

**REPUBLIC OF TURKEY**  
**ÇAĞ UNIVERSITY**  
**INSTITUTE OF SOCIAL SCIENCES**  
**DEPARTMENT OF ENGLISH LANGUAGE TEACHING**

**THE REDUCTION OF SPEAKING ANXIETY IN EFL LEARNERS THROUGH  
DRAMA TECHNIQUES**

**THESIS BY**

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**MASTER OF ARTS**

**MERSİN, JUNE 2014**

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We **certify** that this thesis under the title of “**THE REDUCTION OF SPEAKING ANXIETY IN EFL LEARNERS THROUGH DRAMA TECHNIQUES**” is satisfactory for the award of the degree of **Master of Arts** in the Department of **English Language Teaching**.

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**Note: The uncited usage of the reports, charts, figures and photographs in this dissertation, whether original or quoted for mother sources, is subject to the Law of Works of Arts and Thought. No: 5846.**

## ACKNOWLEDGEMENTS

I would like to take this opportunity to thank all of the people who have supported me during my M.A. thesis journey.

First and foremost, I would like to thank my advisor, Assist. Prof. Dr. Kim Raymond HUMISTON, for all his time, support, and extraordinary patience during my thesis writing process. His classes inspired me more than I could imagine.

I also would like to thank Assist. Prof. Dr. Hülya YUMRU and Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ for serving on my committee, and for teaching me many of the tools and techniques of English Language Teaching that helped me to become a better teacher and which was utilized in this project.

I also would like to thank Assist. Prof. Dr. Aynur KESEN MUTLU, my idol, for inspiring me since my college years, leading my way, and for her unwavering support through this thesis.

Also, I would like to express my gratitude to Özge Gül ZEREY whose study inspired me while writing this thesis and helped me to learn a lot in this area.

In addition, I would like to thank my beloved friend Leman TATLI for being my fellow traveller on the way of our thesis, for giving endless courage, and incessant support since the very first day of M.A. program.

Also I would like to thank my precious friends Şule AKDOĞAN, Esra AZGIN, Zübeyde AYKAÇ, and Tuğba AKILLIOĞLU for their unshakable friendship and holding my hand whenever I fall into despair.

I would like to thank my parents Medine MUTLUPOYRAZ and Mehmet MUTLUPOYRAZ for instilling in me the spirit of resilience and perseverance and the will power that has enabled me to pursue and achieve my goals.

Last but not least, my heartfelt thanks go to my family: To my son Tibet ATAŞ, who is younger than my M.A. journey, for being with me and refreshing my life with his lovely smile; and to my beloved husband, Özgür ATAŞ, for always loving me, believing in me, supporting, couraging and helping me all the time. Without his love and support, none of this would have been possible.

10.06.2014

Mine ATAŞ

## **DEDICATION**

**For My Parents, Medine and Mehmet MUTLUPOYRAZ**

## ÖZET

# İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN ÖĞRENCİLERİN KONUŞMA KAYGILARININ DRAMA TEKNİKLERİ ARACILIĞIYLA AZALTILMASI

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Haziran 2014, 141 Sayfa**

Bu çalışma, yabancı dil öğreniminde konuşma kaygısı problemini ve konuşma kaygısını azaltmada dramanın rolünü irdelemektedir. Araştırmacı konuşma kaygısından bahsetmek için dil öğretim çevrelerindeki konuşma kaygısı probleminin yaygın nedenlerini gözden geçirmektedir. Çalışma aynı zamanda sınıf bazında kaygı seviyesini azaltma yollarını da ele almıştır.

Çalışma 2013-2014 akademik yılının birinci döneminde, Kozan Anadolu Sağlık Meslek Lisesi 24 tane 12. sınıf öğrencisiyle yürütülmüştür. Nicel veri toplamak için öntest ve sontest olarak Horwitz, Horwitz, ve Cope (1986) tarafından geliştirilen Yabancı Dil Dersi Kaygı Anketi (FLCAS) uygulanmıştır. Aynı zamanda, veri nirengi yapmak için, yarı-yapılandırılmış ön ve son-görüşmeler, ve öğrenci günlükleri kullanılmıştır. Buna ek olarak, öğretmenin drama kullanımı ve konuşma kaygısı hakkındaki fikirleri, çalışmanın niteliksel boyutunu güçlendirmektedir.

Araştırmacı, öntest, sontest (FLCAS), görüşmeler, öğrencilerin günlükleri, ve öğretmenin görüşlerinden yola çıkarak, dramanın öğrencileri motive ettiğini; ve öğrencileri konuşmaya teşvik ettiğini görmüştür. Drama, öğrencilerin dil dersleriyle ilgili korkularının üstesinden gelmelerine de yardımcı olmuştur. Drama tekniklerinin kullanımının, İngilizceyi yabancı dil olarak öğrenen öğrencilerin konuşma kaygılarının azaltılmasında belirgin ölçüde olumlu etkileri olmuştur.

