter has introduced the paradigm shift in EFL learning and teaching. It also has introduced the writing approaches; product writing, process writing and genre writing. It has discussed feedback types and drama in EFL classroom.

## CHAPTER III

### 3. METHODOLOGY

#### 3.0 Introduction

This chapter presents the method of data collection in the study. It also presents the participants, data collection instruments, questionnaire, writing tasks for pre and post-tests. Reflection papers, field notes and procedures are stated in this section. The analysis of the data concludes the chapter.

#### 3.1. Method

The data were collected using the “Mixed methods research” tools in the classroom. In order to gain a reliable result of the study both quantitative and qualitative research methods were used. Dörnyei (2007, p. 24) explains the differences between those methods briefly as;

- Quantitative research involves data collection procedures that result primarily in numerical data which is then analysed primarily by statistical methods. Typical example: survey research using a questionnaire, analysed by statistical software such as SPSS.
- Qualitative research involves data collection procedures that result primarily in open-ended, non-numerical data which is then analysed primarily by non-statistical methods. Typical example: interview research, with the transcribed recordings analysed by qualitative content analysis.
- Mixed methods research involves different combinations of qualitative and quantitative research either at the data collection or at the analysis levels.

Typical example: consecutive and interrelated questionnaire and interview studies.

Strauss and Corbin (1998, p. 34, cited in Dörnyei, 2007, p. 43) summarises why we prefer mixed method in our studies:

Qualitative and quantitative forms of research both have roles to play in theorising. The issue is not whether to use one form or another but rather how these might work together to foster the development of theory. Although most researchers tend to use qualitative and quantitative methods in supplementary or complementary forms, what we are advocating is a true interplay between the two. The qualitative should direct the quantitative and the quantitative feedback into the qualitative in a circular, but at the same time evolving, process with each method contributing to the theory in ways that only each can.

### **3.2. Participants**

The data required for this study were obtained from the language learning groups consisting of 59 students attending İzmir Buca Science High School. The first group was experimental group. In this group there were twenty students whose ages differ from thirteen to fifteen. Second two groups were control groups. There were thirty-nine students in the control groups whose ages differ from thirteen to fifteen. The study was carried out with three classes. The participants were the ninth grade students from İzmir Buca Science High School. They were not selected randomly but all the students attending 9<sup>th</sup> grade were chosen. These students were chosen because they took seven hours of English courses. The students were eager to learn English although they got bored easily with ordinary classroom procedures. After graduation, they are expected to study in universities where the course medium is English. Therefore, they were expected to give great importance to English, especially to writing skills.



**Table 3.2.1 Participants**

	n	Age	Gender		Grade
			Female	Male	
Experimental Group	20	13-14	11	9	9 <sup>th</sup>
Control Group 1	19	13-14	10	9	9 <sup>th</sup>
Control Group 2	20	13-14	11	9	9 <sup>th</sup>

### **3.3. Data Collection Instruments**

This study has a mixed methods research design. In this study questionnaires related to attitudes of EFL learners towards writing classes were used. The items in the questionnaire were developed by the researcher and they were revised by the experts in the field before being administered to the target group. Observations were made during the teaching process of writing activities by the teacher. The teacher took field notes after every session of the classroom activities. Scripts of the learners were evaluated and analysed during the data collection process. Content analysis technique is used in the analysis of observations.

### **3.3.1. Questionnaire**

Four open ended questions were asked to determine both the attitudes and the perceptions of the students before and after the study. The questionnaire was controlled by the supervisor before it was conducted. The students were asked to write their opinions without any hesitation of getting marks from their answers. Moreover they were asked in Turkish to express themselves easily.

The questions were:

1. How do you perceive writing classes in English lessons?
2. What kinds of activities do you like most in writing classes?
3. What are the problems you face when writing in English classes?
4. How do you think writing lessons should be like?

### **3.3.2. Writing Tasks for Pre and Post Tests**

At the very beginning of the study the students were asked to write a short essay. The writing topic of the essay was chosen according to the topics that were taught during the academic year. The writing pieces were scored according to a rubric adopted from Jacobs et al, (1981, cited in Hughes, 2003). The rubric was scored via analytic scoring. As Hughes (2003) states; there are a number of advantages of using analytic scoring. First, it disposes of the problem of uneven development of sub skills in individuals. Secondly, scorers are compelled to consider aspects of performance which they might otherwise ignore. And thirdly, the very fact that the scorer has to give a number of scores will tend to make the scoring more reliable (p.102). The students were asked to write similar types of essays at the end of the study as well. This was also scored using the same rubric. The development of the writing skill was analysed accordingly. Pre and post writing tasks were scored by two separate evaluators in order to gain reliability. The interrater reliability was found 0.90.

### **3.3.3. Reflection Papers**

Output obtained in the experimental group was the important part of the study to explore the reflections of the students especially after some basic drama activities were applied. At the end of every writing lesson in the classroom the students were asked to write what they thought about the activities and the lesson in general. The reflections of the students were gathered and categorized according to the positive and negative perceptions of the students after each writing class. The attitudes of the students towards writing and drama activities were analysed and the next lesson was planned accordingly. After analysis of each reflection paper, the common points and differences between students were stated as items. Those items were compared with students' answers in the questionnaire.

### **3.3.4. Field Notes**

After each lesson as a researcher we took some field notes that outlined the advantages and the disadvantages of using drama activities through writing skills. The obstacles that the students had to overcome during the classes were also noted during the study. The notes were analysed with the reflection papers to comprehend the teaching process better. The main purpose of getting field notes was to investigate the correlation between the answers of the students towards the questionnaire items and the process itself during each section of the writing classes.

### **3.3.5. Procedures**

In the classroom both the experimental group and the control groups were taught via integrated skills approach. The language skills; listening, reading, speaking and writing were combined in EFL classroom. However, in the experimental group drama activities were added to the classroom procedures. While preparing the lesson plan, daily usage of language and interesting topic selection from the point of students' view were preferred. Both the experimental group and the control groups had at least two hours of writing classes during the eight week span in the study. In experimental group, drama activities such as role-plays, acting out and mirrors were added to the classroom procedures. These activities were used as

pre or post activities for writing skill in EFL classroom. Speaking and vocabulary activities were used in control groups while experimental group was using drama. We may observe a sample lesson outlined below:

Pre- activities:

1. The students were asked to look at some posters of famous films. They tried to find out which type of films they were. Accordingly the teacher asked them whether they knew all the vocabulary that was listed. The students commented on the posters and gave some details about the types of films they liked and disliked.
2. The students studied some adjectives related to film reviews. They were instructed to compare some items during the pre-sessions of the lesson. The teacher asked the students to match adjectives with film posters and find out the unknown words.

Reading:

1. Scanning.
2. Skimming.
3. The teacher asked the students to read the text silently and underline the unknown words. Then he asked the students to guess a heading for each paragraph. In pairs the students were asked to discuss cinema and stunt industry. Then they were instructed to read the text in detail and match the headings.
4. Ordinary reading activities were done.
5. Reading a dialogue: Talk about speaking strategies via information gathered from the film guide.
6. Reading a short film review.

Pre-writing activities used in the study for Experimental Group are as follows:

The Four Senses (Maley, 1987, p. 35): This is a game based on the senses of sighting, hearing, tasting, and feeling, concentrating on each one in turn. Firstly, the students were asked to study their partners' hands with attention and to discuss similarities and differences.

Secondly, they were asked to shut their eyes and listen carefully to all sounds inside and outside the classroom. The teacher listed the discussed sounds on the board. Then, the students were asked to concentrate on the last thing they ate or drank before coming to the class and discuss this in pairs. Lastly, the teacher wanted the students to work in pairs again. One of the students was blindfolded. He was given five different objects to identify through feeling alone.

