

ÇAG UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
ENGLISH LANGAUGE TEACHING DEPARTMENT

PROMOTING SPEAKING STRATEGIES IN ESP THROUGH DRAMA

THESIS BY

Haticetül Kübra SAYGILI

SUPERVISOR

Assist. Prof. Dr. Erol KAHRAMAN

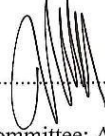
MASTER OF ARTS

MERSIN, APRIL 2014

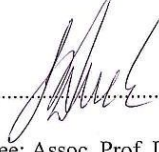
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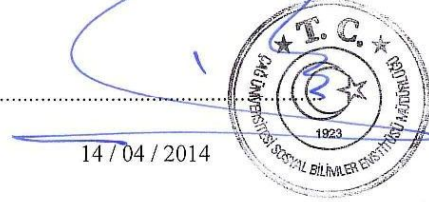


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ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to my supervisor Assist. Prof. Dr. Erol KAHRAMAN for sharing his broad knowledge, faith and motivation that led to a change in my academic life. I also present my special thanks to my mentors Assist. Prof. Dr. Hülya YUMRU, Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ and Assist. Prof. Dr. Kim Raymond HUMISTON.

To be sincere, listening to Nafi ÖZMENEK's lectures in European University of Lefke stimulated my interest and was the starting point of love for drama and ELT. Nafi ÖZMENEK has been a great teacher and role model which broaden my horizon while I was an undergraduate student at the department of English Language Teaching in European University of Lefke, Northern Cyprus. He taught a notable thing to be remembered '*So as to be a good teacher, you need to be a student sometime in class.*'

I would like to express my deepest thanks to my precious grandfather Faik SAYGILI and my grandmother Nebihe SAYGILI and my well-beloved friend Eylem Çayır who had been encouraging to me in this process.

Lastly, I would like to extend my deepest thanks to my lovely family members Hasip and Fatma SAYGILI as well as my sister and brother Esra and Selçuk SAYGILI, who shared my joys and sorrow as I write my thesis.

14.04.2014

Haticetül Kübra SAYGILI

ÖZET

MESLEKİ İNGİLİZCE ALAN ÖĞRENCİLERİN KONUŞMA BECERİLERİNİ TİYATRO İLE GELİŞTİRME VAKA ÇALIŞMASI

Haticetül Kübra SAYGILI

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Tez Danışmanı: Yrd. Doç. Dr. Erol KAHRAMAN

Nisan 2014, 84 sayfa

Bu çalışmanın amacı mesleki İngilizce eğitimi alan Fizyoterapi ve Beslenme Diyetetik bölümü üçüncü sınıf öğrencilerinin konuşma becerilerini incelemek ve tiyatro yöntemi kullanarak bu öğrencilerin konuşma becerilerini artırmaya yardımcı olmaktır.

Bu çalışma Hasan Kalyoncu Üniversitesi Sağlık Bilimleri Yüksekokulu’da mesleki İngilizce alan öğrencilerin konuşma becerileri ve stratejilerini tiyatro süreci ile birlikte etkisini incelemek için yapılmıştır. Bu çalışma hem nitel hem nicel veriler olarak tasarlanmıştır. Veriler yüzdeler alınarak, doğru orantı ve rubrik/ özdeğerlendirme formları ile içerik analizi yapılarak toplanmıştır. Bu araçlar sayesinde tiyatronun mesleki İngilizce alan öğrencilerin konuşma stratejilerini geliştirme üzerindeki etkisi test edilmiştir. Bu çalışmanın diğer bir amacı mesleki İngilizce alan öğrencilerin konuşma becerilerinin tiyatro ile geliştirilebileceği ve mesleki İngilizce alan öğrencilerin konuşma stratejilerini artırmak için farklı yöntemleri denemek ve son olarak öğrencilerin tiyatroya karşı tutumunu incelemektir.

Veri analizlerinin ışığında, özdeğerlendirme formlarının ve tiyatro performans rubriklerinin sonuçları ve analizleri öğrencilerin konuşma becerilerini ve stratejilerini artırmada başarılı olduğunu ortaya çıkarmıştır.

Anahtar Kelimeler: Konuşma Stratejileri, Mesleki İngilizce, Tiyatro

ABSTRACT

PROMOTING SPEAKING STRATEGIES IN ESP THROUGH DRAMA

CASE STUDY

Haticetül Kübra SAYGILI

Master of Arts, English Language Teaching

Supervisor: Assist. Prof. Dr. Erol KAHRAMAN

April 2014, 84 pages

The purpose of this study is to examine speaking strategies of third year students in the department of Physiotherapy and Nutrition who are studying ESP and help increase their speaking ability in ESP classes by using drama.

It was conducted to look into the effects of drama process on the speaking abilities and strategies of ESP students in Health Science School at Hasan Kalyoncu University. It was designed as a both qualitative and quantitative method. The data was collected through percentages as a direct proportion and the content analysis by means of rubrics and reflection sheets. With the help of those instruments, the effectiveness of drama so as to promote speaking strategies of students in ESP was tested.

The other aim of the study is to find out if students' speaking skill could be improved through drama to examine possible ways to promote speaking strategies of ESP students through drama and the last aim is to find out students' attitudes towards drama.

In the light of the data analysis, the result and the analysis of the reflection sheets, drama performance rubrics revealed that participants succeeded in promoting their speaking strategies.

Key words: Speaking Strategies, ESP, Drama

ABBREVIATIONS

ESP : English For Specific Purpose

ESAP : English for Specific Academic Purposes

EGAP: English for General Academic Purposes

ELT : English Language Teaching

EFL : English as a Foreign Language

ESL : English as a Second Language

STD : Student

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CHAPTER I

I. INTRODUCTION

This chapter presents the background of the study, statement of the problem, and the purpose of the study which focuses on the speaking strategies of selected group of ESP students concerning the ways to improve their strategies through drama. In this study, students' speaking strategies and their weaknesses in implementing these strategies have been investigated by using drama, which is an effective tool in ESP classes. The limitations and the operational definitions are also indicated in this chapter.

1.1. Background of the Study

Speaking has a great impact on students, especially intermediate or upper-intermediate students who know basic grammar rules, vocabulary but are unable to communicate fluently. Speaking seems to be a problem for most of the students since it is a difficult skill to improve. The difficulties may stem from several reasons such as anxiety, feel shy, lack of motivation, fear of making mistakes, not having enough vocabulary or grammar structure knowledge in order to communicate or express oneself and so on. We might consider two main problems here. They may be unable to express themselves and understand the certain basic things expressed by others.

Speaking is harder especially in ESP classes since it involves some type of specific vocabulary usage and some structures to be used in debates, dialogues, letters or some certain writing samples that are involved in ESP books. Depending on the type of ESP that is being taught students are required to have at least some certain types of vocabulary in order to express themselves orally in class.

Although speaking can be regarded as the most important skill in language learning, unfortunately it is not a easy matter to deal with. Moreover, it is really sad to observe that most of the teachers lack using modern techniques of teaching the language like drama. They prefer traditional methods which makes the learner memorize all the unnecessary things. However, teachers of today are able to access to great deal of materials, methods of teaching et al, there are some teachers who still use grammar translation method.

As Fleming (1994) states “the drama approach enables learners to use what they are learning with pragmatic intend, something that is most difficult to learn with an explanation” (p.112). By using drama in our class we can decrease the level of boredom and get far away from the syllabi.

ESP can be regarded as boring by most of the students since it requires the usage or production of the language that is already known by the students. Students might have had the reluctant feeling to speak because of the reason that great amount of learnt vocabulary can be confusing some time.

1.2. Statement of the Problem:

Speaking has been quite challenging for most of the students since it is considered as a complex process. The reason for its being a complex process is the production itself. I have observed some complexities among my students especially in self-study/ pair work activities and during communicative activities while implementing in my classes. There are various deficiencies on the part of students in term of speaking English. Students have the following difficulties as far as my observations are concerned. Students do not know very well

- how to express themselves clearly and fluently.
- how to put the known information into practice in ESP classes.
- how to communicate more effectively with their classmates in ESP classes.
- how to use the known vocabulary during their daily life or in class.
- how to practice words or keep them in mind without forgetting easily.

All these points were taken into consideration so as to improve students’ speaking skills by using drama.

As far as I observed, students seemed to feel stressed and under pressure while they intended to speak in class. This might be partly because of the fact that they are not well equipped with adequate lexis or correct pronunciation. Another reason might be related to be feeling of reluctance to speak in classes. Whenever I tried to tell my students to do a group-work project or prepare presentation, I realized that only few of

them were willing to participate in the activities, while others seemed to be reluctant to do so.

Therefore, I believed that using drama would increase the students' participation if speaking activities were designed properly. By conducting this study I hoped to find out some reasons why students could not use speaking strategies and what could be done to help them.

In addition, ESP is always considered a difficult task since it requires more and more learner's effort. Focusing on the weakness of the students on speaking in ESP class may help to solve their problems easily.

1.3. The Purpose of Study

The purpose of this study is to examine speaking strategies of third year students in the department Physiotherapy and Nutrition, who are studying ESP and help increase students speaking strategies in ESP classes by using drama. After observing the students who have difficulties in speaking, I decided to apply drama activities to promote speaking in ESP classes.

In this study, I aimed to increase the speaking strategies of my students by using drama as an effective tool. I also wanted them to express themselves freely in class and outside the class. The other aim of the study is to find out if students' speaking skill could be improved through drama to examine possible ways to promote speaking strategies of ESP students through drama and the last aim is to find out students' attitudes towards drama.

1.4. Research Questions

The following research questions were discussed in the study.

1. How can students' speaking strategies be promoted?
2. Does Drama help students promote their speaking strategies?
3. What are students' attitudes towards the use of drama technique as a learning tool?

1.5. Limitations of the Study

The main limitation of the study is that, it was conducted with only 13 pre-intermediate level students at Health Sciences Faculty of Hasan Kalyoncu University in Turkey. All students were Turkish. The study could have been conducted with other levels of students such as upper-intermediate and advanced.

In this study some personal factors, students' background, departments and gender differences were not taken into consideration. Some cultural background studies could have been investigated to show the impacts of the study more. The participants were chosen randomly from Health Sciences. Thus the scope of the study is limited with the students at the Department of Health Sciences.

1.6. Operational Definitions

In this research some of the terms used are given as below:

- **Speaking**

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997).

Burns and Joyce also state that “[...] speech, far from being disorganised, has its own systematic patterns and structures – they are just somewhat different from those in written language” (Burns and Joyce 1997: 7).

- **ESP**

Absolute Characteristics

1. ESP is defined to meet specific needs of the learners
2. ESP makes use of underlying methodology and activities of the discipline it serves
3. ESP is centered on the language appropriate to these activities in terms of grammar, lexis, register, study skills, discourse and genre (Dudley-Evans, 1997)

- **Drama**

Drama here means any practical and educational activity which stimulates the use of language in everyday life and involves some amount of imaginary situation (Holden, 1983)

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

This chapter examines the effects of drama towards speaking strategies and skills of students in ESP classes. For this purpose, the significance of using drama techniques were discussed and some models of the research in this field were examined.