**Anahtar Kelimeler:** Konuşma Kaygısı, Konuşma Kaygısının Azaltılması, Drama ve Konuşma Kaygısı, Kaygı ve Yabancı Dil Olarak İngilizce , Drama ve Yabancı Dil Olarak İngilizce

## **ABSTRACT**

### **THE REDUCTION OF SPEAKING ANXIETY IN EFL LEARNERS THROUGH DRAMA TECHNIQUES**

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**June 2014, 141 pages**

This study addresses the problem of speaking anxiety in foreign language learning settings and role of drama in the reduction of speaking anxiety. The researcher gives a general overview of anxiety sources in language training environments as a background for the discussion of speaking anxiety. The study is also concerned with ways to reduce anxiety levels in the classroom.

The study was conducted with 24, 12<sup>th</sup> grade students, in the first term of 2013-2014 academic year at Kozan Anatolian Medical Vocational High School. To collect quantitative data, FLCAS, developed by Horwitz, Horwitz, and Cope (1986), was administered as a pre and post-test. To triangulate the data, semi-structured pre and post-interviews, and students' diaries were also used. Additionally, the teacher's reflections on students' speaking anxiety, and the use of drama strengthened the qualitative dimension of the study.

On the basis of the findings of the pre and post-tests (FLCAS), interviews, students' diaries, and the teacher's reflections, the researcher found that drama gives motivation, and encourages students to speak. It also helps them to overcome their fears related to language classes. The use of drama techniques has significantly positive effects on lowering the speaking anxiety of EFL learners.

**Key Words:** Speaking Anxiety, Reduction of Speaking Anxiety, Drama and Speaking Anxiety, Anxiety and EFL, Drama and EFL

## ABBREVIATIONS

<b>ELT</b>	<b>: English Language Teaching</b>
<b>FL</b>	<b>: Foreign Language</b>
<b>FLA</b>	<b>: Foreign Language Anxiety</b>
<b>FLCA</b>	<b>: Foreign Language Classroom Anxiety</b>
<b>FLCAS</b>	<b>: Foreign Language Classroom Anxiety Scale</b>
<b>FLSA</b>	<b>: Foreign Language Speaking Anxiety</b>
<b>SLA</b>	<b>: Second Language Anxiety</b>
<b>SPSS</b>	<b>: Statistical Packages for Social Sciences</b>

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## CHAPTER 1

### 1. INTRODUCTION

This chapter includes the background of the study, statement of the problem, and purpose of the present study. The main focus of the study is to discover if drama techniques help students to have lower levels of speaking anxiety along with the reasons for general and speaking anxieties.

#### 1.1. Background of the study

Shakespeare says: “All the world's a stage, and all the men and women merely players.” Everybody in the world is an actor or an actress who continually takes major or insignificant roles on the stage of life. They can be a student, a customer, or a beggar. Apart from these, people may act according to their situations or positions. They may lie or they may imitate a cheerful person. Almost all our life passes by acting as if we are someone else. Drama helps us to disguise ourselves whenever we need it. That’s why drama has been playing a major role in our life for thousands of years.

The word *drama* is originally derived from the Greek word *dran* which means “to do, to act.” When teachers say that they are using drama in their lessons, they are ingenuously expected to have action in their classroom. Action is an essential part of learning a language, as it develops body language, increases motivation, and keeps students involved in the learning process (Miccoli, 2003; Gorjian, Moosavinia, & Jabripour, 2010). As this old Chinese proverb says:

“Tell me and I will forget.  
Show me and I will remember.  
Involve me and I will understand.”  
(Chinese Proverb)

Drama also creates a friendly, stress-free atmosphere where optimal learning occurs (Miccoli, 2003; Conejeros & Fernandez, 2008; Gorjian et al., 2010). Even when adults, let alone children, feel pressure on themselves, it becomes a burden to act, move or speak naturally, especially in public, which means anxiety. Anxiety, which plays a major role in communicative skills in FL classes, is a general term used for many disorders that cause nervousness, apprehension, fear, and worrying. What mainly concerns us here is the type of anxiety EFL students hire while speaking in FL classroom atmosphere.

Bekleyen (2004) states that language anxiety has negative effects on language learning and production. There are many reasons which may cause anxiety. Examples might include fear of making mistakes or fear of being laughed at. Age level or being graded on performance skills may also cause fear.

While trying to find out if drama helps students' oral skills development, researchers have also found that drama lowers anxiety levels of EFL learners (Miccoli, 2003; Conejeros & Fernandez, 2008; Gorjian et al., 2010). Drama itself has become a teaching technique which encourages students to learn a new language in a creative and effective way. This means that drama techniques create an atmosphere where students learn in context, use their imagination, and react spontaneously. Speaking a language without any preparation is of great importance for fluency in EFL. Fluency requires "performance". Thus, in order to be fluent, a learner has to perform the language. At this point, speaking anxiety, which will be dealt with in this study, emerges.

The aim of this thesis is to investigate if drama is an effective tool to reduce students' speaking anxiety in language classes.

## **1.2. Statement of the problem**

Speaking a foreign language in the classroom is inherently artificial. It is very difficult to involve students in those artificial speaking activities. Students need lifelike situations to perform themselves. They also need to feel as if they are not acting. When they are aware of that they are imitating a foreigner, they become anxious.

Teenagers are afraid of making mistakes in front of their friends and their teachers. They feel embarrassed, anxious and even humiliated. These feelings may cause reticence. When they are anxious, they can't speak. When they can't speak, they become more anxious. This study deals with the reasons behind speaking anxiety in EFL classrooms, and aims to contribute to reducing the anxiety level of learners through the use of drama activities.