Mirrors (Maley, 1987, p. 36): The teacher wanted the students to form pairs. One student was just herself, performing activities such as applying make –up, brushing her hair, etc. The other student was the “mirror image”, carefully copying everything done by the real student as in a mirror. Within a few minutes the pairs continued with some verbal activities like dubbing a film.

Improvisation: The teacher wanted the students to improvise a dialogue related to the films that they had seen. (Improvisation was hard for some students because they wanted to prepare something beforehand.)

Script Writing: After short improvisations, all the pairs were asked to write a dialogue which is related to a film. The students were instructed to add and describe films that they had seen in the dialogues.

Post activity: After writing the scripts of the dialogues, all pairs were asked to act the dialogues out. (In this session, the students were relaxed because they were prepared and they had scripts to work on.)

### **3.4. Data Analysis**

The data collected during the research period were analysed by using both quantitative and qualitative data analysis techniques. A rubric which was adapted from Jacobs et al.’s (1981) scoring profile (cited in Hughes, 2003) was developed beforehand to evaluate each written piece of paper. This rubric was prepared in order to construct a rating scale for writing pieces

of the students. It helped us to report the scores and provide a feedback after multiple scoring (Hughes, 2003, p. 105). The pre and post tasks were analysed according to this rubric by two experienced teachers in the field. The interrater reliability was found 0.90. Via the rubric the content, organization, language use / grammar, vocabulary, and mechanics of each paper were evaluated. Each section was given a separate scoring mark and all the sections were summed to find the total grade of the students. By using this kind of rubric we had the chance of analysing the written pieces more than once.

A questionnaire was implemented. In the questionnaire the attitudes of EFL learners towards English language learning and common problems of EFL learners in writing classes were investigated. Pre and post tests were administered to get information about the level of the students in writing skills. Writing through drama activities were applied in the experimental group. The process was applied for eight weeks and the development of the participants was observed during the teaching process. The texts written by the students were evaluated by the researcher himself and another teacher who did not attend the classes.

### **3.5. Conclusion**

This chapter presented the methodology of the study. Following topics were stated in this chapter: Research design of the study, participants, control groups and experimental group, data collection instruments such as; Questionnaire, writing tasks for pre and post-tests, reflection papers, field notes and teaching procedures. Data analysis techniques were presented in this chapter.

## **CHAPTER IV**

### **4. RESULTS**

#### **4.0 Introduction**

This chapter presents the results of the data gathered during the study and discusses the results. Both the experimental group and the control groups were asked to write an essay as pre and post-test tasks before and after the treatment. Questionnaires, reflection papers and teacher field notes were also analysed in this section.

#### **4.1. Results and Discussions**

Four different data collection instruments were used in the study. Questionnaire, reflection papers, field notes, and pre-test, post-test tasks were applied during the eight week teaching process.

The students both in the experimental group and the control groups were asked to write an essay as a pre-test task before the treatment and similar type of essay writing was used as post-test task after the treatment. The writing pieces of the students were evaluated using a rubric by two teachers experienced in the field. The results of the pre-test and post-test tasks were analysed with SPSS 20.0 software programme. The numbers, mean, standard deviations are presented in Tables 4.1 and 4.2 below.

**Table 4.1.1 T- Test results of Pre-tests**

		n	Mean	Std. Deviation
Experimental Group	Pre	20	58.80	7.37
	post	20	65.37	9.52
Control Groups	Pre	39	63.48	9.92
	Post	39	69.23	12.9

According to the pre-test and post-test results, we observe that all the groups have improved during the study. The experiment group has increased from the grade of 58.8 to 65.3. The control groups have increased from the grade of 63.4 to 69.2. As it is presented in table 4.1, according to the pre-test results the standard deviation is 7.37 in experimental group while it is 9.92 in control group. The standard deviation is 9.52 in experimental group whereas it is 12.9 in control groups in post-test results.

**Table 4.1.2 Independent Sample Test for Pre- and Post-Tests**

		F	Sig.	t	df	Sig. (2-tailed)	MeanDifference	Std. ErrorDifference
Pre-test	Equalvariancesassumed	.558	.458	1.86	57	.068	4.68	2.51
	Equalvariances not assumed			2.04	49.37	.046	4.68	2.29
Post-test	Equalvariancesassumed	.431	.514	1.18	57	.243	3.85	3.26
	Equalvariances not assumed			1.29	49.61	.200	3.85	2.96

According to the results in both experimental and control groups, there are similar changes in students' grades. In order to find out if this difference between groups is significant or not, independent sample test was carried out. According to this analysis, since the sig. (2- tailed) value is  $p < .05$  it was found out that there is no significant difference.

Although, we do not observe a relevant significance in experimental group statistically, the results that we gain from the questionnaire items, reflection papers, and field notes show us



that drama activities in writing skill have a positive effect on the learners. The attitudes of students towards writing classes before and after the study are presented according to the research questions.

#### **4.1.1. The Attitudes of students towards Writing Classes in EFL Classrooms before the study:**

Before the study the students were asked some questions related to writing skill. These questions aimed to find out the schemata and attitudes of the students to regulate the actual classroom procedures for them.

The students weren't asked direct questions related to drama activities because those activities were used as pre or post activities of writing classes within the integrated lesson plan.

The first question "How do you perceive writing classes in English lessons?" is important to understand the attitudes of our students towards writing skills. Most of the students did not have a separated writing class but had combined writing skills section in general language classes. For this reason, although we separated the lesson plan according to the skills we preferred integrated lesson plan in which students can have time and knowledge to prepare themselves for the writing classes. Via this question we had the chance of seeing the background knowledge of the students related to writing skills in language teaching.

**Table 4.1.1.1 Perceptions of students before the study**

<b>Question 1: How do you perceive writing classes in English lessons?</b>		<b>n</b>	<b>%</b>
<b>1</b>	It is really beneficial for the students.	22	37.28
<b>2</b>	I want to have fun and enjoyable writing classes. It is mostly boring.	15	25.42
<b>3</b>	Vocabulary is hard to learn and use in writing classes.	11	18.64
<b>4</b>	The writing classes are sufficient for the learners.	8	13.55
<b>5</b>	We think that it will be more beneficial when integrated with other skills and activities.	7	11.86
<b>6</b>	Group works are important for the learners.	5	8.47
<b>7</b>	It helps the other skills in language learning especially speaking.	5	8.47
<b>8</b>	It improves creativity and creative thinking. It helps imagination.	3	5.08

9	The writing classes are really important for language learners.	3	5.08
10	We find a great chance to use the language especially daily usages.	3	5.08
11	We like writing dialogues.	3	5.08

37.28 % of the students think that writing classes are beneficial for them; however, 25.42 % of them think that the writing class is mostly boring and needs to have fun. Accordingly; most of our students was aware of the significance of developing writing skills. However, as expected beforehand, most of them thought that although it is necessary it is also boring. In this sense using drama tools in the experiment group helped me to overcome the boredom problem. 18.64 % of the students think that vocabulary is hard to learn and use in writing classes. During the lessons, the students asked many words to the teacher and complaint about the use of words within a context. 11.86 % of the students believe that it would be more beneficial to use the integrated skills and activities. Group works were essential parts of the lessons for the learners. They stated that they feel relaxed in a group and can express themselves easily. Vocabulary, group work, and integration of classroom activities with other skills were important elements that we observed. Moreover, 5.08 % of the learners gave importance to the daily usages in EFL classroom and wanted to write dialogues that maintain an atmosphere using the daily language.

The second question “What kind of facilities and activities do you like most in writing classes?” was asked to determine the activities that are mostly preferred by the learners in our group. It helped us to organize the lesson procedures for the sake of our students’ desires and wishes.