2.2. Speaking Skills/ Strategies of Learner

Speaking plays an immense role while learning English. Students are expected to use what they have learnt from the beginning and produce great amount of information to be used. Speaking also helps learners to acquire some type certain skills. According to Chaturvedi, Yadav, and Bajpai (2011, p.3) there are several soft skills which are required in these circumstances; interpersonal skills, team spirit, social grace, business etiquette, behavioral traits like attitude, motivation and time management.

The objective of teaching speaking is to make students have some outcomes, make them more aware of what they are learning and help to interact and communicate more with other people. Fang (2010) stated that “objective of English is to develop students’ ability to use English in an all-round way, especially in listening and speaking so that in their future work and social interactions they will be able to exchange information effectively through both spoken and written channels.”(p.111). It can be easily understood from here that learning how to produce the acquired language or the information is needed for the future actions. Communication as being the final stage of the learning process is accepted by many authors like Fang.

The most important thing is to make the students to able to use the language in a meaningful context that is to say, as mentioned above by Fang, (2010) to produce the language when needed outside of class or in social life.

As Oradee, (2012) stated that “English teaching and learning have the goal of focusing students so that they are able use English for communication” (p.553). It is clearly stated that speaking is the most important skill since it is the key element for communication.

In his research Fang, (2010) argues about the English as a communicative tool, where students can use the English knowledge, skills and cultural aspects they have learnt to communicate with people from outside which means they are using the English as a communication tool (p.112).

In his argument about the 'English as a communication tool' Fang, (2010) emphasizes that while developing or increasing learners speaking abilities, learners simultaneously develop their listening skills and also gain confidence during the process of communication (p.112). According to his statement, it can be understood that in order to increase the speaking skills, learner should have a good listening skill. These two terms are integrated with each other since they both mean the same thing.

As has been mentioned by Blake and Thompson, (2010) "for learners to successfully communicate in the L2, they need not only the understanding of grammatical rules, but also the knowledge of how the L2 is used by native speakers in different contexts" (p.89).

In other words for learners to communicate effectively in English, they don't need to know the enough vocabulary and grammatical structures only, but also an adequate level of listening skills.

According to Blake and Thompson, (2010) by indicating or creating variety of social contexts to learner, curriculum of the programme should be mainly focused on speaking goals that will allow them to improve their speaking skills to communicate in different situations. This perspective represents the communication as tool or an instrument to be used not only in class but in different aspects of the life that is to say in daily life (p.89).

Martinez and Uso (2008) define that "activity formats such as face to face tandem learning, making up questions to a native speaker or role playing, among others may develop speaking skills with a particular emphasis"(p.164). In this sense it is important to know that there are several types of activities which may increase the level of learners' speaking skills. Therefore, meaning learning takes place with those types of activities.

Oral record activities, according to Martinez and Uso, (2008) helps learner to have more depth reflection about the particular topic which is being discussed in class while speaking skills are being promoted in class. Therefore oral record activities functions as a crucial element while promoting speaking skills of the learners (p.164).

On the basis of promoting speaking skills of students, Martinez and Uso, (2008) poses the crucial opinion regarding and emphasizing the importance of aural, visual and reading materials gathered by learners can be used in productive activities as a background to promote speaking (p.165).

Oradee, (2012) prove that speaking skills can be developed through communicative activities which include an information gap, a jigsaw puzzle, games, problem solving and role playing (p.553). Author also restates to support his idea that free discussion and role-playing activities can assist better with speaking skills of the learners. We can imply from the author sentence that there are various ways of improving or promoting the learners' speaking skills.

There are various speaking strategies that had been categorized by many different researchers. In one of the ESOL teaching Skills Task Book Author categorized the speaking strategies as below;

1. Turn Taking: Signaling that you have finished speaking or knowing when and how to get into a conversation.

2. Repair: Correcting yourself when you speak, or rephrasing something when you feel the person you are talking to hasn't understood.

3. Seeking Clarification: Asking the person you are speaking to explain something you have said.

4. Feedback: Using small words or sounds to indicate to the speaker that you are listening to what they are saying.

5. Boundary or transition marking: Indicating that you have finished talking about a topic and perhaps also showing that you are about to introduce a new topic into conversation.

6. Paralinguistic device: Using things like body language, gesture and eye contact to send a message to the person you are speaking to.

Hetrakul, (1995) also defines that in these countries, even though English is taught throughout school years, it is rarely spoken outside classroom. For those who are about to come abroad, they would likely have to take intensive English lessons before their departures, but it is usually too late. Lack of adequate communicating skills can be found in many foreign students, even in those who have spent many years in the United States.

Hetrakul, (1995) proves this by illustrating that students can correct each other without feeling embarrassed. English will become students' routine by doing that activity.

Another difficulty that has been mentioned in many studies is related to public speaking activities where students are expected to perform speech in front of others.

As Gan, (2012) cited from Ferris, (1998) “.....ESL students at three different American tertiary institutions about their difficulties in English listening and speaking skills, and found that the students were most concerned with oral presentations and whole class discussions, but they perceived little difficulty with small-group discussions”(p.46). This might give us idea about the fact that students feel themselves more comfortable and secure while they are participating their communicative skills in a small groups.

Speaking outside of class or giving speech in class can be considered as challenging for them since it requires great deal of self confidence.

Consequently, communicative language ability can be described as consisting of both knowledge, or competence, and the capacity for implementing, or executing that competence in appropriate, contextualized communicative language use (Bachman, 1990, p.84).

In order to produce the language learner needs specific/certain aspects as the author mentioned above.

2.3. Drama and Benefits of Drama in Language Classes

Drama is a perfect tool in language learning. It plays a crucial role in order to make students participate in a more communicative context. As the author of *Drama-In-Education and Its Effectiveness in English Second/Foreign Language Classes* who is Athiemoolam, cited in Landy (1982) improvisation as an

unscripted, unrehearsed, spontaneous set of actions in response to minimal directions from a leader, usually including statements of whom one is, where one is and what one is doing there. The focus is thus on identifying with characters, enacting roles and entering into inner experience of imagination and fantasy. (p.6)

As Landy (1982) clearly points out above improvisation gives students chance to use their own imagination that is to say act out their own characters that they have created in their mind. He supports the idea of unrehearsed actions since he believes that it will more beneficial for students to be ready at any time instead of reading scripts from the ready written forms. Another important issue that should be taken into account is the importance of drama in different aspects.

As Davies, (1990) mentioned “Drama activities could probably be used in any or all stages of the lesson” (p.88). Here he focused on the importance of drama by mentioning its usage in all stages.

It has other benefits as well. It can be used of course but it has some problems as well. Sam, (1990) stated that:

However, it should not be used in isolation but should be used in an integrated approach for language teaching. It should not be treated as a 'last resort' when all else fails. It should be part and parcel of the communicative classroom methodology in teaching English as a second language (p.10)

It is clear from this sentence that it should be the part of both communicative tasks and skills. Here we can perceive the prominence of the integrated approach. Great deal of things have been said about this subject which mentions the importance of integrated skills.

As Janudom, (2009) stated “Learners should be provided with learning environments where different social interactions are stimulated in order to acquaint them with as variety of linguistic forms and communication context.”(p.3). As it is stated clearly above having different social interaction in different environment is the most important thing in learning and communication. Drama consists of lots of different activities. As Janudom, cited from Via, (1987) “Drama techniques are defined as strategies to communicate or convey the intended meaning which involves a wide range of activities” (p.4). These activities are really prominent for students especially in their speaking development and dramatic situations, dialogues, role-plays and so on.

Drama enables great deal of advantages to students in many ways. In one of the articles named as ‘Applying Drama Techniques in Teaching English in Iran’ by Moghaddas, and Ghafarinaia, cited in Holden, (1981) mention the importance of some diverse activities in speaking: “Drama here means any practical and educational activity which stimulates the use of language in everyday life and involves some amount of imaginary situation” (p.24).

Here it is perfectly mentioned above that drama not only improves the physical and communication skills of the students but also critical thinking, problem solving and creative thinking skills which aims to increase the certain type of EQ levels of the students.

Drama gives students more motivation, entertainment, fun and other different opportunities to express themselves freely while acting out. As Moghaddas, and Ghafarinaia, cited in Desiatova (2009) outlined some benefits of using drama in the language classrooms as follows:

It causes learners in using the language for genuine communication and real life purposes. It makes language learning and active, motivating, experiences. It gives confidence and self esteem to learners in using the language spontaneously. It brings the real world into the classroom. It helps the students in acquiring the language through play, make-believe and meaningful interaction. It makes the learning items memorable through direct experiences affects emotion with different learning styles. When dramatizing students make use of all the appropriate channels.It stimulates learners’ intellect and imagination. It develops students’ ability to emphasize with others and become better communicators. It helps learners in acquiring the language by focusing on the message not the form of their utterance (p. 26).

As it is agreed by many researches purpose of drama in education is the best of increasing the communication between students.

As O' Gara (2008) stated "drama in education is one of personal and emotional self-discovery and developing understanding of human relationship" (p.158).

Speaking can be considered as most important and complicated skill for the learners since it involves great deal of oral interactive skills so as to produce the language itself. As it is mentioned earlier at the beginning of the chapter two there has been lots of studies carried out in order to emphasize the importance of speaking skills of the students.

2.4. English for Specific Purposes

English for specific purposes is a special area of English teaching which is integrated into technical grammar usage. ESP is really difficult and challenging for students since it requires learner to have great deal of vocabulary.

As Erfan, (2012) stated that "Visual aids and pictorial schemata might remove the strictness and inflexibility of the current ESP books and allow students, as one important side of ESP instructional transition, to engage more actively. He also mentioned the importance of using visuals in teaching ESP (p.164-168).

Bojovic, defined the ESP with a question which is "Why does this learner need to learn a foreign language?" and answered by expanding the aim of the ESP. Author mentioned the importance and the necessity of the ESP by defining the term of ESP; to meet specific needs of the learner.(p.487)

According to Hutchinson and Waters (1987:19), "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning."

It can be understood that ESP is based on the learner's reason for learning. Another definition also talks about special requirements for the definition of ESP.

As Minaabad, and Khoshkholgh, (2012) stated "ESP is a kind of English teaching/learning approach which is designed to meet the students' specific requirements at a tertiary level or vocational/occupational institutions" (p.251).

Many different definitions are made to explain the term ESP. For instance Hutchinson and Waters (1987) provided three reasons for the emergence of ESP: demand in the new world, revolution in linguistics, and new focus on learners.

In their research Day and Krzanowski, (2011, p.5) defined ESP as “the P in ESP is always a Professional purpose a set of skills that learners currently need in their work or will need in their Professional careers”. They also argued about the question of ‘Who needs ESP?’ and come up with different ideas by using the term called ‘tailored to their needs’ and its subbranches ESAP (English for Specific Academic Purposes) and EGAP (English for General Academic Purposes)

Another crucial issue mentioned by Day and Krzanowski, (2011, p.7) is the knowledge of ESP teachers. They identified the three key strategies of ESP teachers which are; honesty and openness, preparation and confidence.

As has been mentioned by Coppolino and Cianflone (2009) ESP teacher has to provide instruction related to future academic studies and workplace requirements to be used by learners for accessing, saying, foreign literature or to be used after graduation for the profession (p.3).