## **1.3. Purpose of the study**

The purpose of this study is to investigate the reasons for students' general foreign language anxiety and speaking anxiety, also to examine the effects of drama techniques on speaking anxiety in EFL learners.

The research questions for this study are:

1. What are the reasons related to general anxiety in EFL classes?

2. What are the reasons related to speaking anxiety in EFL classes?
3. How does the use of drama techniques affect the speaking anxiety of EFL learners?

## CHAPTER 2

### 2. LITERATURE REVIEW

In this part of the study, the research related to the present study are examined.

#### 2.1. Foreign Language Anxiety

Anxiety has been one of the most important issues of language learning and teaching for years, yet researchers still have been defending wide range of claims on how anxiety affects language learning (Scovel, as cited in Horwitz, Horwitz, and Cope, 1986, p. 126; Horwitz, Horwitz, and Cope, 1986; Young, 1991; MacIntyre, 1995; Cheng, 2001; Pappamihel, 2002; Wörde, 2003; Katalin, 2006; Zheng, 2008; Andrade & Williams, 2009). In order to throw light on the language learning anxiety, researchers have tried to handle the issue in recognition of cognitive, psychological, social and hereditary perspectives.

Spielberger gives the broad definition of anxiety as the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system (as cited in Horwitz, Horwitz, and Cope, 1986, p. 125). Similarly, anxiety can be defined medically as a general term for many disorders causing nervousness, fear, apprehension, and worrying. These disorders affect how we feel and act, and they can reveal real physical symptoms. Mild anxiety is vague and unsettling, while severe anxiety can be extremely debilitating, having a serious impact on daily life (Crosta, 2009). Pappamihel (2002) states that:

Individuals who are more anxious and more likely to become anxious regardless of situation are referred to as having *trait anxiety*; that is, anxiety is a part of their character or an aspect of a more serious disorder. However, those who are able to appraise situations accurately as being threatening or not within reasonable limits are said to have *state anxiety*, a social type of anxiety that occurs under certain conditions. For example, a person may not ordinarily be anxious but becomes so when asked to make a public address. This differentiation is critical in the study of anxiety because it allows the separation of individuals who are likely to be anxious in any variety of situations from those who would not normally be anxious. (p. 330)

Zheng (2008) indicates that Scovel gives the definitions of *facilitating* and *debilitating anxiety* as he believes that, only when the distinction between these terms is drawn, can ambiguous experimental results be resolved. It is also stated, “Facilitating anxiety occurs when the difficulty level of the task triggers the proper amount of anxiety. However, although



a certain level of anxiety may be beneficial, too much anxiety can lead to a debilitating effect, which may lead to avoidance of work or inefficient work performance.” (p. 2).

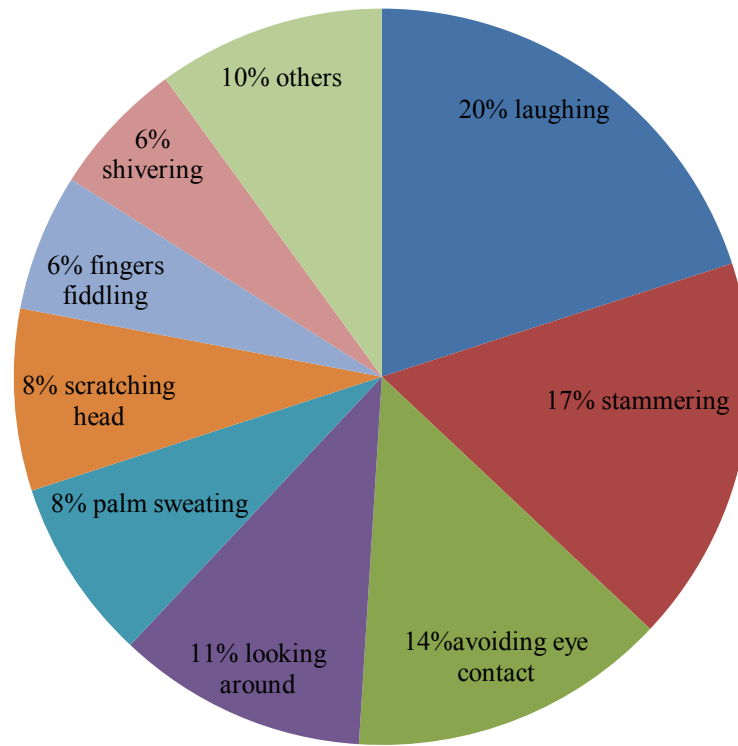
Horwitz et al. (1986) claims that language anxiety is a situation-specific anxiety construct which differs from other anxiety types. They marked that teachers and students feel that second language learning anxiety is a leading complication to deal with, which is more difficult than learning your own language (p. 125). Foreign Language Classroom Anxiety Scale (FLCAS) is a crucial contribution of Horwitz et al. to the literature of foreign language anxiety. This instrument elicits answers related to anxiety specific to foreign language classroom settings. Thanks to FLCAS, physical and internal reactions of participants can be picked up. The results of the studies which have used FLCAS have revealed that anxiety is playing a debilitating role in foreign language classrooms.