**Table 4.1.1.2 Activities students like in writing classes**

<b>Question 2: What kinds of activities do you like most in writing classes?</b>		<b>n</b>	<b>%</b>
1	Dialogues made by two or more students.	14	23.72
2	Act out activities are enjoyable.	14	23.72
3	The writing topics that are dealt with in recent English lessons.	11	18.64
4	Vocabulary activities and games are preferred.	8	13.55
5	The activities which we use our own imagination and creativity.	6	10.16
6	The activities which the students study freely.	5	8.47

7	No time limitations.	5	8.47
8	Writing a simple paragraph is useful.	3	5.08
9	Enjoyable and attracting topic choice.	3	5.08

Dialogues, acting out, vocabulary games and activities were the most popular activities they wanted to use in EFL classrooms while doing writing classes. The most desired writing activities were dialogues and acting out activities (23.72 %). The students mostly prefer the topics which were studied in recent English lessons. 18.64 % of the students stated that they wanted to have an idea on the writing topic beforehand. Moreover, the learners (8.47 %) like studying freely and don't like time limitations and borders from the teacher.

The most important item in this questionnaire is: "What are the most significant problems when writing in English classes?" The answers gathered via this question helped us overview the topics and activities according to the problems of our students in writing classes.

**Table 4.1.1.3 Problems students face when writing**

<b>Question 3: What are the problems you face when writing in English classes?</b>		<b>n</b>	<b>%</b>
1	The lack of vocabulary is the most significant problem for the learners.	36	61.01
2	The difficulty in expressing himself or herself in the target language.	12	20.33
3	Grammar and structure problems.	12	20.33
4	The choice of the topics.	10	16.94
5	The difficulty in finding a topic or organizing the given topics.	10	16.94
6	Cohesion and coherence problems.	7	11.86
7	Pronunciation differences.	7	11.86
8	Lack of self-confidence.	7	11.86
9	Noise problems.	3	5.08

A great deal of the students (61.01 %) complaint about the lack of vocabulary. They mentioned that they hesitate using the vocabulary in an incorrect way while writing. This shows us that vocabulary teaching and writing skill activities have a strong connection. Expressing themselves in the target language (20.33 %) especially in a written context is another problem. Many of the students think that because of vocabulary, grammar and structure problems they have obstacles in expressing themselves in EFL classroom. In the

same way organization, cohesion and coherence problems (11.86 %) in writing skill make the learners feel hesitated.

The ideas of the students are important for us so that they are asked: “How do you think writing lessons should be like?”

**Table 4.1.1.4 Students’ suggestions before the study**

<b>Question 4: How do you think writing lessons should be like?</b>	<b>n</b>	<b>%</b>
<b>1</b> There should be act out activities.	10	16.94
<b>2</b> Group works should take place more often.	10	16.94
<b>3</b> The writing classes should be combined with other facilities and activities such as; listening to music in the target language, watching films, keeping a journal, speaking skill.	9	15.25
<b>4</b> Vocabulary knowledge is important for writing classes. Word activities are necessary for the learners for better writing.	8	13.55
<b>5</b> Feedback should be given.	6	10.16
<b>6</b> Writing dialogues may be enjoyable.	3	5.08
<b>7</b> The topics should be interesting and from daily usage.	3	5.08
<b>8</b> Peer correction and teacher correction are beneficial for the learners.	2	3.38

#### **4.1.2. The Attitudes of students towards Writing Classes in EFL Classrooms after the study:**

The same questionnaire was conducted again after the study. Experimental group and control groups were asked the same questionnaire items separately. The common points that concern the students and their reflections are outlined. The results are stated below.

**Table 4.1.2.1 Perceptions of students in experimental group after the study**

<b>Question 1: How do you perceive writing classes in English lessons?</b>	<b>n</b>	<b>%</b>
<b>1</b> Group works are important for the learners.	9	45
<b>2</b> The writing classes are enjoyable.	9	45
<b>3</b> The writing classes are beneficial for language learning.	8	40

4	We like writing activities especially when we know the entire topic.	7	35
5	We like writing and integrated writing classes.	7	35
6	Dialogues, Role-plays and Act Out activities are enjoyable and they are not boring. Combining those activities with writing is a good idea.	7	35
7	We had a great chance to use the vocabulary we have learnt.	5	25
8	It helps improving our vocabulary and using it communicatively.	5	25
9	It helps the other skills in language learning especially speaking.	5	25
10	Formal and informal use of the target language is possible in writing.	3	15

After the study conducted on, it is clearly seen that writing is a vital skill to be concerned for all of the students. However, as it was mentioned beforehand during the study, most of the students think that writing is a tedious skill. After combining writing with other skills and drama activities experiment group enjoyed themselves and participated in the writing tasks more voluntarily. Especially dialogues, act out and role play activities (35 %) were preferred by the students in the experimental group.

**Table 4.1.2.2 Perceptions of students in control group after the study**

<b>Question 1: How do you perceive writing classes in English lessons?</b>		<b>n</b>	<b>%</b>
1	Group works are important for the learners.	12	30.7
2	We like writing activities especially when we know the entire topic.	9	23
3	The writing classes are enjoyable.	8	20.5
4	The writing classes are beneficial for language learning.	6	15.3
5	We had a great chance to use the vocabulary we have learnt.	6	15.3
6	It helps improving our vocabulary and using it communicatively.	6	15.3
9	Both formal and informal use of the target language is possible in writing.	4	10.2
10	It helps the other skills in language learning especially speaking.	2	5.1

Both the experimental group (25 %) and the control groups (15.3 %) think that vocabulary learning is vital for writing and in general for language learning. The obstacle of combining the known structures and patterns while writing hesitates all the students. From this point of view, the students are afraid of using the language especially in written tasks. Via the written texts they have the chance of seeing the actual usage problems in the target language.

For the experiment group, using drama activities lessens the anxiety. The combination of integrated lesson plan and drama activities such as role-plays, acting out activities, and other drama games, has helped the learners in the experimental group (35 %) to use the language in a different classroom atmosphere without contemplating the results of making mistakes. Because, although they were having the actual class process they thought that they were playing games and used their knowledge freely and creatively.

Group work dynamics (45 %) help the learners to self- monitor themselves. During the study most of the students wanted to join the group work or pair work activities. Self-correction and peer correction are two important factors that initiate the group work activities. Dividing the class into small groups and giving duties for all the students help them organize their ideas and edit a text without making many mistakes. The students do not want to make mistakes or do not want to be seen by the teachers while they are making mistakes individually, in this sense groups are useful tools both for the teacher and the students.

**Table 4.1.2.3 Activities experimental group students like in writing after the study**

<b>Question 2: What kinds of activities do you like most in writing classes?</b>	<b>n</b>	<b>%</b>
<b>1</b> We like making dialogues, role-plays, act out, and theatre like activities.	12	60
<b>2</b> Group works and pair works are useful because we have the chance of immediate correction within the group.	10	50
<b>3</b> The writing topics that are dealt with in recent English lessons help us write more creatively because we know the subject.	3	15
<b>4</b> Time limitation is necessary to finish the activities but time should be flexible when necessary.	3	15
<b>5</b> Vocabulary activities are a must for writing classes.	2	10
<b>6</b> The activities which we use our own imagination and creativity.	2	10
<b>7</b> Interesting topic selection is important for better writing.	2	10

60 % of the students in the experimental group mentioned that they liked making dialogues, role-plays, act out and theatre like activities. Group works and pair works (50 %) were found beneficial for the learners in the experimental group because they thought that immediate correction within the group was possible. Being one part of a group and doing the

assignments that are given during the writing process helped the students in the experimental group to express themselves better.