As Anthony, (1998) cited in Dudley Evans (1997) there are two characteristics of ESP which are;

Absolute characteristics:

- ESP is designed to meet specific needs of learners;
- ESP makes use of the underlying methodology and activities of the disciplines it serves;
- ESP is centered on the language (grammar, lexis, and register), skills, discourse and genres appropriate to these activities.

Variable characteristics:

- ESP may be related to or designed for specific disciplines;
- ESP may use, in specific teaching situations, a different methodology from that of General English;
- ESP is likely to be designed for adult learners, either at tertiary level institution or in a professional work situation. It could, however, be used for learners at secondary school levels;

- ESP is generally designed for intermediate or advanced students. Most ESP courses assume basic knowledge of the language system, but it can be used with beginners.

As Tarnopolsky, (2013) argued “In ESP it is certainly professionally meaningful information that is researched. Such research becomes the basis for developing professionally oriented information research skills, as well as the skills of self-teaching in the field of professional activities” (p.12).

According to Master, (1985) “First focus of ESP was on lexis. This idea was that normal ESL materials would be used, but that subject specific lexical items would be substituted for more general terms” (p.17).

As Maasum, (2011) stated that “ESP is a major activity around the world today. It is an enterprise involving education, training and practice, and drawing upon three major realms of knowledge: language, pedagogy and the students’/participants’ special areas of interest.”(p.424-425). He also defines ESP as “ESP requires the careful research of pedagogical materials and activities for an identifiable group of adult learners within a specific learning context”.

2.4.1. Difficulties/Problems of ESP Faced by Students

There might be some kinds of problems in terms of teaching ESP. Riabtseva and Arestova (2006) emphasized the most important difficulty that students encounter with which is “Another difficulty while teaching ESP at universities level is that the first year students have different language background.”(p.197). This is so true indeed because first students are not feeling themselves ready to learn a different kind of English which is ESP, or that is to say they all have different language background, some might have been studied Preparation School, some may not even have English knowledge at all and so on. He also says that “teaching methods must be learner centered. In other words, ESP is concerned, first and foremost, with satisfying the real needs of the students not with revealing the knowledge of the teacher.” Here he wanted to mention the importance the learner as an individual and their needs.

Different kinds of skills are used while teaching ESP. As Riabtseva and Arestova cited in Homutova, (1999) “primary goal of ESP course is to teach professional communicative competence that is the ability to communicate in English

according to situation, purpose and specific role of the participants”(p.197). I believe that if students study ESP, they are supposed to use it in their profession.

Lorenzo, (2005) stated that “ESP students are usually adults who already have some acquaintance with English and are learning the language in order to communicate a set of professional skills and to perform particular job-related functions”(n.p)

This raises the question of ‘what about the students who dont have enough acquaintance with ESP’. Author here tried explained the term ESP by mentioning the importance of professional skills and used the term called ‘job related functions’.

According to Nhung, (2011), “teaching ESP is a difficult task for the teachers of the English language, beside vocational knowledge, teachers need to carry out researches in teaching vocabulary so as to open their views and instruct students later” (p.3). Influences of ESP on teacher and the importance of researches that teachers should take into account are discussed above by the author.

As Lamri, (2012) stated “most of our students are not sufficiently equipped with cohesive devices or discourse markers which in fact makes the understanding of scientific discourse more difficult.”. He also mentions that “another problem worth raising is the teaching of lexis. We should first recognize that vocabulary is one of the areas that have benefitted less from ESP research”(p.26). Lamri emphasized above that importance of lexis should not be disregarded by the instructor.

2.5. Desuggestopedia

Atmosphere is really important for students since drama took place in this study. Students should be relaxed and comfortable and the teacher's role should be one of being a respected and trusted authority. Learning should be made as enjoyable as possible. Students can learn better in a more relaxing atmosphere.

This method was founded by Bulgarian psychiatrist-educator Georgi Lozanov in 1978. It is an affective-humanistic approach, an approach in which there is respect for students' feelings. As known very well learning deficiency occurs from the psychological barriers. Therefore this method helps to eliminate the negative feeling and reinforce the positive feeling.

There are 7 major concepts of desuggestopedia according to Lozanov and Gatave (1988) are as follows:

1) Mental Reserve Capacities (MRC) : There is a general agreement among researchers that the human being uses 5-10% of his/her brain capacity at the most. The primary objective is to tap into the MRC,

2) Psychological “Set-Up” : The response to every stimulus is very complex, involving many unconscious processes which have become automatic responses.

3) Suggestion: There are two basic kinds of suggestion: direct and indirect. Direct suggestions are directed to conscious processes Indirect suggestion is largely unconsciously perceived and is much greater in scope than direct suggestion.

4) Anti-Suggestive Barriers: These antisuggest barriers are a filter between the environmental stimuli and the unconscious mental activity.

5) Means of Suggestion, a) Suggestive authority: A positively suggestive authority is one of the most effective means which we as teachers can use it, if we use it sensitively, wisely and purposefully. b) Infantilization: Infantilization in suggestopedia must be understood roughly as memories of the pure and naive state of a child to whom someone is reading, or who is reading on his own. c) Intonation is strongly connected with the rest of the suggestive elements. d) Concert pseudo-passivity (concentrative psychorelaxation) : Important moment in suggestopedia.

6) Successful classroom atmosphere, a) Psychological: A nurturing, supportive atmosphere in which the student feels free to try out the new information, be inventive with it, make mistakes without being put down, and, in general, enjoy the learning experience. b) Education: The material should be presented in a structured fashion, combining the Big Picture, Analysis and synthesis. c) Artistic: The classroom should not be cluttered with too many posters and unnecessary objects; otherwise the students don't see them. Good quality pictures should be displayed and changed every few days. Music can be played as the students enter the room, and during the breaks. Plants and flowers add to a pleasant atmosphere

7) Music: Music as a suggestion, relaxing medium. Lozanov researched a wide variety of means for presenting material to be learned which would facilitate the mentally relaxed, receptive state of mind he had found to be

optimal for learning.

Brown (2000) explains that the success of language learning is due not only to cognitive factors but also to affective, motivational, temperament, and demographic factors of the learners. It indicates that the students' differences need to be considered in order to make them achieve successful learning.(n.p)

Krashen (1982) asserts that "The affective hypothesis implies that our pedagogical goals should not only include supplying comprehensible input, but also creating a situation that encourages a low filter" (p.32). Thus, if the learner is affected by negative feelings and attitude, their language internalization diminishes.

Referring to Desuggestopedia (a method of language teaching), Larson Freeman states that "The reason for our inefficiency, Lozanov asserts, is that we set up psychological barriers to learning" (p.73). It can be easily perceived from here that author mentioned the negative effects of psychological barriers of learning a language

Most of the students often feel stressed and under pressure. Hence, it can develop a kind of mental block, or affective filter (Chastain, 1988, p.98; Krashen, 1982, p. 32) which in turn can prevent students from language internalization. Learner should block all the barriers and concerns they have before learning a language this will ofcourse be with the help of desuggestopedia method of teaching.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

This section indicates information about the nature of the research and how the study was designed and how the research was conducted. It also included information about participants, setting, instruments, how the data was collected and methods were used to analyse the data.

3.2. Research Design

This study was designed as a case study. It was conducted to look into the effects of drama process on the speaking abilities and strategies of ESP students in Health Science School at Hasan Kalyoncu University. It was designed as a both qualitative and quantitative study. The data was collected through percentages as a direct proportion and the content analysis was done to analyze interviews and rubrics and reflection sheets were used. In other words, with the help of some instruments, the effectiveness of drama so as to promote speaking strategies of students in ESP was tested.

3.3. Participants and Setting

This study aimed to help the students in Hasan Kalyoncu University studying in Nutrition&Dietetic and Physiotherapy &Rehabilitation Departments to promote their speaking strategies with the help of drama in ESP class. I have been teaching ESP to Health Sciences for 3 years. Therefore I decided to conduct my study on Health Sciences students who are mostly from Nutrition & Dietetic and Physiotherapy & Rehabilitation Departments. This study was conducted with 13 pre-intermediate health sciences students with the targeted vocabulary items taken from the book assigned to be used in the department of Health Sciences.

A drama script with the targeted Health lexis in it was implemented. The students had never taken a drama course before. For speaking set I decided to use the room called 'American Room' designed to have the speaking lesson in order to make students get far from the traditional classroom atmosphere.

The American room is a place where there are lots of cushion seats on the floor, colorful carpets and walls with attractive posters about America and the closets full of materials such as DVDs and movies. It is designed as similar to the classroom used for applying Lazonov's methodology; Suggestopedia. The teachers in Foreign Language

School take students to this room for speaking lessons since it has a great glorifying atmosphere which makes them feel relaxed and comfortable during the lesson. The reason why I chose the American room to have my drama rehearsal was to decrease the level of anxiety during drama lessons and make them feel free while acting. I believed that students would be more relaxed when compared to an ordinary class and speak more English than they did in the classroom. While deciding on the setting for my drama lesson I used suggestology as a model in which classes are conducted in a living room atmosphere and such a setting is designed to encourage informal contact and free, natural communication. Later confidence and inclination to communicate are provided both through relaxed but direct instruction, and through subtle covert communication, essentially non-verbal, suggesting that learning is progressing well, and that it is easy and pleasant.

3.4. Instruments

In this study four types of instruments, Reflection Sheet, Speaking Rubric, Weekly Reflection Sheet, and Drama Performance Rubric were used.

3.4.1. Reflection Sheet

Reflection sheet was used at the beginning of the study. I gave the reflection sheet to each student and told them to fill in the reflection sheet. The reflection sheet contained the students' thoughts about speaking. I applied this reflection sheet to the students before implementing the drama in my ESP classes. I asked them to complete the unfinished sentences with their own ideas. The aim of this reflection sheet given at the beginning was to perceive the strengths and weaknesses of the students in speaking classes to analyze the problems that they encounter during the speaking lesson.

The reflection sheet consisted of the following questions and statements.

- ✓ What I like most about speaking.....
- ✓ What I dislike most about speaking.....
- ✓ Before I start speaking I feel.....
- ✓ While I start speaking I feel.....
- ✓ I don't have enough.....
- ✓ I find my sentence structure (vocabulary, grammar).....
- ✓ I find my pronunciation.....
- ✓ I would like to.....

The students completed these sentences with their own words in order to reveal their weaknesses about speaking.

3.4.2. Speaking Rubric

Speaking Rubric was used both at the beginning and at the end of the study that is to say before and after applying drama to health sciences students. The reason why I used the speaking attitude rubric before applying drama was to find out the weaknesses of students in some traits such as vocabulary, fluency, anxiety, motivation and making mistake items. The Speaking Rubric was used by considering the needs of the health science students. The Speaking Rubric consisted of five categories:

- ✓ Vocabulary- Grammar
- ✓ Fluency
- ✓ Anxiety
- ✓ Motivation
- ✓ Making Mistake

These five categories were scored out of twenty-five points both by the teacher and the students. (5) Stood for Accomplished, (4) stood for Proficient, (3) stood for Practiced, (2) stood for Developing, (1) Beginning. Students are supposed to choose the best category related to their level and interest

3.4.3. Weekly Reflection Sheet

Weekly Reflection Sheet was applied to students every week at the end of the drama lesson so as to see their weekly progress. Students were asked to complete the incomplete sentences which required them to increase the awareness about their weaknesses. Here are some sentences from the weekly reflection sheet.