Horwitz et al. (1986) also indicate that: “The subjective feelings, psycho-physiological symptoms, and behavioral responses of the anxious foreign language learner are essentially the same as for any specific anxiety.” (p. 126). Thus, anxious students take less advantage of foreign language class than students under relaxed conditions. Those students experience the feeling of worry and dread, have heart palpitation and difficulty in concentration, sweat, and become forgetful. They also miss class and delay their homework (Horwitz et al., 1986).

In addition to the significant contributions of Horwitz et al. (1986), Wörde’s study (2003) feeds the literature of foreign language anxiety with its findings collected via FLCAS. The study shows that anxiety expresses itself in the students in three ways: Physical, internal and functional, and avoidance. Some of student reflections on physical effects of anxiety are; trembling, sweating, heart palpitation, tears, tapping their feet, drumming their desks, cold fingers, and headache. Some says that they get tired, and that they hide from the teacher. The students also indicate that nervousness affects their classroom performance. A student mentions that she feels totally petrified in that (language) class. Some says that they become angry and lose their patience. The study gives important data on types of avoidance. Together with not showing up to class, students draw pictures, write in their books, and even just go right to sleep which is an extreme form of classroom avoidance (Wörde, 2003).

Similarly, Chiu et al. (2010) search on the English speaking anxiety of college students finds out that students mostly use laughing to hide their anxiety. Chiu et al. demonstrated their findings about the physical reactions of anxious students as in Table 1:

**Figure 1. Physical Symptoms of English-Speaking Anxieties**



(p.113)

Studies in the field show that anxiety affects learners' language learning process as well as their physical and behavioral reactions to language learning (Krashen, 2009; MacIntyre, 1995; Williams & Andrade, 2008). In "Comprehension Hypothesis" of Krashen, it is claimed that for acquirer to get the input, the acquirer must be "open" for the input, which means "the affective filter" needs to be low, or down. According to Krashen, anxiety affects the affective filter, which makes the individual "closed" to language input. Hence, the acquirer fails to get the available target language messages which eventuate in failure in language acquisition. Krashen's studies have marked that low anxiety is correlated with more success in language acquisition.

Similarly, MacIntyre (1995), urging upon the social dimensions of anxiety, has asserted that language learning is crucially affected by anxiety as a social cognitive activity. The repetitive connection between anxiety, behavior, and cognition is also underlined in the

study which shows that language anxiety cannot be handled solitarily as each may affect one another.

In terms of different stages of language learning process, Williams and Andrade (2008) mention about these stages as “input”, “processing,” defined as mental planning, and “output”. They state that these input and mental planning stages are full of apprehension, confusion, and thinking process, whereas the output stage is the actual time for students’ response. They also find that anxiety is mostly related with the processing and output stage which draws our attention on the performance rather than competence in language classroom situations.

Language learning and producing is continuously and negatively influenced by language anxiety (MacIntyre & Gardner, 1991). Thus, students, who are more anxious in language classes, are more disadvantageous than those who are not. These disadvantageous students face difficulty in competence making way for failure. In the study of Awan, Azher, Anwar and Naz (2010), students’ achievement is associated with foreign language classroom anxiety. The results of their study indicate that achievement and language anxiety are negatively related to each other.

Studies on the effects of anxiety on language learning have showed that anxiety debilitates foreign language learners by handicapping acquisition, raising nervousness, lowering achievement and motivation, and provoking unpleasant physical reactions in language classrooms; such as sweating, trembling, tears, and headache.

## **2.2. Sources of Foreign Language Anxiety**

As language itself is a living organism, seeking language learning and the anxiety effect on it has become obligatory in some sort. The findings of the studies related to the effects of anxiety on language learning have raised another crucial question: What are the possible sources of foreign language anxiety?

In the study of Horwitz, Horwitz and Cope (1986), three performance anxieties are asserted. One is “communication apprehension” which is defined as a type of shyness brought in sight by the anxiety to communicate with people. There are many manifestations of this kind of apprehension which will be dealt with in this study under the heading of “speaking anxiety”.

Second one is “test anxiety”. This type of anxiety can be taken as “situation specific” anxiety as some people get anxious only when they take a test. It is stated that test anxious students feel as if they have to show a perfect performance in a test (Horwitz et al., 1986).

Test anxiety item has also arisen in the study of Ohata (2005) who sought the potential sources of FLA. Test anxiety is related to the anxiety about the negative consequences of getting poor grade which may lead to psychological stresses, such as the fear of losing self-confidence. Also, the period of time given during a test is reported to be the source of test anxiety (Ohata, 2005).

“Fear of negative evaluation” is the third FLA provoking item of Horwitz et al. (1986). Fear of negative evaluation is defined as apprehension about the evaluation of others, avoiding evaluative situations, and the expectation that other people would evaluate oneself in a negative way (Watson & Friend, as cited in Horwitz et al., 1986, p. 128). Students are seriously concerned about being monitored by other people by means of their knowledge and performance in the target language (Ohata, 2005). Fear of negative evaluation has been found as one of the most frequently cited reasons for anxiety in EFL classes (Wörde, 2003; Williams & Andrade, 2008).

Aydın (2008), in his study on LA and fear of negative evaluation among EFL learners, found that the fear of negative evaluation is a strong source of FLA which leads to the fear of being called on in class; test anxiety; fear of making mistakes while speaking; and negative attitudes towards language learning (p.437).