**Table 4.1.2.4 Activities control group students like in writing after the study**

<b>Question 2: What kinds of activities do you like most in writing classes?</b>	<b>n</b>	<b>%</b>
<b>1</b> We like making dialogues and role-plays when done in the classroom.	13	33.3
<b>2</b> Group works and pair works are useful during language classes.	12	30.7
<b>3</b> The writing topics that are dealt with in recent English lessons help us write more creatively because we know the subject.	11	28.2
<b>4</b> Vocabulary activities are a must for writing classes.	8	20.5
<b>5</b> The activities which we use our own imagination and creativity.	5	12.8
<b>6</b> Interesting topic selection is important for better writing.	5	12.8
<b>7</b> Time limitation is necessary to finish the activities but time should be flexible when necessary.	4	10.2
<b>8</b> Writing simple essay type texts is useful but not always preferred.	3	7.6
<b>9</b> Story writing is beneficial especially when it is done in groups.	2	5.1

Interesting topic selection and topics that are dealt with in recent English lessons are important elements of writing classes. In order to write creatively both the students in the experimental group (15 %) and the control group (28.2) preferred the topics that were dealt with in recent English lessons. Because they learn the related vocabulary and structures before, writing becomes easier for most of the learners. However, they wanted to use their own imagination and creativity while selecting an interesting topic for better writing. If the students do not like the topic they do not want to write. In order to attract their attention, the teacher should find interesting and up to date topics. The integrated lesson plan means that the students have the general knowledge via reading, speaking and listening activities. This helps the students to use their schemata in the writing process. In the experimental group, using the drama activities before writing helped them to lessen the anxiety and the students had the chance of expressing themselves easily.

**Table 4.1.2.5 Problems students face in experimental group**

<b>Question 3: What are the problems you faced when writing in English classes?</b>	<b>n</b>	<b>%</b>
1 The lack of sufficient vocabulary is the most significant problem for us.	10	50
2 Translation problems. Sometimes we try to translate the patterns and structures.	5	25
3 Maintaining cohesion and coherence is hard for most of us.	3	15
4 Not expressing himself or herself accurately is a problem.	2	10
5 The difficulty in finding a topic or organizing the given topics.	2	10
6 Lack of self-confidence.	1	5
7 Noise may be a problem in some circumstances.	1	5

Lack of vocabulary and not expressing themselves accurately are two important factors that are found during the study. Vocabulary activities are essential for the learners in order to use the language more productively. Both the students in experimental group and the control group complained that they knew the words and the patterns but could not use them appropriately within a text (22.6 %). This leads cohesion and coherence problems as well.

**Table 4.1.2.6 Problems students face in control group**

<b>Question 3: What are the problems you faced when writing in English classes?</b>	<b>n</b>	<b>%</b>
1 The lack of sufficient vocabulary is the most significant problem for us.	27	69.2
2 Not expressing himself or herself accurately is a problem.	10	25.6
3 Translation problems. Sometimes we try to translate the patterns and structures.	5	12.8
4 The difficulty in finding a topic or organizing the given topics.	4	10.2
5 Maintaining cohesion and coherence is hard for most of us.	3	7.6
6 Lack of self-confidence.	3	7.6

**Table 4.1.2.7 Experimental group students' suggestions**

<b>Question 3: How do you think writing lessons should be like?</b>	<b>n</b>	<b>%</b>
1 The writing classes should be integrated with other activities and skills.	6	30
2 Group works and Role plays create real like atmosphere in the classroom.	6	30



3	Group works maintain self-discipline as well because our friends get annoyed if somebody does not do his / her duty.	6	30
4	Integrated lesson plan is useful because merely working on writing task is mostly boring.	5	25
5	Vocabulary knowledge is important for writing classes.	4	20
6	Vocabulary activities are essentials of writing classes.	4	20
7	Peer correction and teacher correction help us deal with our mistakes.	3	15
8	Feedback should be given.	2	10
9	The topics should be interesting and enjoyable to attract our attention.	1	5

25 % of the students in the experimental group believe that integrated lesson plan is useful for boredom problem in writing classes. Group works and role plays (30 %) create real like atmosphere and maintain self – discipline in EFL classroom. Daily usage of the target language is important for the learners in the experimental group (15 %). Using the language in group works attracts their attention and they use peer correction as a tool of editing. After editing their texts they like to be given feedback (10 %). Accordingly, feedback and positive reinforcement are beneficial for the learners in EFL classroom.

**Table 4.1.2.8 Control group students' suggestions**

<b>Question 4: How do you think writing lessons should be like?</b>		<b>n</b>	<b>%</b>
1	Integrated lesson plan is useful because merely working on writing task is mostly boring.	7	17.9
2	Daily usage of the target language is important because we want to communicate.	7	17.9
3	The writing classes should be integrated with other activities and skills.	6	15.3
4	Group works and role plays create real like atmosphere in the classroom.	6	15.3
5	Group works maintain self-discipline as well because our friends get annoyed if somebody does not do his / her duty.	6	15.3
6	Vocabulary knowledge is important for writing classes.	6	15.3
7	Vocabulary activities are essentials of writing classes.	6	15.3

8	Feedback should be given.	4	10.2
9	Peer correction and teacher correction help us deal with our mistakes.	3	7.6
10	The topics should be interesting and enjoyable to attract our attention.	2	5.1

It is found that group works, integrated lessons, peer corrections, vocabulary teaching activities, daily usage of the target language in the classroom are the common points both the experimental group and the control group students mentioned in the questionnaire.

During the application of the study the students were asked to express their opinions related to the activities done before and after the writing procedures. According to the feedback taken from the students after applying the pre and post drama activities interesting reflections are found. Especially the items that are found after script writing, forming dialogues, role-plays and act out activities enlighten our way in preparing lesson plans in EFL classrooms. The drama activities were stated as pre or post activities for writing procedures because our students did these activities before or after writing.

Here are some items to be considered from the students' eyes:

Student 1: *In my opinion writing lessons are enjoyable and beneficial. We wrote a dialogue with my friend and used the vocabulary that we learnt before. It will be beneficial to use this kind of activities.*

Student 2: *Working in pairs is more enjoyable. Writing on a previously learnt item makes it easier to write.*

Student 3: *It wasn't a good idea to have a dialogue activity in writing. The writing process was too long and there was noise in the classroom. But it was beneficial for our writing skill. It would be better to write single rather than in pairs.*

Student 4: *Although the writing item was a previously learnt one, I think writing activities improve my English. Will it be possible to have group works instead of pair works? Group works are really enjoyable.*

Student 5: *The writing classes are usually boring but it is better to write dialogues rather than paragraph writing.*

Student 6: *I think writing dialogues is the best of all. But we should act out these dialogues.*

Student 7: *Today, the English lesson was very good. I had a chance of revising vocabulary via this activity. The classroom was silent enough.*

Student 8: *I really like the activities. We learn by enjoying ourselves. I have lackings in some grammar points. It would be better to have grammar lessons nowadays.*

Student 9: *The activity was beneficial. Revising the topics and dealing with up to date subjects were good.*

Student 10: *Pre activities were good. Before starting writing it is very useful to do such activities. We should do these kinds of activities at least once a week.*

Student 11: *The activities and dialogues were good and enjoyable. Act outs were beneficial.*

Student 12: *Active learning, we learned new vocabulary. Group works are great. Act outs and role plays were really funny.*

Student 13: *Writing activities are enjoyable and beneficial, especially when they are done in pairs.*

Student 14: *The activities were beneficial today. We used every day English while making dialogues. We should do such kind of writing activities more often.*

At the end of the study after drama activities were implemented, the perceptions of the students towards writing classes through drama in EFL classroom can be summarised as follows:

- Writing our dialogue scripts is both beneficial and enjoyable.