- ✓ This week I studied....
- ✓ This week I learned.....
- ✓ This week I made mistakes...
- ✓ I tried to fix my mistakes by.....
- ✓ My difficulties are.....
- ✓ I would like to work on.....
- ✓ What I didn't like about drama.....
- ✓ What I liked about drama.....,

This reflection sheet enabled them to express themselves in a more free way. Students used their own words and sentences while expressing themselves.

3.4.4. Drama Performance Rubric

This was used both by the teacher and student every week after the acting process at the end of class. Students were supposed to score themselves after they acted. This drama performance rubric consists of two parts, Student's self score and Teacher's score. It has 5 categories which are;

- ✓ Mind
- ✓ Voice
- ✓ Body
- ✓ G-rated,
- ✓ Memorized.

It does not only include the rating score but I also had some extra comment part where students were asked to write their own ideas or added some ideas that they would like to share about the rehearsal we did for weeks. I believed that it would be good for students since they might have extra things to add to drama classes or rehearsal.

3.5. Procedure for Data Collection

Two departments were chosen from Health Science which has an ESP lesson on the curriculum. I have 13 students who have been learning English for three years. At the beginning of the study, both Speaking Rubric and Reflection sheet were given to students so as to check out their ideas and understand their perception toward speaking lesson. These two were given before applying drama in the lesson. After distributing the sheets to students, they completed the Reflection Sheet with their own sentences. These reflection sheets helped a lot in terms of expressing themselves more freely to find out the weaknesses of students. Speaking Rubric which consisted of scored items was also completed by students at the beginning of the first week.

The items of the Speaking Rubric and the sentences of the Reflection Sheet were adapted by taking the needs of ESP students into consideration.

In the second phase, which was the second week, students were given a drama script written by taking all the ESP vocabulary items into consideration. A drama script was given to students and roles were distributed to each student. The characters and the

summary of drama were discussed. Participants were also informed about the name of the characters, their analyses and playwright.

In the third phase, which was the third week, drama was practiced by students by taking the Drama Performance Rubric items into consideration. It lasted for half an hour. Through the regular use of Weekly Reflection Sheet and Drama Performance Rubric, they got accustomed to acting out strategies.

The Weekly Reflection Sheet was given to students at the end of the lesson. Students were required to complete the sentences according to what they learnt, liked or disliked. When sheets were completed, Drama Performance Rubrics were given to them so as to evaluate their own acting process.

After six weeks of training, students were expected to improve their speaking skills and strategies as measured by the Weekly Reflection Sheet. Participants would also improve the habit of using reflection sheets and develop a positive attitude toward speaking strategies.

Additionally, some comment parts which included blanks had been added and participants were asked to comment on them.

In the fourth week, drama was acted out again by students for half an hour. At the end of the acting out process, they were given Weekly Reflection Sheet and Drama Performance Rubric in order to evaluate their process. This acting out process lasted for six weeks.

In the last week the same Speaking Rubric and Reflection Sheet the ones which were implemented at the beginning of the study were given to students again.

Lastly all the data obtained from participants score from the Speaking Rubric and Reflection Sheet were observed and analysed. Later on the first week's results were compared with the sixth week results.

3.6. Data Analysis

In order to determine both the short and long term effects of Drama on speaking skills of Health Sciences students, Reflection Sheet, Weekly Reflection Sheet, Drama Performance Rubric were applied to participants before implementing drama in class. As the data were gathered via Rubrics and Reflection Sheet both qualitative and quantitative research analysis techniques were used.

Descriptive Research design was used to analyse the data gathered from the results. Descriptive Statistics such as average and percentages were analysed step by step.

Content analysis was used on the qualitative data (Reflection Sheet) by adding my own comments as well through analysing each student's comments. Also extra explanation and comments were involved so as to see the effects of drama technique and their ideas about having received such technique.

Finally for the Speaking Scale the mean of the scores given by both teacher and student are calculated and evaluated in order to see the improvement and differences between scores.

Lastly, for the Drama Performance Rubric which was completed every week both by teacher and student's mean of the scores from the Rubric was calculated and evaluated. The data obtained through the Reflection Sheets and Weekly Reflection Sheet were examined in a detailed way in order to perceive whether the use of drama helped to improve speaking strategies of students or not.

CHAPTER IV

4. FINDINGS AND DISCUSSIONS

4.1. Introduction

This chapter aims to present the analysis and the discussion of the data as follows;

- 1) The analysis and the discussion of the data obtained by (First Time) Speaking Rubric
- 2) The analysis and the discussion of the data obtained by (First Time) Reflection Sheet
- 3) The analysis and the discussion of the data obtained by Weekly Reflection Sheet
- 4) The analysis and the discussion of the data obtained by Drama Performance Rubric
- 5) The analysis and the discussion of the data obtained by (Second Time) Speaking Rubric
- 6) The analysis and the discussion of the data obtained by (Second Time) Reflection Sheet

4.2. The Analysis of the Speaking Rubric

Table 1. Scores Obtained from Speaking Rubric

	Self Assessment_/25	Teacher Assessment_/25
STD1	11	10
STD2	12	11
STD3	10	9
STD4	11	10
STD5	10	9
STD6	9	8
STD7	10	9
STD8	11	10
STD9	10	9
STD10	9	8
STD11	13	12
STD12	8	7
STD13	7	6

Table 1 shows the results and the scores of the Speaking Rubric obtained by both participants and the teacher.

This section consists of two sub-parts aiming to see the ideas of students about speaking, whether they consider their speaking skills adequate to participate in ESP classes or not.

If they have any problems and If they do what kind of problems do they encounter?

In the first week Speaking Rubric was given to participants. It was both evaluated by the teacher and the students.

The obtained data was analysed through direct proportion and result was calculated in terms of percentages. As seen in Table 1 and 2 there is no significant difference in the scores of the both teacher and the students.

Table 2. Percentage of the Scores

	Self Assessment	Teacher Assessment
Percentage (%)	40.30 %	36.30 %

The table shows that students' attitude toward speaking is 40,30 %and teachers' score for the participants is 36,30%.

4.3. The Analysis of the Reflection Sheet given at the beginning

Reflection sheet that aimed to seek students' perception about speaking was given to 13 students who currently study Physiotherapy and Nutrition departments in Hasan Kalyoncu University at the beginning of the training.

4.3.1. The Analysis of the Reflection Sheet given First week

STD1:

What I like most about speaking is chatting and meeting people from other countries.

What I dislike about speaking is misunderstanding of people.

Before I start speaking I feel anxious and stressed

While I start speaking I feel disappointed

I don't have enough health vocabulary

I find my sentence structure not enough

I would like to chat more with foreigners

As it is quite obvious data collected from him was quite negative since he used the words anxious, stressed, disappointed. It wasn't difficult to realise that he had difficulty in speaking in terms of vocabulary and grammar. Student mentioned that he feels anxious and stressed. STD1 also feels disappointed because of his mistakes.

STD 2:

What I like most about speaking is listening to what other people say.

Before I start speaking I feel excited

While I start speaking I feel sad

I don't have enough health vocabulary

I find my sentence structure (grammar) insufficient

I would like to watch movie without subtitle

Here student expressed that he did not want to use speaking in ESP lessons, but in his daily life as well. This could be easily understood that his vocabulary knowledge on health science may seem to be confusing for STD2

STD 3:

What I like most about speaking is meeting and talking to new people from other countries.

Before I start speaking I feel bad.

While I start speaking I am nervous.

I don't have enough good book to practice speaking

I find my sentence structure not enough.

I would like to speak like a native speaker.

As it is clearly mentioned above, STD 3 does not have good sources of material so as to practice speaking. While STD 3 starts to speak English he becomes nervous and extremely bad. It can also be said that he has some listening problems since he has problem in understanding people while having conversation with them.

STD 4:

What I like most about speaking is to be able to communicate with foreigners.

Before I start speaking I feel stressed.

While I start speaking I feel bad.

I don't have enough health vocabulary and English Practice

I find my sentence structure not enough.

I find my pronunciation Turkish-like

I would like to understand English lyrics.

As this is quite obvious from STD 4 sentences that he aims to do more thing about speaking outside of the classroom. He also wishes to learn and not to forget the health vocabulary easily. STD 4 claims that he sounds like Turkish but not like a native speaker when he starts to speak.

STD5:

What I like most about speaking is chatting and meeting people from other countries.

What I dislike about speaking is 'its confusion'

Before I start speaking I feel stressed

While I start speaking I feel sad

I don't have enough English material (Audio)

I would like to speak like an American or British

The data collected from him was also not so positive as it is obvious from his sentences and comments. Having not enough materials to practice English bothers student a lot in terms of speaking skills. Student does not like the way he sound as well as he mentioned that he wanted to speak like and American or British.

STD 6, STD 7, STD 8, STD 9, STD 10 and STD 13:

What I like most about speaking is to talk with foreigners.

Before I start speaking I feel stressed.

While I start speaking I feel bad.

I dont have enough health vocabulary and English Practice

I find my sentence structure not enough.

I find my pronunciation Turkish-like

I would like to understand English lyrics.

The six of the students almost mentioned the same thing in their reflection sheet. They all felt sad and nervous before they started communicating or speaking to others. Grammar and remembering the vocabulary and sentence structures has been quite challenging for them since it requires great amount of effort to produce a speech.

They had some kind of confusion in terms of vocabulary and grammar. They mentioned above that they all wanted to understand the movies well when the watched. Another important concern that they had was the understanding the long sentences were difficult to follow when somebody spoke. They all preferred short sentences because of this.

STD 11:

What I like most about speaking is to be able understand people more and respond them as I wish

Before I start speaking I feel stressed in a normal way no too much.

While I start speaking I feel ok, try to be cool

I don't have enough health vocabulary which is in our book.

I find my sentence structure (especially grammar) difficult to remember

I find my pronunciation not perfect

I would like to speak more fluently.

As seen above, data collected from him was not as bad as the other students. STD 11 is a student who had already received an English Course before starting to a university. Therefore, he is more capable of producing things when compared to others in terms of Speaking. This data obtained from STD 11 reflection sheet might be regarded as different from others since it involves some positive comments about speaking. But he still lacks certain skills or abilities in order to speak perfectly.

He mentioned that he had insufficient vocabulary knowledge and grammar so he cannot communicate effectively.

STD 12:

What I like most about speaking is to know about other people

Before I start speaking I feel nervous

While I start speaking I feel bad.

I don't have enough health vocabulary a good book to practice

I find my sentence structure not enough.

I would like to understand English lyrics and sing them like foreign singers.

What STD 12 tried to claim here was that student had some trouble with the curriculum and the book used in their department. She found it boring and not suitable for communicative activities, this may be due to the difficult vocabulary gloss used in ESP courses.

Many ESP books which were taught in faculties do not cover communicative activities and a lot of unknown vocabulary items may make the students demotivated and be reluctant to speak English in class.

4.4 The Analysis of Weekly Reflection Sheet

4.4.1 The Analysis of the Reflection Sheet given Second week

STD 1:

This week I studied/ learned sharing the roles with classmates. I learn some new vocabulary, arrange, leaflet, exhibiting, breathing, statement

This week I made these mistakes; reading the text in a wrong way

I tried to fix the mistakes by reading script loud at home

My difficulties are in pronunciation

I would like to work on listening myself while speaking

What I liked about drama is fun

Data collected from him was a little bit insufficient since it did not involve many explanatory sentences. Student mentioned that his/her main problem was pronunciation. He went home after school and made some practice by reading the script loudly so as to have an idea of how it sounds like.