Under the title of “sources of fear of negative evaluation,” Aydın (2008) also elaborated the following items:

- Negative judgements by others
- Fear of leaving unfavorable impressions on others
- Negative thoughts of others
- Fear of making verbal or spelling mistakes
- Fear of being noted the shortcomings by others
- Fear of being found fault by others
- Fear of disapproval by others (p.430)

Hence, it can be said that there are so many reasons for the fear of negative evaluation as well as the reasons for FLA.

According to Horwitz et al., “among academic subject matters, foreign languages require continual evaluation by the only fluent speaker in the class, the teacher.”(p.128). But

the teacher is not the only source of evaluation in a FL classroom. Students may also have the fear of being evaluated by their peers and have the fear of losing face in front of others (Horwitz et al., 1986; Ohata, 2005.; Conway, 2007).

Six possible sources of second / foreign language anxiety have been listed by Young (1991) as a result of his review of literature: (1) personal and interpersonal anxieties; (2) learner beliefs about language learning; (3) instructor beliefs about language learning; (4) instructor-learner interactions; (5) classroom procedures; and (6) language testing.

Among other reasons for FLA, there are speaking activities, negative classroom experiences, native speaker effect, pedagogical practices, teachers' methods of evaluation, learning procedures, teachers' corrections, worries about being compared to other students, and not being prepared (Wörde, 2003; Ohata, 2005; Aydın, 2008; Awan, Azher, Anwar & Naz, 2010; Ay, 2010).

In some studies, students also stressed the effect of being called on by the teacher in EFL classes on LA (Ohata, 2005; Aydın, 2008; Awan, Azher, Anwar & Naz, 2010). Wörde also mentions about calling on students one after another in seating order as "an extremely anxiety provoking technique" (2003). Because in this technique, students are waiting for their turn nervously because they know that the teacher will call their name. Waiting for being called on is such a terrific situation for students that in the study of Horwitz et al., (1986) they stated the report of a student collected by Learning Skills Center at the University of Texas: "When I'm in my Spanish class I just freeze! I can't think of a thing when my teacher calls on me. My mind goes blank."(p.125). Also in Wörde's study, a student mentions about this technique as "almost execution style". These examples show us the significance of the effects of such a simple technique which most teachers use, on the psychological situations of students in EFL classes (2003, Pedagogical and Instructional Practices section, para. 2)

Additionally, Cheng (2001) studied on the learner beliefs and SLA and found that students' level of anxiety about English class was positively and moderately correlated with their belief in the notion of giftedness, but was negatively and strongly correlated with their English self-efficacy (p.79). It was also found that, self-efficacy has an effect on students' level of SLA.

Unlike the findings of Cheng (2001) about the beliefs of students about giftedness in language learning, Williams and Andrade (2008) sought what the students thought was responsible for the anxiety in FL classes. The results showed that the majority of students blame their teacher and other people for the reason for their anxiety. In line with Williams and

Andrade (2008), the role of the instructor is asserted as dominant effect on students' levels of FLCA in the study of Katalin (2006).

There are many other perspectives can be examined under the name of FLA such as personality and age differences, levels of English proficiency, different purposes of learning English, different attitudes toward learning languages, different amounts of anxiety to 4 English language skills, motivation and cultural differences (Ohata, 2005; Aydın, 2008).

As was found in the research above, there are many causes of FLA, one and maybe the most important of which is speaking anxiety which will be dealt with in this study in detail.

### **2.3. Speaking Anxiety in EFL Classes**

FLA is a major element which affects performances and acquisition of FL learners. FLA occurs more in output language abilities such as writing and speaking than in input abilities (Chiu et al., 2010). Similarly, Horwitz et al. indicated that counsellors working at the Learning Skills Center (LSC) at the University of Texas noted that anxiety focuses on the two main task requirements: listening and speaking. It is also emphasized that anxious foreign language learners seeking help in LSC are mostly concerned with the difficulty in speaking in class. Moreover, students who test high on anxiety in the study of Horwitz et al., remarked that they are afraid to speak in the FL (1986).

Accordingly, in the study of Chiu et al.(2010), a high percentage of students reported that it was easy for them to become anxious when they spoke in English (p.109). Though the results of the study of MacIntyre and Gardner (1991) presented that speaking is the most anxiety-provoking activity in second language, still half of their students reflected the use of speaking skills as confidence-building experience (p.303). Thus, it can be implied from this study that, when there is no anxiety provoking situation, speaking a FL can bring up students' self-confidence. The level of self-confidence is one of the most important factors provoking anxiety. Because when students have high self-confidence, they are not afraid of making mistake or being laughed at. Besides, it is found in the study of Park and Lee (2005) that low self-confidence or high anxiety levels negatively affect students' oral performances.