- Act out and dialogue making activities maintain a lesson which improve our self-confidence.
- Before writing activities that are held we had anxiety and self-confidence problems. We mostly solved this problem via role-plays.
- With enough time limits we had the chance of self-correction, self-monitor, peer correction, and teacher correction.
- Time management is a problem while writing. We have learnt how to organize the time and the topic.
- With the help of “act out, dialogue, writing our own scripts, etc...” we improved the habit of using the target language without hesitation.
- Classroom management is really significant in those activities because in noisy classroom atmosphere we could not organize our ideas.
- Group works are always beneficial and funny.
- Learning by doing and enjoying ourselves during the actual learning process helped us revise our learning without hesitation.
- Writing activities enhanced our creativity.
- The combination of writing and speaking activities via dialogue writing and acting them is a very useful way of language learning. Moreover it is enjoyable for us.
- Writing activities are helpful for self-monitoring and self –discipline.
- Dialogues, act it out, and other pre activities done before and after writing improve self-confidence and kill the anxiety problem.
- Active learning is more preferable.
- Revising grammatical patterns through writing activities is more useful. It is not boring in that sense.
- Vocabulary is necessary for a good, proper piece of paper. We have to learn the daily usages of the target language in order to perform efficiently.

We observed that experimental group students gained self-confidence during the study. Lowering anxiety in the learning process helped the students to engage their own ideas and feelings into the learning and teaching procedures. The more students expressed themselves easily the more they got motivated for the new learning and teaching processes.

In her study “Writing apprehension of English Foreign Language undergraduate students”, Aksakallı (2011) recommended peer and group works in order to lessen anxiety problems in writing skills. She also recommended in her study to adopt different materials to broaden students’ minds and discover new things to prevent students considering writing as a tedious skill. In the same way, Erkol (2011) supported the use of cooperative writing activities where the students work together and have the chance of sharing ideas with the group members in “a study on the attitudes of Çanakkale Onsekiz Mart University prep class students’ towards cooperative writing activities and effects of these activities on students success”. He also stated in his study that cooperative learning has a positive effect on student learning. In the study “the effect of the creative writing techniques to writing skills in English” Karakaş (2011) found out a significant difference in terms of the originality of ideas, fluency of the ideas, flexibility of the ideas, choice of the words, structure of the sentence, organization, style of writing and grammar where creative writing techniques were used.

Furthermore; according to the study “Drama in Foreign Language teaching”, for Koç (2009), drama is suitable for all levels of students who learn a foreign language especially for shy students. In his study Koç (2009) also underlined the positive effect of using group works and stated that group works maintained a friendly atmosphere for the students. In her study Bergil (2010) also presented the positive effect of using creative drama activities instead of traditional activities. She found out that creative drama activities had positive effect on students’ language performance.

## CHAPTER V

### 5. CONCLUSION

#### 5.0. Introduction

In this chapter, the conclusions of the findings drawn from the study are provided and the implications of the study are discussed. The limitations of the study and recommendations for further research are presented.

#### 5.1. Summary of the Study

The aim of this study was to find out the effects of drama activities on the development of writing skill in EFL classroom. The study also aimed to investigate the students' attitudes towards English and writing skill in EFL classroom. In order to achieve the points, an eight week programme was planned and drama activities were integrated as pre and post activities of writing class in EFL classroom for the experiment group in Buca Science High School.

The answers to the following research questions were investigated:

1. What are the attitudes of EFL learners towards writing classes in English language learning?
2. How do EFL learners perceive writing classes where drama activities are implemented?
3. Are there any differences in the development of writing skills between traditional writing activities and writing through drama activities in EFL classroom?

The first reason for investigating this topic was to contribute to the literature on drama and educational drama activities used in EFL classrooms. Moreover; although drama activities

were used in EFL classroom in general, the question of using those activities for the enhancement of writing skill in English classes was another reason for this study.

The participants of the study were the 9<sup>th</sup> grade students in Buca Science High School. There were three classrooms and two groups, one experimental and two control groups. Therefore, there were 59 students who participated in the eight week programme in 2012 - 2013 academic year.

In this study, mixed methods research design was used in order to improve the validity. Firstly, questionnaires related to the common problems of EFL learners in writing classes were implemented. This questionnaire was applied twice in order to obtain data before and after the writing tasks for pre and post-tests. The mean scores were calculated using SPSS20. Moreover, reflection papers and field notes were used to compare the data and investigate the attitudes of the participants towards drama activities in writing classes. The students were asked to write their own opinions related to the activities done in the lessons and comment on each session. Via field notes the advantages and the disadvantages of using drama activities through writing skill were analysed.

The first research question investigates the attitudes of EFL learners towards writing classes in English language learning. The results show that 9<sup>th</sup> grade students found writing skill beneficial for language learning. However, they thought that writing activities are boring and lack of fun. They were generally motivated to learn a foreign language but they wanted to have enjoyable lessons in which they would use their own imagination and creativity. Both the students in control and experiment groups were aware of the importance of writing skill in EFL classrooms.

The second research question was how EFL learners perceive writing classes where drama activities are implemented. The students stated that writing classes were both enjoyable and beneficial in terms of learning. Combining the writing classes with dialogues, role – plays and act out activities was thought to be a good idea for the learners. In terms of using the language communicatively, writing activities helped them improve their vocabulary as well. Group

works were the important part of the writing class and drama activities initiated group and pair works.

The third research question was whether there are any differences in the development of writing skills between traditional writing activities and writing through drama activities in EFL classroom. There was not any significant difference between traditional writing activities and writing through drama activities in terms of pre and post test results. However, the motivation of the experiment group increased during the lessons. Moreover, many students gained self – confidence after the application of drama activities. The decrease in the anxiety and the increase in self – confidence created more enjoyable class atmosphere for learners.

In studies (Maley and Duff, 2005; Safford et al., 2004; Grainger, 2004; Cork and Barrs, 2001; Dodson, 2000) the positive effect of using drama activities pedagogically were highlighted. In the same way, in this study we observed that drama activities increased students' motivation. The group works, acting out activities, dialogues and script writing activities enhanced an active learning and teaching and this helped the students to lessen the anxiety and improve self confidence in EFL classroom. Makita (1995) stated that dramatic and role –playing activities are valuable classroom techniques that encourage students to participate actively in the learning process. Maley and Duff (2005) also emphasized that drama activities foster self – awareness, self – esteem and confidence and through this, motivation is developed. All in all; in this study, we observed that drama has a positive effect on motivation of the students towards writing classes because after the application of drama activities students participated in the writing activities more voluntarily.

## **5.2. Implications of the Study**

There are several implications to be obtained for teachers, material writers, curriculum designers and researchers through this study. Although the results of the study cannot be generalized to large numbers, some important items can be inferred for educational drama and writing skill in EFL classroom.



Writing skill through drama activities in EFL classroom provides a rich variety of teaching possibilities for teachers and students. Teachers should be aware of the challenges that their students have to overcome during writing classes and should provide an enjoyable learning process for the students.

The result of the study revealed that the students prefer group work and pair work activities which can be provided by educational drama activities. From this point of view, it can be inferred that the students like to be active while writing. In order to gain a real like classroom atmosphere and provide a communicative concept, drama activities can be used within the writing classes in EFL classroom. While preparing materials and curriculum, the curriculum designers should construct teaching and learning procedures where the teachers can use drama activities actively.

### **5.3. Suggestions for Further Research**

Further studies may be conducted for longer period of time, taking the learning styles and strategies of the students into consideration. Group dynamics and the level of the students in the study are important elements for classroom management. Further studies can be conducted on the effects of using drama activities in an EFL classroom from the point of classroom management problems. The study can be enriched with a larger group of participants. At the end of the study it is observed that there is a great connection between teaching vocabulary skills and writing skill, therefore further studies can be conducted on teaching vocabulary in writing skill using drama activities in EFL classroom.