STD2, STD 3, STD 5:

This week I studied/ learned sharing the roles with classmates. I learnt some new vocabulary; candidate, urgent, consider

This week I made these mistakes; translating the text in my own language

I tried to fix the mistakes by doing more practice in reading the text

My difficulties are in understanding the text the drama script.

What I liked about drama is, it is enjoyable, freestyle and fun.

Here student mentioned that he/she had a problem translating the script, what we understand from here is that, this student tried to translate the script into Turkish in order to understand it. That might have caused a problem since Turkish and English are not similar. Student liked it since the text is related with their area. It is easy to perceive that they liked drama since the words such as ‘enjoyable, freestyle and fun’ are used.

STD 4:

This week I studied/ learned sharing the roles with classmates. I learn some new vocabulary; candidate, deadline, urgent, respiratory, statement

This week I made these mistakes; speaking in front of class

I tried to fix the mistakes by reading script more and more

My difficulties are in memorization

I would like to work on memorization

What I liked about drama is; entertaining

As seen clearly from students’ statement he/she likes to act but he/she has some memorization problems which he/she works on.

STD 6, STD 9, STD 7, STD 11 and STD 10:

This week I studied/ learned sharing the roles with classmates. I learn some new vocabulary, competition, urgent, candidate, obstacle, occurs, consider

This week I made these mistakes; reading the text with lots of mistake

I tried to fix the mistakes by observing my classmates

My difficulties are in pronunciation

I would like to work on improving my pronunciation

What I liked about drama is entertaining

These five students nearly mentioned the same thing. Their problem is generally pronunciation. The level of their vocabulary knowledge is approximately same also.

STD 8, STD 12, STD 11:

This week I studied/ learned sharing the roles with classmates. I learn some new vocabulary; necessary, appointment, occurs, unbearable pain

This week I made these mistakes; remembering my sentence

I tried to fix the mistakes by taking some notes to my hand

My difficulties are in pronunciation and memorization

I would like to work on practicing with my classmates in the dormitory

What I liked about drama is motivating

These four students almost wanted to say the same thing. What confused them was talking in front of their classmates. They were also afraid of making mistakes in pronunciation and grammar.

4.4.2 The Analysis of the Reflection Sheet given Third Week

STD1, STD 3:

This week I studied/ learned lots of unknown vocabulary like appointment, competition

This week I made these mistakes; acting, posture

I tried to fix the mistakes observing the way my other friends acted

My difficulties are in forgetting the pronunciation

I would like to work on memorization and pronunciation

These two students had some problems related to skills in terms of posture and the way they act in classroom. They also mentioned their weaknesses in drama performance rubric as well. What they had confused during acting process is the pronunciation. These two students had confusion of the pronunciation of the words

while acting. They observed their classmates and tried to practice the pronunciation of the words when the lesson is finished.

STD2:

This week I studied/ learned some new vocabulary like competition and appointment,

This week I made these mistakes; speaking in front of class,

I tried to fix the mistakes by reading script more with my role friend,

My difficulties are in memorization,

I would like to work on memorization,

This is clearly mentioned in the sentences above that STD 2 had some memory problem that is to say remembering his/her lines during the acting process.

STD 4, STD 9, STD 13, STD 10:

This week I studied/ learned some new vocabulary like dull, ache, increase in breathing rate, patient record form, chestpain, unbearable, weird, certain, overwhelming, abnormal

This week I made these mistakes; remembering my sentence, remembering the words,

I tried to fix the mistakes by listening my classmate and teacher,

My difficulties are in pronunciation and memorization,

I would like to work on practicing with my classmates more without the text,

What I liked about drama is fun and joyful

These four students had common concerns about speaking they were not sure of the words they pronounced. The reason of this might be due to lack of vocabulary. This week, they encountered with too many unknown vocabulary which might have a bad effect on them.

STD7, STD 11:

This week I studied/ learned some new vocabulary like deadline, discuss, urgent

This week I made these mistakes; too many unknown words

I tried to fix the mistakes by taking some help from my classmates

My difficulties are in remembering the meaning of the words

I would like to work on the ways of improving my vocabulary

What I liked about drama is 'It is nice to act'

STD 11 and STD 7 weaknesses in terms of vocabulary were same. This week they had the chance of practicing the same vocabulary. They also had chance of observing each other. It can be said that there was peer collaboration between them.

Since these two students had too many unknown vocabulary in the text. They were able to understand the meaning of the words in a more perfect way with the help of drama since they recognized the meaning within the story.

Students were unlikely to forget the meaning since they both used it and acted in class

STD 5, STD 8, STD 12:

This week I studied/ learned some new vocabulary like hesitate, supply, weird

This week I made these mistakes; remembering my sentence

I tried to fix the mistakes by taking some notes to my hand

My difficulties are in pronunciation and intonation

I would like to work on practicing with my classmates in the dormitory

What I liked about drama is motivating

These comments of three can be regarded as quite different from other reflection sheet of students since they mentioned something different for them.

These three students are mainly interested in intonation as they mentioned in their sentence. They did not only like to speak or act well but they also want to improve their intonation according to situation or character they are acting during the drama process. This is really important in terms of improving their speaking strategies.

STD 6:

This week I studied/ learned some new vocabulary like chest pain, patient record form

This week I made these mistakes; fluency. I couldnt speak fluently.

I tried to fix the mistakes by reading the text loud at home

My difficulties are fluency

I would like to work on fluency

What I liked about drama is 'it is different not like an ordinary lesson.

STD 6 had different ideas than the other participants as he/she mentioned the importance of fluency. She tried to find ways so as to improve her fluency level. It can be deduced from STD 6 sentences that, she found drama quite different and STD 6 considered other lesson boring in other words.

Therefore third week can be regarded as effective for STD 6.

4.4.3 The Analysis of the Reflection Sheet given Fourth Week

STD 1, STD 4, STD 10, STD 12:

This week I studied/ learned some new vocabulary like hydrotorax, Nausae

This week I made these mistakes; pronunciation of the new vocabulary

I tried to fix the mistakes by checking the pronunciation from internet

I would like to work on fluency

What I liked about drama is it's real

This is clearly indicated from students' sentence that, they have improved in terms of both acting skills and speaking strategies. They didn't mention about any difficulties because they were confident enough to act when compared to first week.

Some unknown vocabulary might have had bad effect on them since ESP terms are difficult to pronounce.

STD 7, STD 11:

This week I studied/ learned some new vocabulary like ache, blood

This week I made these mistakes; 'not many mistakes'

I would like to work fluency

What I liked about drama is motivating and encouraging

Data obtained from them was positive and encouraging for them, they liked acting in class and they were too relaxed when compared to first week. The number of unknown vocabulary decreased as the week passed by.

These two students did not have many difficulties this week. They were fluent and seemed to enjoy the lesson and the acting process. They also considered the lesson motivating and encouraging.

STD 13, STD 3, STD 8, STD 5:

This week I studied/ learned some new vocabulary like coughing

My difficulties are in pronunciation of the some new words

I would like to work on practicing with my classmates in the dormitory

What I liked about drama is fun and easy

As seen clearly from data obtained from the student, it is easy to understand that they have no great deal of difficulties except pronunciation. The number of unknown vocabulary is fewer than the first week.

STD 6, STD 2:

This week I studied/ learned some new vocabulary like Hydrothorax

This week I made these mistakes; remembering my sentence

I tried to fix the mistakes by practicing in front of mirror at home

My difficulties are in mimic

I would like to work on postures and mimics

What I liked about drama is amusing

STD 6 and STD 2 liked drama this week. They had problems in terms of drama performance skills like posture and mimic.

STD 9:

This week I studied/ learned some new vocabulary like Nausea

This week I made these mistakes; acting my character

I tried to fix the mistakes by taking some notes during acting process

My difficulties are in pronunciation and memorization

I would like to work on practicing with my classmates in the dormitory

What I liked about drama is 'it is real like'

STD 9 did not have too many problems. It is seen that STD 9 have no struggle in terms of vocabulary or speaking as the week passed by. STD 9 was happy that he/she could act in a very relaxed way when compared to previous weeks. This might have had a positive effect on speaking strategies since STD 9 felt relaxed and the level of anxiety decreased.

4.4.4. The Analysis of the Reflection Sheet given Fifth Week

STD 1, STD 10, STD 6:

*This week I studied/ learned some new vocabulary like **passed away, pulse rate***

I would like to work on practicing with my classmates in the dormitory

What I liked about drama is motivating becomes more entertaining every week

As for the fifth week, students had no difficulties or struggle with anything. This is probably due to the getting used to the drama process gradually. This week they were more relaxed and fluent. The number of the unknown vocabulary decreased and this made them even more relieved while speaking

STD 4:

*This week I studied/ learned some new vocabulary like **appreciate, refuse***

I would like to work on fluency and speed of speech

What I liked about drama is motivating

Here student expressed that he liked the drama process. Student didn't write anything about the difficulty he or she had or any problem that occurred in class.

As seen obviously STD 4 wanted to speak faster, the reason why student couldn't do so is may be due to lack of unknown words or being stucked to the written text instead of improvisation.

STD 7, STD 11, STD 2, STD 5, STD 8, STD 13, STD 3:

*This week I studied/ learned some new vocabulary like **dizzy, aptitude test.***

What I liked about drama is motivating and entertaining, because we started to like our role in the script and had no mistake.

As seen above these seven students didn't like to mention about difficulties or mistake that they have done. There were also several unknown vocabulary for them.

It can be concluded from above that, in the fifth week they became more relaxed and less anxious during the acting process.

STD 12, STD 9:

*This week I studied/ learned some new vocabulary like **heart attack***

I would like to work on accent because it sounds Turkish

What I liked about drama is; It is joyful and creative.

STD 12 and STD 9 defined drama as creative and joyful in their own words. They really liked it. They were feeling so calm while speaking in class.

This comment of them saying ‘It sounds Turkish’ can be considered different from the other reflection sheet of students since they want to work on their accent. These two students kept observing the others and check the pronunciation of the newly learnt vocabulary from different resources.

4.5. Analysis of Drama Performance Rubric

Table 3. Analysis of Drama Performance Rubric

WEEKS	Self Score_/20				Teacher Score_/20			
	2nd	3rd	4th	5th	2nd	3rd	4th	5th
STD1	9	12	13	15	8	11	12	14
STD2	10	11	14	16	9	10	13	15
STD3	8	10	14	17	7	9	13	17
STD4	7	9	11	13	6	8	11	12
STD5	10	12	13	15	9	11	12	14
STD6	11	12	13	14	10	11	12	13
STD7	12	14	15	17	11	13	14	16
STD8	9	11	13	15	8	10	12	14
STD9	9	10	12	14	8	9	11	13
STD10	11	13	16	18	10	12	14	16
STD11	14	16	18	19	13	15	17	18
STD12	10	14	17	18	9	13	16	17
STD13	8	11	13	17	7	9	12	15

Table 3 shows the results and the scores of the Drama Performance Rubric obtained by both participants and the teacher.