In the study of Toth (2012), who examined the oral performances of high and low-anxious students, compared to students with low levels of anxiety, highly anxious participants were found to be less able to (1) communicate spontaneously, (2) present their views/argue about a controversial issue, and (3) describe and interpret an ambiguous situation. Moreover, these students also demonstrated a poorer ability to communicate effectively and with ease,

their speech was judged less fluent/more hesitant, their grammatical, as well as lexical resource was considered more limited, and their pronunciation/intonation was worse than that of their less anxious peers (p. 1170-1171). Zheng (2008) stated that when students are supposed to complete an oral task, their anxiety level can increase. Giving oral presentations and performing in front of other students is reported to be one of the most anxiety provoking situations, as well (Ohata, 2005; Woodrow, 2006). A student in the study of Ohata (2005) expressed his/her psychological stress in the class presentations as:

While doing my presentation, I become so conscious about the facial expressions of other students and the teacher. If I notice they look bored or confused, I feel my face blushed and go to a panic, and what is worse, I forget everything I have planned to say (Interview Results and Analysis section, para. 4).

Ohata (2005) and Ay (2010) also mention about the effect of “unpreparedness” on students’ speaking anxiety. In this situation, a student reports that s/he feels weird, and prefers to keep his/her silence during whole class, and wishes not to be asked any question (Ohata, 2005). In the study of Horwitz et al., students of LSC also indicate that they are more comfortable while delivering “prepared” speeches in FL classes but tend to “freeze” in a role play activity (p.126).

People are often anxious about their ability in a foreign language, especially in listening/speaking situations, which leads to a type of anxiety called “communication apprehension” (Macintyre & Gardner, 1991). This type of anxiety plays such a crucial role in FL speaking anxiety that, even talkative people become silent in a FL class when they have communication apprehension (Horwitz et al., 1986; Aydın, 2008; Ay, 2010).

Oral tests (Horwitz et al., 1986; Wörde, 2003; Dalkılıç, 2013) and native speaker effect (Wörde, 2003; Woodrow, 2006) are also addressed as the potential sources of FL speaking anxiety. The fear of communicating orally and public speaking anxiety, as students don’t want to be the focus of attention, are some other reasons for why FL learners prefer remaining their silence in FL classes (Wörde, 2003; Woodrow, 2006; Dalkılıç, 2013). In the study of Dalkılıç (2013) a student reports that:

Since I work in Antalya in summer, I have a chance to speak to the native speakers of English. So I can speak English as fluently as the other students in class, yet, I still feel quite nervous when I have to speak the language in front of the teacher and the other students. (p.75)

As can be seen in the example, no matter how perfectly can he speak, he still experiences speaking anxiety while speaking in front of others.

Furthermore, the study of Chiu et al. reveals that students get anxious, especially when they speak English with people of opposite gender, strangers, classmates and teachers. In addition to their anxiety on English ability, they are also concerned with grammatical mistakes and English pronunciation (2010).

In sum, there are many reasons for why EFL learners experience speaking anxiety, such as; fear of public speaking, communicating orally, immature vocabulary, fear of making pronunciation mistakes, limited grammatical knowledge, unpreparedness, fear of being laughed at, taking an oral test, native speaker effect, error correction style of the teacher, levels of English proficiency, worrying about being understood or not, shyness, and low self-confidence (Wörde, 2003; Ohata, 2005; Woodrow, 2006; Awan et al., 2010.; Dalkılıç, 2013; Park & Lee, 2005). When FL learners continually experience FL speaking anxiety, they react physically in ways such as heart palpitation, sweating, trembling; psychologically in ways such as having negative thoughts on language learning and speaking, having low level of self-confidence in language class; and by their behaviours in ways such as not looking at the eyes of the teacher, remain silent during the lesson. At this point, what teachers are supposed to do is to create an atmosphere of low or no levels of anxiety. Only by doing this, can the student overcome the apprehension of speaking an FL.

#### **2.4. Use of Drama in EFL Context**

Despite the history of drama dates back thousands of years, the use of drama in language classrooms has played a little but consistent role in language teaching only for about four decades. Nevertheless, the advantage of this technique hasn't completely been taken for learning a second/foreign language (Dodson, 2000).

Hamilton and Mcleod (1993) spell that the use of drama techniques fits naturally into the nature of language and language learning (p.2). According to Mont (2007), in drama, there are emotion and movement, both of which have the power for liberating linguistic abilities. Holden (as cited in Davies, 1990, p. 87) illustrates drama as: "In other words, drama is concerned with the world of 'let's pretend'; it asks the learner to project himself imaginatively into another situation, outside the classroom, or into the skin and persona of another person."

With the help of drama, students have a chance to express themselves and to use the target language to do this. According to Miccoli, who thinks in line with Gomez (2010),



drama gives students a reason to use the language (2003). It saves students from the artificialness of foreign language speaking in FL classes by serving them a motivating, supporting and anxiety free atmosphere full of activities resembling life-like situations.

However in drama, there is more than meets the eye. As it is supported in the theory of Krashen (as cited in Conejeros & Fernandez, 2008, p. 5), in order to acquire an L2 successfully, the focus of instruction needs to be on meaning rather than on form as it is in L1. By this means, learners can acquire and produce language in an atmosphere where they feel unthreatened. They also unintentionally acquire the knowledge of grammar structures, pronunciation and intonation through drama exercises (Conejeros & Fernandez, 2008, p. 5).