## REFERENCES

- Atkinson, D. (2003). L2 writing in the post-process era: Introduction. *Journal of Second Language Writing, 12* (1), 3-15.
- Aksakallı, C. (2011). Writing apprehension of English Foreign Language undergraduate students. Unpublished master's thesis, Atatürk University, Erzurum, Turkey.
- Badger, R., & White, G. (2000). A process genre approach to teaching writing. *ELT Journal, 54*(2), 153-160.
- Baldwin, P., & Fleming, K. (2004). *Teaching literacy through drama*. London: Routledge, Falmer.
- Barbu, L. (2007). Using Drama techniques for teaching English. Retrieved on July 17, 2010 from <http://forum.famouswhy.com/index.php? Show topic=1150>.
- Bayram, F. (2006). The role of writing portfolios in increasing learners confidence in writing and promoting their attitudes towards writing. Unpublished master's thesis, Bilkent University, Ankara, Turkey.
- Bergil, A. S. (2010). İngilizce öğretiminde konuşma becerilerini geliştirmeye yönelik alternative bir teknik: Yaratıcı Drama. Unpublished master's thesis, Gaziosmanpaşa University, Tokat, Turkey.
- Britton, J. (1970). *Language and learning*. London: Allen Lane.
- Brookfield, S. (1990), *The skilful teacher: On technique, trust and responsiveness*. San Francisco: Jossey Bass.

- Brown, H. D. (1994). *Principles of language teaching and learning*. (Third Edition): San Francisco State University, Prentice Hall Regents Englewood Cliffs.
- Brown, H. D. (2000). *Principles of language teaching and learning*. White Plains, NY: Longman.
- Cork, V., Barrs, M. (2001). *The reader in the writer. The links between the study of literature and writing development at Key Stage 2*.
- Celce-Murcia, M. (2001). Language teaching approaches: An overview. In Celce-Murcia M. (Ed.). *Teaching English as a second or foreign language*. Heinle&Heinle.
- Demirel, Ö. (2003). *ELT methodology*. Ankara: Pegem A Publication.
- Dodson, S. L. (2000). FAQs: Learning Languages through Drama. *Texas Papers in Foreign Language Education*, 5(1), 129-141.
- Dörnyei, Z. (2007). *Research methods in applied linguistics: Quantitative, qualitative, and mixed methodologies*. Oxford: Oxford University Press.
- Ellis, R. (2009). Corrective feedback and teacher development. *L2 Journal*, 1(1).
- Ellis, R. (2009). A typology of written corrective feedback types. *ELT Journal*, 63(2), 97-107.
- Ende, J. (1983). Feedback in clinical medical education. *Jama*, 250(6), 777-781.
- Erkol, K. (2011). A study on the attitudes of Çanakkale Onsekiz Mart University prep class students. Unpublished master's thesis, Çanakkale Onsekiz Mart University, Çanakkale, Turkey.
- Falla, T., & Davies, P. A. (2012). *Solutions Türkiye A2*. London: Oxford University Press.

- Flowerdew, J. (1993). An educational, or process, approach to the teaching of professional genres. *ELT Journal*, 47(4), 305-316.
- Frater, G. (2000). Observed in practice. English in the National Literacy Strategy: some reflections. *Reading*, 34(3), 107-112.
- Graham, S., & Perin, D. (2007). Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools. A Report to Carnegie Corporation of New York. *Alliance for Excellent Education*.
- Grainger, T. (2004). Drama and Writing: Enlivening their Prose in Goodwin, P. (Ed.) *Literacy through Creativity*. London: David Fulton, 91-104.
- Harmer, J. (2004). *How to teach writing*. Pearson Education limited.
- Harmer, J. (2007). *How to teach English*. (New edition). Harlow: Pearson Education Limited.
- Heathcote, D. (1980). Drama as context for talking and writing. *Drama as Context*, D. Heathcote. Sheffield: National Association for the teaching of English.
- Holmes, N. (2004). The use of a process oriented approach to facilitate the planning and production stages of writing for adult students of English as a Foreign Language. Retrieved on 06.03.2013 <http://www.developingteachers.com/>
- Hughes, A. (2003). *Testing for language teachers*. Cambridge: Cambridge University Press.
- Hyland, K. (2003). *Second language writing*. Cambridge: Cambridge University Press.
- Hyland, K. (2008). *Second language writing*. CLE, NY. Cambridge University Press.
- Karakaş, A. Ö. (2011). Yaratıcı yazma tekniklerinin İngilizce yazma becerisini geliştirmeye etkisi. Unpublished master's thesis, Eskişehir Osmangazi University, Eskişehir, Turkey.

- Keys, C. W. (2000). Investigating the thinking processes of eighth grade writers during the composition of a scientific laboratory report. *Journal of Research in Science Teaching*, 37(7), 676-690.
- Koç, İ. (2009). Yabancı dil öğretiminde drama. Unpublished master's thesis, Atatürk University, Erzurum, Turkey.
- Koç, T. (2013). EFL teachers' and students' perceptions towards the use of writing portfolios in language learning process. Unpublished master's thesis, Çağ University, Mersin, Turkey.
- Larsen-Freeman, D. (1990). Language teaching methods: Teachers' handbook for the video series, Office of English language Programs, Material Branch, United States Department of State Washington, D.C. 20547. Retrieved on 05.02.2014 [http://amricanenglish.state.gov/files/ae/resource\\_files/language\\_teaching\\_methods\\_teachers\\_handbook.pdf](http://amricanenglish.state.gov/files/ae/resource_files/language_teaching_methods_teachers_handbook.pdf)
- Makita, Y. (1995) The effectiveness of dramatic role playing activities in the Japanese Language classroom. Retrieved on 04.05.2013 <http://journals2.iranscience.net:800/meel.pacificu.edu/meel.pacificu.edu/papers/scholars/makita/makita.htm>
- Maley, A. & Duff, A. (1979). *Drama techniques in language learning*. Cambridge: Cambridge University Press.
- Maley, A. (1987). *Resource books for teachers*. Oxford: Oxford University Press.
- Maley, A., & Duff, A. (2005). *Drama techniques: A resource book of communication activities for language teachers*. Cambridge: Cambridge University Press.
- MEB (2006). English Language Curriculum for Primary Education. *Ankara, MEB*.
- MEB (2015). English Language Curriculum for Primary Education. *Ankara, MEB*.

- Moore, B. H., & Caldwell, H. (1990). The art of planning: Drama as rehearsal for writing in the primary grades. *Youth Theatre Journal*, 4(3), 13-20.
- Neelands, J., Booth, D., Ziegler, S. (1993). *Writing in Imagined Contexts: Research into Drama-Influenced Writing. No. 202*. Toronto Board of Education, Research Department, 155 College Street, Toronto, Ontario, Canada M5T 1P6.
- Nicholson, H. (2000). Drama, literacies and difference. In E. Bearne & V. Watson (Eds.). *Where Texts and Children Meet*. London and NY: Routledge, 113-22.
- Packwood, A., & Messenheimer, T. (2003). Back to the future: developing children as writers. In Bearne, E Dombey, H Grainger, T. (Eds). *Classroom interactions in literacy*, Berkshire, OUP, 144-156.
- Pincas, A. (1982). *Teaching English Writing*. Macmillan Press.
- Raimes, A. (1983). *Techniques in Teaching Writing*. Oxford University Press, 200 Madison Ave., New York, NY 10016 (ISBN-0-19-434131-3,).
- Richards, J. C., & Rodgers, T. S. (2001). *Approaches and methods in language teaching*. Cambridge: Cambridge University Press.
- Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge: Cambridge University Press.
- Safford, K., O'Sullivan, O., & Barrs, M. (2004). *Boys on the Margin: promoting boys' literacy learning at Key Stage 2*. Centre for Literacy in Primary Education.
- Schellekens, P. (2008). The Oxford ESOL Handbook. *ELT Journal*, 62(3), 316-318.
- Shanahan, T. (2004). Overcoming the Dominance of Communication: Writing to think and to learn. *Adolescent literacy research and practice*, 59-73.