The obtained data is analysed through direct proportion and result is calculated in terms of both average and percentage. As seen in Table 3 there is no significant difference between the scores of the teacher and the students. The percentage on the table 3 shows that there is slight increase in the percentage.

4.5.1. Analysis of Drama Performance Rubric and comparison in terms of weeks in percentages

Table 4. Analysis of Drama Performance Rubric and comparison in terms of weeks in percentages

	Self Score/ 20	Teacher Score/ 20
Second Week	9.84 - 49.23 %	8.84 - 44.23 %
Third Week	11.92 - 59.61 %	10.84 - 54.23 %
Fourth Week	12.23 - 61.15 %	13 – 65 %
Fifth Week	16 – 80 %	14.92 - 74.61 %

Table 4 indicates that there is an increase in every week. Second week student scored themselves as 9.24 out of 20 which is equal to 49.23% when calculated as a percentage. In the third week as it is obvious from table it increased to 11.92 out of 20 which is 59.61% as a percentage. When we look at the fourth week we can easily realise that there is a dramatic increase in the scores. It is scored as 12.23 out of 20 which is equal to 61.15% as a percentage.

As for the last week data obtained from students was 16 out of 20 which is equal to 80% as a percentage. There is a slight chance of the scores when compared to second week therefore this shows that student improved their ability of acting that is to say drama performance skills. The results could be seen easily from the scores that there is a great deal of increase in terms of acting skills.

Teacher scored students as 8.84 out of 20 which is equal to 44.23% as a percentage in the second week. It is really clearly from the table that there has been an increase in the scores that is to say it increased to 10.40 out of 20 which is equal to 54.23% as a percentage. When the third week’s data is analysed, it can be clearly understood that there has been a dramatic change in student’s drama performance skills.

It increased to 13 out of 20 which is equal to 65 as a percentage. As for the final week score given by teacher is calculated as 14.92 out of 20 which is equal to 74.61% as a percentage.

What we can state from is that there has been a dramatic increase in terms of drama performance skills of the students per week. It was 49.23% at the first week and it increased to 80% by means of students score, when it is looked at the teacher's score it was 44.23% at the beginning of the week and it increased to 14.61% It is obviously seen that there is an increase in their drama performance skills.

4.6 Analysis of Reflection Sheet given at the end

4.6.1 The Analysis of the Reflection Sheet given Sixth Week

STD1:

What I like most about speaking is chatting and meeting people from other countries.

What I dislike about speaking is misunderstanding of people

Before I start speaking I feel happy and not stressed

While I start speaking I feel relaxed

I find my sentence structure good enough to speak

I would like to chat more with foreigners

Data collected from him/her was quite negative at the beginning but at the end of the sixth week. It was not difficult to realise that he had no difficulty in speaking in terms of vocabulary and grammar. Student mentioned that he feels happy and not stressed where as he felt anxious and stressed at the beginning of the week. Student also feels relaxed during speech. STD 1 expressed that he/she find sentence structure good enough to communicate with others.

STD 2:

What I like most about speaking is listening to what other people say.

Before I start speaking I feel confident

While I start speaking I feel happy

I find my sentence structure (grammar) sufficient

I would like to watch movie without subtitle

Here student expressed that, he wanted to use the speaking not only in ESP lesson but also in his daily life as well. It can be deduced from his last sentence 'I would like to watch movie without subtitle.'

This can be easily understood that health vocabulary knowledge of STD 2 seems enough to communicate and participate in class where as it was the opposite in the first week. STD 2 mentioned that he/she was confident and happy to be in drama process.

STD 3:

What I like most about speaking is meeting and talking to new people from other countries.

Before I start speaking I feel normal

While I start speaking I ok.

I find my sentence structure not enough to participate

I would like to speak like a native speaker.

As it is clearly mentioned above, STD 3 didn't have good sources of material so as to practice speaking in the first week however in the sixth week, STD 3 felt pleasant to act in the drama process.

This can be extracted so because STD 3 did not mention anything about the lack of materials etc. While STD 3 starts to speak English he feels ok and normal where as it was nervous at the beginning of the week

STD 4:

What I like most about speaking is to be able to communicate with foreigners.

Before I start speaking I feel confident.

While I start speaking I feel cheerful.

I find my sentence structure enough to act in drama

I find my pronunciation Turkish-like

I would like to understand English lyrics.

As this is quite obvious from STD 4 sentences that he aims to do more things about speaking outside of the classroom. STD 4 claims that he sounds like Turkish but not like a native speaker when he starts to speak.

STD4 also mentioned that he felt confident and cheerful in the last week. It can be said that there have been an improvement with the help of drama

STD5:

What I like most about speaking is chatting and meeting people from other countries.

What I dislike about speaking is 'its confusion'

Before I start speaking I feel I know what I will say

While I start speaking I feel that I sound not like a Turkish

I would like to speak like an American or British

The data collected from his was also not so positive at the beginning. Not having enough materials to practice English bothered students a lot in terms of speaking. Student does not like the way he sounds as well as he mentioned that he wanted to speak like an American or British.

Now it can be understood that he felt excited to take part in class and drama. STD 5 also improved himself in terms of fluency as it can be seen from 'While I start

speaking I feel that I sound like not Turkish. Another sign of progress that has been made by STD 5 can be perceived from this sentence ‘While I start speaking I feel that I know what I will say’

The positive improvement is obvious for STD 5.

STD 6, STD 7, STD 8, STD 9, STD 10 and STD 13:

What I like most about speaking is to talk with foreigners.

Before I start speaking I feel safe.

While I start speaking I feel comfortable.

I find my sentence structure adequate

I find my pronunciation Turkish-like

I would like to understand English lyrics.

These six of the students almost mentioned the same thing in their reflection sheet. They all felt sad and nervous before they started communicating or speaking to others in the first week. Grammar and remembering the vocabulary and sentence structures has been quite challenging for them since it requires great amount of effort to produce a speech.

Six of the students had some kinds of confusion in terms of vocabulary and grammar at the beginning.

However, they mentioned that it was quiet different from the first week. These six students wrote that they feel safe and comfortable to participate in class or during the acting process.

When compared to first week, sixth week can be regarded as a positive process for these six students. Drama, written script and memorization made them feel safe and comfortable while speaking.

STD 11:

What I like most about speaking is to be able understand people more and respond them as I wish

Before I start speaking I feel stressed in a normal way no too much.

While I start speaking I feel cool and extremely relaxed

I find my sentence structure (especially vocabulary) easy to remember

I find my pronunciation perfect

I would like to speak more fluently.

As seen above, data collected from him was not as bad as the other data received from students. STD 11 is a student who had already received an English Course before starting to a university. Therefore he is more capable of producing things when compared to others in terms of Speaking. This data obtained from STD 11 reflection sheet might be regarded as different from others since it involves some positive comments about speaking. But he still lacked of certain skills or abilities in order to speak perfectly at the first week

He mentioned earlier that he some knowledge on vocabulary and grammar but it causes problem while trying to flashback the known vocabulary into speaking that is to say there occurs a problem about remembering.

STD 11 mentioned that he felt extremely relaxed while speaking. He also said that his vocabulary knowledge is not as difficult as it was before. He had some problems with ESP vocabulary but with the help of this drama script involved ESP health vocabulary, he was able to use them in context and it has been easy to remember the meaning of these words.

STD 12:

What I like most about speaking is to know about other people

Before I start speaking I feel really comfortable

While I start speaking I feel in a Peace

I find my sentence structure not enough.

I would like to understand English lyrics and sing them like foreign singers.

What STD 12 tried to claim here is that student has some trouble with the curriculum and the book that has being taught in their department in the first week. She found it boring and not too feasible in terms of communicative activities. The reason for this one may be because the number of vocabulary taught in ESP courses.

But STD 12 mentioned later on that vocabulary could be learnt through drama script, there was no need for the book and memorization of difficult definitions.

As known very well many ESP books taught in faculties contain no communicative activities but great deal of unknown vocabulary words which makes the students demotivated and reluctant to speak in class.

STD 12 has already gone through this issue, and had no problem with speaking and vocabulary as STD 12 felt comfortable and peace.

4.7. Analysis of Speaking Rubric

Table 5. Scores Obtained from Speaking Rubric

	Self Assessment_/25	Teacher Assessment_/25
STD1	18	17
STD2	19	18
STD3	15	14
STD4	16	15
STD5	15	14
STD6	17	16
STD7	16	15
STD8	19	18
STD9	17	17
STD10	15	14
STD11	21	20
STD12	14	13
STD13	13	12

Table 5. shows the results and the scores of the Speaking Rubric obtained by both participants and the teacher.

The obtained data is analysed through direct proportion and result is calculated in terms of percentage.

Table 6. Percentage of the Scores

	Self Assessment	Teacher Assessment
Percentage (%)	70.46 %	62.15 %

The table shows students' attitude toward speaking is 70,46% and teachers' score for the participants is 62,15%.

The obtained data is analysed through direct proportion and result is calculated in terms of percentage. As seen in Table 6. there is no significant difference in the scores of the both teacher and the students.

4.8. Comparison of the First Week and the Sixth (Last) Week

Table 7. Comparison of Scores

	Self Assessment	Teacher Assessment
First Week	40,30%	36,30%
Last Week	70,46%	62,15%

The data obtained from both students and teacher for the first week indicates that there has been a great deal of increase on the 'students' attitude toward speaking. Participant scored themselves as 40.30% in average for the first week where as it increased to %70,46 at the end of the sixth week. It can be said that applying drama techniques to ESP students helped them to improve and promote their speaking strategies.

When analysed in terms of teacher assessment, however first week's score was %36.30 before applying drama to ESP students, it moved up to 62.15 % in the last

week. Therefore applying drama to ESP students has been found to be highly prominent for the improvement and promoting of the speaking strategies of students.

Based on the data analysed in this study, reader can conclude that drama had a great and effective impact on ESP students in terms of their speaking abilities. Drawings from the findings of the study, it could be concluded that drama can be considered as a perfect tool so as to promote speaking skill and strategies of ESP student.

CHAPTER V

5. CONCLUSION

5.1. Summary of the study

This study attempted to identify the different ways of promoting speaking strategies of students who have been taught ESP for two years in Health Sciences at Hasan Kalyoncu University. In other words, the case study was designed to investigate the speaking strategies of a selected group of students concerning drama.

Furthermore, this study explored how the speaking strategies of ESP students can be promoted through drama.

This study involved 13 pre-intermediate English level participants, attending the Physiotherapy and Nutrition and Dietetic departments of Hasan Kalyoncu University.

The following research questions were investigated.

- 1) How can students' speaking strategies be promoted?
- 2) Does Drama help students promote their speaking strategies?
- 3) What are students' attitudes towards the use of drama technique as a leaning tool?

Reflection sheets were the vital instruments which were used to collect data about students' feelings, ideas and the extra comments about the speaking and drama. Reflection Sheet sentences were incomplete which required students to complete those sentences by their own ideas and sentences. Drama performance rubric was also conducted every week which allowed participants to describe their weakness and strenghts. Drama performance rubric also gave them opportunity to express themselves without dealing with other students.

There were two types reflection sheets used. The first type of reflection sheet was implemented at the beginning and at the end of the week however the second one was applied every week. The content analysis was done so as to analyse the reflection sheets. Each sentence in the reflection sheet aimed to investigate the problems. Furthermore, speaking attitude rubric, which was implemented both at the begining of the study and at the end of the study, were analysed through percentages.