Similarly, Hamilton and Mcleod (1993) discuss the rationale for using drama in language classrooms. They argue that you can be a traditional teacher who focuses on form rather than meaning; prefers teaching structures and sets of grammar rules; and you can believe the strength of imitation and practice. You can be a humanistic teacher believing the strengths and development of the individuals; and who prefers “experiential learning” rather than “teaching” the language, or the mixture of both. You can be an instructor who believes that students can learn a “structure” in a “meaningful situation” through a “meaningful activity.” Hamilton and Mcleod encourage the teachers claiming that no matter what points of view teachers have, they can always take the advantage of using drama in EFL classrooms (1993, p. 3-4).

Furthermore, drama can be used for teaching other subjects in a language classroom. Students can learn about history, dance or democracy through the content of the drama which is called interdisciplinary or cross-curricular teaching (Trachtulcová, 2007).

Moreover, the previous research proves the mentioned advantages of drama in EFL classes. Researchers agree on that drama can be seen as an effective tool for learning a foreign language (Davies, 1990; Hamilton & Mcleod, 1993; Sam, 1990; Dodson, 2000; Miccoli, 2003; Conejeros & Fernandez, 2008; Kılıç & Tuncel, 2009; Akdağ & Tutkun, 2010; Gomez, 2010; Gorjian et al., 2010). In order to find out the value of drama in language learning, Conejeros and Fernandez (2008) did an experimental study on the effects of drama techniques in language classroom. It is underlined in the study that pairwork and groupwork within drama activities are of great importance, as they prepare students to talk with lower anxiety levels.

Correspondingly, Gomez (2010) used drama in order to improve oral skills in EFL classrooms. It suggested there wouldn't be any difference between the results of traditional

method and drama method, yet the study showed that drama improves fluency, adequacy of grammar, and pronunciation in EFL classes.

Similar to Gomez (2010) and Conejeros and Fernandez (2008), Gorjian, Moosavinia, and Jabripour (2010) did an experimental study to find out whether there is a significant difference between drama context and traditional methods in EFL classes. It was stated in the study that, contrary to previous research, which used drama for FL learning, the study surveyed drama activities using the language as a tool. In other words, they didn't use drama for the FL, but the FL for drama. It was found in the study that drama activities have positive effects on students' learning in FL. It increases motivation and self-confidence, decreases stress, anxiety and boredom. Drama also gets the student involved in the learning process. It helps students to gain the knowledge of the language, while learning deeply from the drama context.

Miccoli (2003) also argued that drama may have positive effects on students' oral skills development. She listed the advantages of drama in the language classroom as developing mutual trust between students and the teacher; motivating students; giving students courage to take risks; and improving students' language abilities.

Additionally, Akdağ and Tutkun (2010) mentioned about one of the most important changes drama activities provide: the roles of teacher and student. It is underlined that the teacher is no longer the person who knows the truth of everything, authoritarian, being feared, the unique prevalent of the class; as he becomes a part of the class, participating in activities with students (p. 828).

As a result of the findings and claims of these research, it can clearly be concluded with saying that drama in EFL classrooms has priceless advantages, some of which are giving students a purpose to use the language; improving students' language abilities in four skills and grammar; helping students to gain self-confidence; increasing motivation; and decreasing the levels of stress, boredom and anxiety.

## **2.5. Use of Drama for Speaking Anxiety**

According to Schewe "if drama had a place in the curriculum then its purpose must straightforwardly be the improvement of pupil's speech." (as cited in Hölzl, 2009, p. 37). Among the all positive effects of drama in ELT, improvement of speaking has a very special place. Still, as the use of drama techniques for speaking skills is relatively recent, and there is

limited research on the issue, the effects of drama activities on oral skills development of FL learners hasn't clearly been put forth (Zerey, 2008; Galante, 2012).

According to the previous research the largest portion of anxiety in a FL classroom belongs to "speaking" an FL (Stroud & Wee, 2006; Woodrow, 2006; Wood Shand, 2008; Zerey, 2008; Gai & Yang, 2010; Galante, 2012). On account for finding a remedy for this disturbing situation, researchers, like Miccoli (2003), Wood Shand (2008), Zerey (2008), Gorjian et al. (2010), Galante (2012), have tried drama techniques in FL classrooms.

In her study, Wood Shand worked with a group of third graders, and a group of sixth and seventh graders to see if drama has something to say on anxiety, confidence and motivation in ELL classrooms (2008). The results obtained through pretest-posttest, observations, and interviews with both participants and their teachers have showed that drama has a thorough impact on the anxiety levels of students. Drama is also reported to help students to speak comfortably, as much as to take the focus off themselves, not to worry about their mistakes or looking foolish (p.74).

Another example of how drama can affect the speaking anxiety of EFL learners is the study of Zerey (2008), who worked with the second year ELT students at a university in Turkey, and collected the data, in line with the present study, through interviews, student diaries and FLCAS by Horwitz et al. (1986). Zerey acknowledges the presence of FLSA at university level students. Her study reveals that, after the drama sessions, students have decreased self-consciousness while speaking, gain self-confidence in speaking English, and the level of their courage for speaking in public increases (p.135-136).

Likewise, Galante (2012) works on the effects of drama on oral fluency and FL anxiety. The data gathered from the treatment and the control groups shows that the drama-based program in the study provided learners opportunities for oral skills development in FL in a relaxed environment, leading to improvements in fluency (p.79).