Sperling, M., & Freedman, S. W. (2001). Research on writing. In V. Richardson (Ed.), *Handbook of research on teaching* (4th ed., 370–389). Washington, DC: American Educational Research Association.

Tribble, C. (1996). *Writing*. Hong Kong: Oxford University Press.

Wagner, B. J. (1994). Drama and writing. In A. Purvis (Ed.) *The encyclopaedia of English studies and language arts*, vol. 1, no. 1. New York: National Council of English and Scholastic, 403-405

Weissberg, B. (1994). Speaking of writing: Some functions of talk in the ESL composition class. *Journal of Second Language Writing*, 3(1), 23-27.

Williams, M., & Burden, R. L. (1997). *Psychology for language teachers: A social constructivist approach*. Cambridge: Cambridge University Press.

## Websites

Drama Arts Education, Teacher guidelines, Primary Curriculum (1999). Government of Ireland. Retrieved on 16.11.2014

[http://ncca.ie/uploadedfiles/Curriculum/Primary\\_Drama\\_Guidelines.pdf](http://ncca.ie/uploadedfiles/Curriculum/Primary_Drama_Guidelines.pdf)

SACSA Framework, South Australian Curriculum Standards and Accountability Framework, Government of Education and Children's Services. Retrieved on 21.11.2014

<http://www.sacsa.sa.edu.au>



## APPENDICES

### Appendix 1

#### YAZMA BECERİSİNE KARŞI TUTUM ÖLÇEĞİ

1) İngilizce sınıflarında yazma derslerini nasıl buluyorsunuz, kısaca açıklayınız?

.....  
.....

2) Yazma derslerinde en çok hangi tür etkinlikleri beğeniyorsunuz?

.....  
.....

3) İngilizce yazarken karşılaştığınız en önemli problemler nelerdir? Kısaca yazınız.

.....  
.....

4) Sizce yazma dersleri nasıl olmalıdır?

.....  
.....

## Appendix 2

### Sample Rubric

STUDENT		
SCORE	LEVEL	CRITERIA
CONTENT	30 – 27	<b>Excellent to Very Good:</b> - addresses all aspects of the prompt - provides good support for and development of all ideas with range of detail - substantive - relevant to assigned topic
	26 - 22	<b>Good:</b> - topic is adequately addressed, main ideas are clear
	21 - 17	<b>Average:</b> - ideas not fully developed or supported with detail - less substance
	16 - 13	<b>Fair :</b> - limited knowledge of subject - ideas not supported well, main ideas lack detailed development -little substance
	13 – 0	<b>Poor :</b> - doesn't adequately address prompt - little to no support or development of ideas - non-substantive
ORGANIZATION	20 - 18	<b>Excellent to Very Good :</b> - well-framed and organized (with clear introduction, conclusion) - coherent - cohesive (excellent use of connective words) – logical sequencing – ideas clearly supported
	17 - 14	<b>Good :</b> fluent expression – adequate organization- good use of connective words
	13 - 10	<b>Average:</b> -loose organization - somewhat coherent - somewhat cohesive – limited support

	9 - 7	<b>Fair</b> : - lacks good organization (no evidence of introduction, conclusion) - ideas may be disconnected, confused - lacks coherence - lacks logical sequencing and development
	7 - 0	<b>Poor</b> : - confusing, disconnected organization - lacks coherence – writing is difficult to follow -lacks cohesion
<b>LANGUAGE USE / GRAMMAR</b>	25 - 22	<b>Excellent to Very Good:</b> - great variety of grammatical forms - effective complex sentence structures – few errors of agreement, tense, word order, pronouns, etc.
	21 - 18	<b>Good:</b> effective but simple complex sentence structures –seldom errors with agreement tense, word order, pronouns, etc.- adequate variety grammatical forms
	17 - 11	<b>Average:</b> - some variety of grammatical forms – occasional errors with agreement tense, word order, pronouns, etc.
	10 - 5	<b>Fair:</b> - less variety of grammatical forms - simplistic sentence structure – major problems in simple / complex structures – frequent errors of agreement, tense, word order, pronouns, etc.
	5 - 0	<b>Poor</b> : - very little variety of grammatical forms - simplistic sentence structure that contains consistent errors - frequent and consistent errors that may obscure meaning

<b>VOCABULARY</b>	<b>20 - 18</b>	<b>Excellent to Very Good</b> : - sophisticated range - extensive variety of words - effective and appropriate word/idiom choice and usage - appropriate register
	<b>17 - 14</b>	<b>Good</b> : - adequate range or variety- seldom errors of word/idiom choice or usage - appropriate register
	<b>13 - 10</b>	<b>Average</b> : very few or none that obscure meaning - occasional errors of word/idiom choice or usage
	<b>9 - 7</b>	<b>Fair</b> : -limited range - more consistent errors with word/idiom choice or usage - some evidence of inappropriate register
	<b>7 - 0</b>	<b>Poor</b> : - very limited range of words - consistent and frequent errors with word/idiom choice or usage - meaning frequently obscured - evidence of inappropriate register
<b>MECHANICS</b>	<b>5</b>	<b>Excellent to Very Good</b> : - demonstrates mastery of conventions - few errors in spelling, punctuation, capitalization
	<b>4</b>	<b>Good</b> : seldom errors in spelling, punctuation, capitalization, but meaning is not obscured
	<b>3</b>	<b>Average</b> : - occasional errors in spelling, punctuation, capitalization, meaning is somehow obscured

	<b>2</b>	<b>Fair</b> : - frequent errors in spelling, punctuation, capitalization - confuses or obscures meaning
	<b>1</b>	<b>Poor</b> : - no mastery of conventions - dominated by errors in spelling, punctuation, capitalization
	<b>COMMENTS</b>	
<b>TOTAL SCORE</b>		

## Appendix 3

### Sample Writing tasks and activities (Adapted from Solutions Türkiye A2, Oxford University Press)

**1** **SPENDING TIME IN PAIRS** Find out what activities your partner enjoys doing on holiday. Ask and answer questions about the activities below and add your own ideas.

**Holiday activities** buy souvenirs / sunbathe / go skiing / snowboarding / shopping / horse-riding / swimming / go for a walk / for a bike ride / on a boat trip / play cards / tennis / table tennis / volleyball / visit a museum / castle / zoo / water park


Do you enjoy buying souvenirs? Yes, I do.

No, I don't. / Not really. / I quite enjoy it.

**2** Read the blog entries by Tessa and Sam. Which activities from exercise 1 are mentioned?

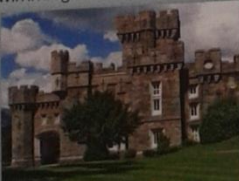
5:18 pm @Tessa321:

There are some fantastic beaches here on the Costa Brava, but the weather this week is terrible. That's really unlucky because it's usually quite good at this time of year. Yesterday, we stayed in the hotel all day and played cards. How boring! Dad lost the game and went to bed early. He was in a bad mood all day today. Tomorrow, we're visiting a huge water park, so it doesn't matter if it's raining. We're flying home on Saturday. Great!



8:14 pm @Sam\_Leeds:

We're having a great time here in the Lake District – hot, sunny weather and fantastic scenery. Yesterday, we went for a long bike ride. When we got back, we went swimming in the lake. Joe screamed when he jumped in because the water was freezing. Tomorrow, we're going on a boat trip and then visiting a castle. This holiday is going too fast – I'll



**3** Answer the questions about Tessa and Sam.

- Where is she/he?
- What is the weather like?
- What did she/he do yesterday?
- What are her/his plans for tomorrow?
- When is she/he coming home?

**4** **VOCABULARY** Read the *Learn this!* box. Then find extreme adjectives in the blog entries which mean:

- very good: f \_\_\_\_\_ and g \_\_\_\_\_
- very bad: t \_\_\_\_\_
- very big: h \_\_\_\_\_
- very cold: f \_\_\_\_\_

**LEARN THIS!**

**Extreme adjectives**  
We often use an *extreme adjective* in place of *very* + adjective.  
*exhausted* = very tired    *tiny* = very small  
*terrified* = very scared  
We don't use *very* before an extreme adjective.