Data results which were collected from the students' reflection sheet and drama performance rubric were analysed and compared every week

5.2. How can students' speaking strategies be promoted?

As it is mentioned above in chapter two, there are various speaking strategies that had been categorized by many different researchers. In one of the ESOL teaching Skills Task Book Author categorized the speaking strategies as below;

1. Turn Taking: Signaling that you have finished speaking or knowing when and how to get into a conversation.
2. Repair: Correcting yourself when you speak, or rephrasing something when you feel the person you are talking to hasn't understood.
3. Seeking Clarification: Asking the person you are speaking to explain something you have said.
4. Feedback: Using small words or sounds to indicate to the speaker that you are listening to what they are saying.
5. Boundary or transition marking: Indicating that you have finished talking about a topic and perhaps also showing that you are about to introduce a new topic into conversation.
6. Paralinguistic device: Using things like body language, gesture and eye contact to send a message to the person you are speaking to.

The drama script which was used so as to promote speaking strategies had a great impact on the learner since they took all the necessary items into consideration one by one. While students were acting out in class they used 'Turn Taking' due to roles in the script. Learners were aware of the fact and the time while dramatizing. They knew when to speak and stop, they waited for other classmates to finish their acting so that they could start communication.

Correction was also made for the participants with the help of the reflection sheet and the observation done during the play. While students were acting the other were observing so that they would not be making the same mistake like pronunciation, intonation etc. Participants indicated in Reflection sheets that they corrected themselves through the acting out of other students.

Seeking Clarification was done constantly since all the participants had to follow each others' words so as to know when to start acting.

During the acting process, it was allowed to make learners correct each other and give feedback about their acting and other speaking skills.

Learners indicated with their gestures and postures that they finished talking when this happened next student took the role. Boundary and transition marking was really beneficial in terms of speaking since it involved great strategies to improve themselves during speaking process. All the participants were aware of the fact that it was someone else's turn to speak or act.

Paralinguistic device had a great role in this study since it was mainly required to have it during the whole acting process.

5.3. Does drama help students promote their speaking strategies?

In the light of the data analysis, the result and the analysis of the reflection sheets, drama performance rubrics revealed that participants succeeded in promoting their speaking strategies. The drama itself and the script that involved many lexis related to Health Sciences enabled students to understand the targeted words in a more meaningful way with the help of the drama.

All participants stated the importance of drama in sense of promoting their speaking strategies. According to results, all participants mentioned about the power of Drama in terms of both educational and fun aspects. Participants stressed that they have understood the complicated unknown vocabulary by acting them via drama.

In addition to learning and promoting speaking strategies, participants' data analysis from weekly reflection sheet and drama performance rubric indicated that learners had fun during the speaking process since they have used visual things like their costumes, facial expressions of the characters.

Data results obtained from the students self reflection sheet and rubrics revealed clearly that 13 participants became aware of themselves during the speaking process as they monitored their speaking strategies during these six weeks.

At the end of the drama process that lasted for 6 weeks participants were more able to pay attention what other people said thanks to drama. They were more relaxed and less confused during speaking in terms of the sentence structures, vocabulary. Results also indicated that participants made fewer mistakes in every following week since practice made them have more self confidence.

On the other hand, participants lowered their emotional barriers towards speaking with the help of drama since the atmosphere where the drama took place and the script which was related to their future job and ESP course seemed entertaining to them. Data obtained from participants indicated that during the drama process there has been a dramatic change on concentrating more to speaking, eliminating frequency made mistakes, accurate fluency and so on. Participants were able to focus more on different speaking strategies with their classmates.

During the drama process where the acting took place, the reflection sheets and the observations provided by each and every classmate gave participants opportunity of applying all the drama performance skills into their acting.

However, promoting speaking strategies through drama seemed little bit challenging for most of the participant; they were able to adapt themselves more into drama as the week passed. Participants became perfect in acting and speaking without any hesitation since practice made them perfect.

5.4. What are students' attitudes towards the use of drama technique as a learning tool?

Data results of the Speaking Attitude Rubric and Reflection Sheet which were given both at the beginning and the end of the study revealed that participants had a lot chance to improve their speaking skills. All participants were able to find solution for their speaking problems through drama. All the Weekly Reflection Sheets made students to see their weaknesses and strengths every following week. Comments made by participants were really positive and motivating.

At the beginning of the study participants were afraid that they would not be able to improve or promote their speaking skills through drama since they had not experienced such learning tool before, however later on they have realized that drama

had enabled learners to gain deep speaking strategies. In this sense participants also realized that they were able to transfer what they learnt as strategies not into their ESP classes but in their daily life as well.

According to participants, at this point, drama provided students with a way to enhance their speaking ability which can be considered as an effective tool. Data results of the content analysis also revealed that use of drama technique had been entertaining and the ESP lexis learnt was permanent. On the other hand some of the participants had concerns about the benefits of drama in terms of speaking however at the end of the study those participants mentioned that complex speaking skills in ESP classes might had changed through drama. At the beginning of the study when some of the participants heard the word drama they got anxious and stressed because they had some emotional barriers to speak in front of class. Later on they realized that drama had an impact on their speaking and public speaking skills in a positive way. From this aspect, participant started to build a better connection between the characters in the script and acting in the following weeks.

5.5. Implications of the study

This study attempted to apply drama in order to promote speaking strategies of students who have been taught ESP for two years in Health Sciences at Hasan Kalyoncu University. In other words, the case study was designed to investigate the speaking strategies of a selected group of students concerning drama.

In this respect, this study suggests that teaching speaking strategies in speaking classes for ESP students and encouraging them to speak not only in classroom but also out of classroom may have positive effect on their speaking performances in real life situations.

5.6. Recommendations and Impications for Further Study

The results of this research showed that teaching English to promote speaking strategies through dramahad a crucial impact on the participantswhich was observed by means of results of Weekly Reflection Sheet, Drama performance rubric and Speaking Attitude Rubric analyzed through content analysis and direct proportion.

This study was conducted in a time of one semester that took six weeks. The time was not long enough to look into long term effects of drama. For further research, time can be lengthened for at least two semesters.

Another suggestion is about the number of participants who were pre-intermediate and intermediate. The study could have been done with a large number of participants as it could be more reliable.

The results of the present study can form the basis for further studies. Based on this needs analysis, further studies can also be done on materials development, language instruction, assessment, student motivation, etc. Besides, after necessary changes are done to the curriculum, some further studies can be carried out to find out whether the students are satisfied with the new changes or not. Furthermore, some other needs analyses could be conducted at intervals to figure out the students' changing needs and expectations regarding professional English and their courses.

This study was carried out at only Hasan Kalyoncu University and there were only two departments consisting of Physiotherapy and Nutrition/ Dietetic. Perhaps, further studies can be carried out in some other Health Sciences departments including nursing, medical, midwifery, radiotherapy, etc. at other universities offering ESP courses.

Lastly, apart from the points mentioned above, the student groups could be divided into two as the ones who had English education before and the ones who did not and the results obtained from these two groups could be analyzed and compared. Another implication can be done by dividing students into two as the ones who had received Drama training before and the ones who did not and accordingly necessary analysis could be done.

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7. APPENDICES

7.1. Appendix 1: Reflection Sheet

Name of the Student:

- What I like most about speaking is

- What I dislike most about speaking
is

- Before I start speaking I
feel

- While I start speaking I
feel

- I don't have
enough

- I find my sentence structure (Vocabulary, Grammar)

- I find my
pronunciation

- I would like
to

7.2. Appendix 2: Speaking Rubric

	5 Accomplished	4 Proficient	3 Practiced	2 Developing	1 Beginning	Self Assess. _/ 25	Teacher Assess. _/ 25
Vocabulary- Grammar	Have a great deal of vocabulary knowledge in Health Sciences. Uses variety of grammar structures with less errors	Have a good vocabulary knowledge in Health Sciences. Uses variety of grammar structures but making some errors	Have an average vocabulary knowledge in Health Sciences. Uses the grammar structures which contains little inaccuracies	Have a limited vocabulary knowledge in Health Science. Uses some grammar structures with occasionally errors.	Have a few vocabulary knowledge in Health Science. Uses basic structures and makes lots of errors		
Fluency	Speaks smoothly with a little hesitation	Speaks with some hesitation but it does not interfere with the communication	Speaks with some hesitation which interfere with the communication	Hesitates too often when speaking	Hesitates all the time with frequent long and short breaks.		
Anxiety	Feels no anxious to speak at all.	Feels little anxious to speak	Feels anxious to speak most of the time.	Does not feel comfortable enough to speak	Feels extremely anxious to speak		
Motivation	Feels totally motivated to speak or communicate	Feels motivated to speak or communicate	Feels normally motivated to speak or communicate.	Feels little motivated to speak or communicate	Does not feel motivated at all to speak or communicate.		
Making Mistake	Isn't afraid of making mistake. There is a vivid communication.	Correctly understands the questions and responds clearly.	Makes few mistakes understanding questions.	Makes significant mistakes understanding the question. There is a limited effort.	Afraid of making mistake. Can not use the phrases at all. Doesn't understand the question		

7.3. Appendix 3: Weekly Reflection Sheet

Name of the student:

Date:

- This week I studied _____

- This week I learned _____

- This week I made these mistakes _____

- I tried to fix the mistakes by _____

- My difficulties are _____

- I would like to work on _____

- What I did not like about drama _____

- What I liked about

drama _____

- Other Comments on Today's Drama

Acting _____

7.4. Appendix 4: Drama Performance Rubric

Drama Performance Rubric

Student _____ Date _____

Performance name / type: _____

> **Student's Self-Score:** In each category, select a number representing how well you did on your performance.

(If something is missing, the score can be "0".)

	1 Needs Improvement	2	3 Satisfactory	4	5 Excellent	Score
Mind						
Voice						
Body						
G-rated						
Memorized						
					TOTAL:	

Student's reflection on her/his performance: (what could have been better)

>> **Teacher's or Parents' Score**

(If something is missing, the score can be "0".)

	1 Needs Improvement	2	3 Satisfactory	4	5 Excellent	Score
Mind						
Voice						
Body						
G-rated						
Memorized						
					TOTAL:	

Comments, responses, feedback:

version January 6, 2009

7.5. Appendix 5: Drama Script

ADDICTION BEATS THE PASSION

Characters:

Jose,

Tony (Director)

Secretary,

Michelle (Jose's Friend),

Doctor Richard

Joshua (Waiter)

Prof. Patrick (Anatomy Teacher)

Natsuko (Korean Friend)

Nick (Classmate)

Chucky (Classmate)

Frederick (Psychologist),

Nurse

Referee,

Reader

Plot:

Jose wants to attend the running competition called Forest Run Club which will be held in Africa. He calls the manager and arrange meeting with the head of this organisation to talk about his health problems. Jose has a respiratory and regular cough problem which prevents him effectively to run. Jose reads the rules of the competition before applying for it and realizes the rule 'Candidates will not be allowed to swim if they are

exhibiting signs of being unwell.’ After reading this rule Jose starts to get worried and decides to talk to the director

Jose: Hello! Can I please talk to Mr. Tony.

Secretary: Welcome, Sir! Do you have a reservation?