**5** Replace the underlined words with extreme adjectives from exercise 4 and the *Learn this!* box.

We're camping in a very small tent in a very big field. The weather is very cold, especially at night. Last night, I was very scared – there were so many strange noises! It really is a very bad holiday.

**WRITING STRATEGY**

In informal English, we often use exclamations. An exclamation can be:  
an extreme adjective like *Great!* or *Amazing!*  
*How* + adjective – *How exciting!*  
*What* a + (adjective +) noun – *What a (fantastic) view!*

**6** Read the writing strategy. Then find three exclamations in the blog entries in exercise 2.

**7** You are on a beach holiday with your family. Write a blog entry which includes this information:

- where you are, what the weather is like and whether you are enjoying yourself
- what you did yesterday and what your plans are for tomorrow
- when you are coming home

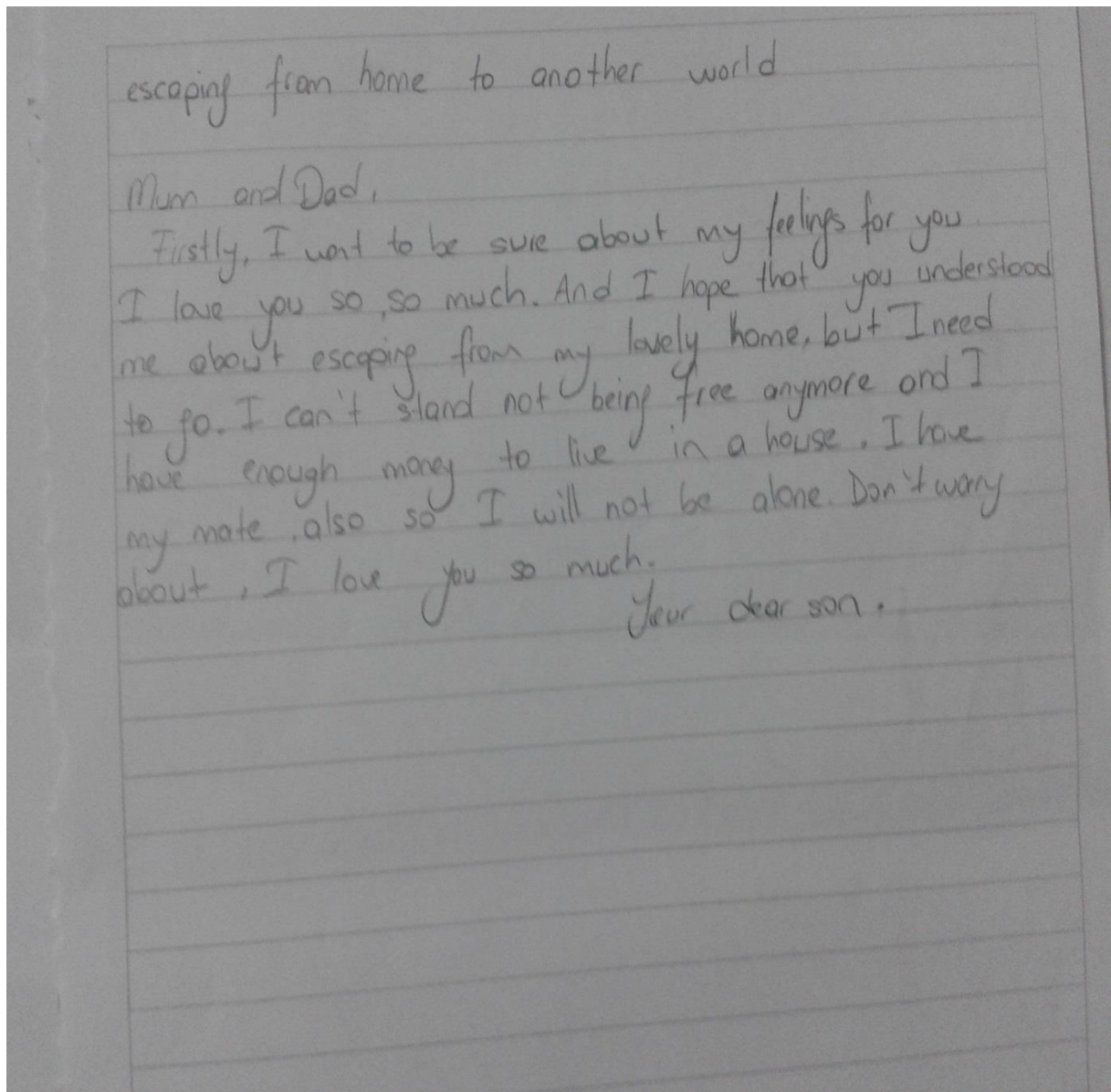
**CHECK YOUR WORK**

**Have you:**

- included the information in the task in exercise 7?
- used extreme adjectives and/or an exclamation?

## Appendix 4

### Samples of Student writing papers



(An old lady was walking in Central Park. Suddenly a cruel mugger attacked to old lady.

O.L.: Help me please help me! Is there any police?!

(When the mugger stayed away, policeman came.

O.L.: Please help me, the mugger took my bag.

Policeman: Calm down. I gonna catch him.

After that policeman showed his teases and shooted the mugger and catched him. After then policeman took the mugger to the police station.

Policeman: Because of men like you, the streets is unsafe.

(Mugger spited on to the policeman's face and policeman punch to the mugger.

Mugger: when my job finish with you, you say: I wish I were a crap

Policeman: Dont worry I am in the crap like you.

(Policeman punched two fist and when the mugger woke up, he was in the jail



## Some Problems

In my town, there are some problems and these problems are disturbing me and my family. I think, these problems disturb all of town but everybody is quite and shy. In my town, the most important problem is traffic. Almost all day, there is traffic and traffic causes noise. Both of them are very important problems.

These two problems effect our lives. Sometimes, our neighbour's baby wakes up because of noise and start to cry. I always go to bed late because there is a lot of noise so I often get up late. Sometimes, our school service stop and can't move. In addition, noise effects our healthy. Noise can cause headaches and insomnia. What can we do to eliminate these problems? I think, we should use quite vehicles like bikes. We should pay attention to don't disturb. We should use public transportation. We should reduce to use personal cars. If we do these solutions, there will be many results. These results won't effect only traffic and noise. These results will effect all of our lives. But first, we must be confident and we must give voice to these problems. In short, if we solve these problems, we can get happy and healthy life.

## If I Were An Inventor

If I were an inventor, I would invent teleport machine. Because transportation with cars, takes too much time.

If we had teleport machine, we would go easier. For example, people in big cities go far working every morning. And it takes too many time, And it causes traffic. Without teleport machine, there are too many cars in world. And they are not saving the nature. Gases which they were produced by cars harm the ozone. That's why ozone was breached. And it is dangerous for us. So, we need invent teleport machine.

## ÖZGEÇMİŞ

### KİŞİSEL BİLGİLER

- **Adı, Soyadı:**Enver BAĞÇECİ
- **DoğumYeri:**Fethiye / MUĞLA
- **DoğumTarihi:** 08/02/1983
- **MedeniDurumu:**Evli
- **AskerlikDurumu:**Tamamlandı

### ÖĞRENİM DURUMU

- 2001-2006: Trakya Üniversitesi – Eğitim Fakültesi, İngilizce Öğretmenliği Bölümü
- 1994-2001:Fethiye Mehmet Erdoğan Anadolu Lisesi

### MESLEKİ BİLGİLER

- 2006-....: MEB İngilizce Öğretmenliği

### YABANCI DİL

- İngilizce, Almanca