Jose: Oh no!

Secretary: Well, we don’t let candidates walk in without reservations. I am sorry

Jose: But this is urgent! The deadline is close. Please let me talk to him.

Secretary: Just a second Sir. (She dials the number). Hey, Mr. Tony, there is someone who wants to see you. He says it’s urgent. He doesn’t listen to me. Shall I call him?

Mr. Tony: Let him in. Let’s consider his problem.

Jose: (He knocks the door) Hello Sir!

Mr. Tony: Hello. Have a seat.

Jose: Thank you. I am Jose Abraham. I am willing to join your Forest Run Competition which will be held in Africa, but I read your rule on the leaflet saying ‘Candidates will not be allowed to swim if they are exhibiting signs of being unwell.’ I have a **respiratory problem**. I have difficulty in breathing at night.

Mr. Tony: Well Mr. Abraham, there is no need to discuss this issue I believe.

Jose: Sir, I have chronic smokers cough. It doesn’t mean that I am sick.

Mr. Tony: I think you don’t get our policy. Part of the club’s mission statement is the promotion of good health.

Jose: Listen sir, I don’t get the cough every day. It happens at night. I don’t think this is an obstacle.

Mr. Tony: I am sorry Mr. Abraham, we can’t accept this.

Jose: Well, thank you for your time.

Jose gets out of the building and lights a cigarette. He talks to his friend who waits for him outside.

Jose: People have **mental disorders**. They are **daydreaming** I swear.

Michelle: You mean **delusions**....(Laughs) Come on Jose, you knew the result already. I mean who can say yes to this.

Jose: You are mean. I need to go now. I will talk to you later.

(He takes the subway and decides to go home. Suddenly, the headline of the magazine catches his eye: 'Smoke and Child's Asthma. He feels extremely bad and starts thinking about his smoking habit.)

One Week Later (The phone rings)

Jose: Hello!

Secretary: Hello, is this Jose?

Jose: Yeah, it's me.

Secretary: I am calling from Forest Run Competition Chamber.

Jose: Oh, hello madam....What's up?

Secretary: Our director wants you to fill the form online and go to the hospital for check up.

Jose: Oh my God? Seriously?? You mean I can apply for this competition?

Secretary: That's right sir, you can do it.

Jose: Thank you very much...That's great. I will do all the necessary things for the application.

Secretary: Ok. Good. Don't hesitate to contact me if you have any questions.

Jose: Thank you. Thank you very much.

Secretary: Have a nice day.

Jose: You too.

(He feels overwhelmingly happy and calls the hospital to take an appointment. He takes an appointment for the following week. He goes to the hospital and starts to wait in the following room)

Doctor Richard: Jose Abraham, come in please.

Jose: Hello Doctor.

Doctor Richard: What's the matter with you?

Jose: I have **difficulty in breathing** at night. Stroke occurs when I try to climb stairs. There is an **abnormal increase in breathing rate** sometimes. Doctors told me earlier that it might be because of lack of blood supply.

Doctor Richard: Hmm. I see. . . Do you have **chest pain** during the day?

Jose: No, but I have a **dull ache** which is steady and not too painful.

Doctor Richard: So, it's not unbearable, right?

Jose: Exactly Doctor.

Doctor Richard: Hmm....that seems weird. That's not **achronic respiratory problem**. We will have to do something about it. Go to the medical analysis laboratory and do all the tests.

Jose: Alright, Doctor.

Nurse: Hello! I need to ask you certain types of questions for the **patient record form**. I will be happy if you answer them in a correct way.

Jose: Ok Miss.

Nurse: Full name please?

Jose: Jose Abraham.

Nurse: Occupation?

Jose: Student.

Nurse: Do you smoke or drink alcohol regularly?

Jose: Um..yeah I smoke.

Nurse: How much?

Jose: I smoke one pack a day..

Nurse: That's a lot, boy. Do you have **sleep disorders**?

Jose: Sometimes, yes, when I feel tired at night.

Nurse: Do you have coughing attacks?

Jose: Yes, most of the time.

Nurse: Are you allergic to any type of **medication**?

Jose: No, I don't.

Nurse: Aches?

Jose: Yes, when I do my daily activities.

Nurse: **Nausea**?

Jose: Yes, sometimes.

Nurse: Do you bleed when you cough?

Jose: It happened twice. It was winter, I guess.

Nurse: **Fever**?

Jose: No.

Nurse: **Wheezing in breathing in and out**?

Jose: Yes, It happens while I am breathing out.

Nurse: Well, thank you, Jose. Let's see the results. I am going to send all the results to Doctor Richard.

(Jose waits for couple of hours in the hospital. When all the results are ready, Doctor Richard calls him over.)

Jose: Hello, Doctor? Am I ok?

Doctor Richard: Well, I am sorry to say this, but you are not. You have **hydrothorax**.

Jose: Oh no!

Doctor Richard: You should be careful with yourself. Take your medication regularly. Try not to make yourself tired and the most important thing, quit smoking as soon as possible. Otherwise....

Jose: I see. Thank you, Doctor . . .

(He leaves the hospital and starts to think about his best friend Michelle. Michelle contributes to his illness a lot. He decides to visit Michelle and have a conversation with her. He calls Michelle to meet and have a cup of coffee in one of the best cafe's in Munich. He lights a cigarette while waiting for her.)

Jose: Hey, Michelle

Michelle: Jose! Hey, how are you doing? How was your appointment? Tell me all the details. I want to know everything.

Jose: Well, the doctor said it is not so serious. I will be all right when I finish taking my medication. He said I can join this Forest Run Club Competition.

Michelle: Oh, that is it? Your health is important my friend. You really should quit smoking before your **illness** become worse.

Jose: I can quit anytime!

Michelle: (Laughs Loudly). I am sorry

Jose: What's wrong? What makes you laugh?

Michelle: I am sorry, but you can't.

Jose: You call yourself a friend, huh?

Michelle: I am sorry. That is not what I mean. I mean it is difficult, but you can do it.

Waiter Joshua: Welcome. What would you like to drink?

Jose: I will have a coffee please.

Michelle: Yeah, that will be awesome. Can I have a coffee as well?

Waiter Joshua: Sure, It will be ready in five minutes.

Jose: You know, coffee reminds me of cigarettes, but I will not have one.

Michelle: Oh, this is the first day then . . .

(Jose decides not to buy a pack of cigarettes again. He goes to school and join his classes.)

Prof. Patrick: Who remembers the topic from last week?

Chucky: Accidents and Emergency

Prof. Patrick: Good job, Chuck! What is the first the you do?

Chucky: Check that the patient is breathing or not and take the patient's pulse.

Prof. Patrick: (Asks Class) So, you know how to deal with emergency situations?

CLASS: Yes sir.

Prof. Patrick: What are the symptoms of shock?

Nick: Ummm. Trauma, slowing down of the vital functions.

Prof. Patrick: Well done.

(At the end the class students gather in front of the Health Sciences area to smoke. His friends start to smoke and talk among themselves. Jose and his Korean classmate Natsuko take a walk in the yard during the break time. Jose inhales the smoke and can't stop himself. Natsuko thinks of ways to prevent him smoking.)

Natsuko: Hey Jose, you should focus on your competition. You know it is a great chance for you. This was your dream. This was your passion. You should think about your health.

Jose: I know Natsuko, but it is really difficult for me to . . . I read, run, and do certain types of activities that will make me think less of cigarettes, but it is hard you know.

Natsuko:I know man. Here, try gum.

Jose: Thanks, Natsuko. You are helping a lot.

(Break time ends and the students go their classes. Prof. Patrick describes the symptoms of shock. He also gives instructions for dealing with an emergency. Jose feels bad and starts worrying about his health. Jose goes home, relaxes, and tries to focus on his studies, but he can't. He changes his clothes and his shoes. He takes his umbrella and starts to walk in Munich Streets. He thinks and walks with long steps. He can't stop himself having one cigarette and he thinks having one cigarette will not affect him at all. He realizes that his friend Nick lives close to here. He knocks on his door.)

Nick: Who is this?

Jose: It's me Jose. Can you open the door?

Nick: Hey dude. Welcome. Come in. How are you?

Jose: I am great. Actually, I came here to ask you for a cigarette. Maybe, I will give you a dollar for one cigarette?

Nick: Hey man, of course I am refusing this money. What are you talking about? You are welcome to have a cigarette.

Jose: I feel dizzy and sick. I have numbness as well. I don't feel well.

Nick: It is quiet usual that you are experiencing such a thing when you smoke after quitting for a long time.

Jose: Maybe I should get going. Thanks a lot for the cigarette.

(Five days later. Jose thinks that having one cigarette per day won't harm him, therefore he has one cigarette after dinner. He does not buy a pack but he asks for cigarettes from

other people. After some time, people get angry and annoyed with his situation. He feels sick and anxious any time he tries to quit smoking. Jose realizes that he will not be able to quit smoking without having Professional help.)

Meanwhile, Director Tony, who is the head of Forest Run Club Competition, expects Jose to fail the physical aptitude test. There is only one week left for the big final. Jose goes to smoking clinic with Natsuko. She always tries to be with him in bad times. They spend time together. However, Michelle feels quite upset.)

Jose: I appreciate your being with me all the time. I mean you are always there when I am down. You encourage and motivate me which makes me extremely happy. I really don't know how to repay you. You really have been a good friend for me.

Natsuko: Please stop saying such things, Jose. Of course I will. I am your true friend. If I went through the same problems, you also would not hesitate to help me right?

Jose: Of course I would not. But...I feel weird you know.

Natsuko: How weird? I don't understand..

Jose: I mean I have . . .

Michelle: Hey Guys! We are late for class. What were you talking about?

Jose: Umm, nothing, classes.

Natsuko: Yeah, studies.

Michelle: Yeah, well I guess I should leave.

Jose: Hey, Michelle! Wait!! Damn it!

(One week later, Jose goes to the forest where the running will be held. Prof. Patrick and all of his friends go there to watch him. All the candidates are there and they all wait for the jury to come. Jose feels extremely hopeful, but anxious at the same time. He looks at the stands and waves to Prof. Richard, Natsuko, Nick. He feels happy that they all come to encourage him. Suddenly, he remembers Michelle. He wonder where Michelle is.)

Referee: Ok everyone! Take your positions! Get Ready and Go!

Jose runs very fast, so fast that neither of the candidates can catch him. His heart beats fast. He sweats and feels dizzy. He continues to run as he reaches to check point, looks at back for one more last time, and smiles at Michelle. Suddenly, he falls on the ground. Everyone feels happy at the beginning, but when they realize that he is lying on the wet floor, his friends and Prof. Patrick quickly run to him and call an ambulance.)

Doctor Richard: Hurry up! Prepare the operation room!

Nurse: His pulse stopped, doctor.

Doctor Richard: Is there a severe hypothermia?

Nurse: Pulse rate is falling and the patient is shivering.

Doctor Richard: What about the blood pressure?

Nurse: It is falling. His face looks pale.

Doctor Richard: That is an heartattack! Oh no!

Prof. Patrick: Doctor, is he going to be alright?

Natsuko: How is Jose?

Nick: Tell us that he will be ok. I beg you.

Doctor Richard: I am so sorry to tell you that he passed away. He had a heart attack. We did our best, but we could not save him.