Based on this research, it can be implied that drama changes attitudes and beliefs of students about learning a foreign language as well as speaking it in public or in FL classroom atmosphere. We can hopefully say that drama techniques psychologically and physically affect students' language abilities. Students' understanding of drama texts, their verbal knowledge, and communication skills improve. Drama keeps students active in the learning situations. Students' self-confidence and motivation increase. However, their anxiety level, which plays a major role in communicative skills in FL classes, decreases

## CHAPTER 3

### 3. METHODOLOGY

#### 3.1. Introduction

This chapter describes the methodology of the present study, including identification of the research design, selection of site and participants, brief information on the data collection tools, followed by the data procedures and data analysis.

#### 3.2. Research Design

In this case study, qualitative data was collected through student diaries and semi-structured pre and post-interviews, and teacher reflections. The one-group pretest-posttest design was conducted for the quantitative data.

#### 3.3. Participants & Setting

This study was conducted at Kozan Anatolian Medical Vocational High School in the first term of academic year 2013-2014. The participants of the study were 24 students who were chosen through purposive sampling, 12th graders, and at the age of 18. This level of students was preferred because they were studying at the department for emergency medical technicians. As there was only one class of students in this department, there wouldn't be unfairness to any other classes. Moreover, despite their negative feelings about English, most of the students had been dramatically starving for speaking English, and complaining for the rareness of the time given up to English speaking exercises. For these reasons, these participants were chosen, and all the students willingly agreed to participate in the study. The participants were number coded such as St1, St2, so as to ensure their confidentiality.

#### 3.4. Instrumentations

To determine the reasons behind speaking anxiety of EFL learners, the data was collected through pre-questionnaires and semi-structured pre-interviews. Foreign Language Classroom Anxiety Scale (FLCAS), designed by Horwitz, Horwitz, and Cope (1986), was used as pre and post questionnaire. During 6-weeks-drama course, the students kept diaries which gave better insights into the reasons for anxiety and the effects of drama techniques. The teacher video-recorded the drama sessions and took notes on her reflections. Right after

the course period, students took post-questionnaires and answered the semi-structured post-interview questions.

### **3.4.1. Foreign Language Classroom Anxiety Scale**

In order to explore whether the students have anxiety in language classroom, and under which conditions they experience anxiety, Foreign Language Classroom Anxiety Scale (FLCAS) was conducted as the pre and post questionnaire in the present study. FLCAS was developed by Horwitz, Horwitz and Cope (1986) and used by many scholars searching on FL anxiety (Huang, 2001; Cheng, 2002; Gregersen & Horwitz, 2002; Kuru-Gonen, 2005; Woodrow, 2006; Nagahashi, 2007; Le, 2008; Bekleyen, 2009). FLCAS has 33 items, and it is a self-report five-point Likert scale measuring anxiety specific situations in FL classrooms. The responses to this scale change from (a) “strongly disagree” to (e) “strongly agree”. The highest degree of anxiety for each item in the scale receives five points, and the lowest, one point; strongly agree (5 points), agree (4 points), neither agree or disagree (3 points), disagree (2 points), strongly disagree (1 point). That is, when the statements in the scale are positively worded, the choice “strongly agree” receives five points; and when the statements are negatively worded, the points are reversed and the choice “strongly agree” receives one point.

The FLCAS was administered in Turkish in this study. For the Turkish version of the 33 items of FLCAS, back translation method was used. That is, these 33 items were translated into Turkish by the instructor of the present study. And then, the translated version was back-translated into English by an instructor who has a good command both of English and in Turkish, working in the Department of English Language Teaching, Faculty of Education, Middle East Technical University in order to check the accuracy of the translation. The Turkish version of the scale was administered to the same participants as a pre-test and post-test to determine whether there was a significant difference in the speaking anxiety level of them after the drama exercises.

### **3.4.2. Interview**

On the purpose of gathering data about the feelings, thoughts, and attitudes of the students towards English classroom and anxiety provoking situations in FL classes, semi-structured interview was applied to 10 students; approximately 40% of the whole group. Semi-structured interview was preferred in the present study with the intention of directing the interview according to the answers of the interviewee. By the help of semi-structured

interview, the instructor had a chance to ask some additional questions to some of the interviewees depending on the answers of them. The language of the interview was Turkish, as the participants of the study didn't have a good command of English. The participants of the interview were randomly chosen so as not to affect the results of the study.

In the pre-interview, the questions were mostly about general feelings and attitudes of students towards English classes such as "Please tell me what disturbs you the most in your foreign language class."; "How do you think people in your class will react if you make mistake?" At that point, it was important to elicit specific answers which would help clarifying the reasons for their anxiety.

On the other hand, during the post-interview, the students were mostly asked questions related to their English-drama experience, and their feelings and attitudes towards English classes after the drama sessions, such as "Can you give me a specific example of your experience during the drama exercises?"; "Can you compare speaking a foreign language in the drama exercise and the regular foreign language classes?"

### **3.4.3. Student diaries**

Diaries give insight to the feelings and thoughts of the students at first hand. That's why, the participants of the study were expected to keep diaries throughout the six-week-study. First, they were given 5 questions to answer before the drama sessions started. All the students answered these questions in their diaries before drama exercises started. The questions were asked to understand their drama background and feelings about the idea of participating in English drama exercises, such as "What is the first thing you think of when you hear the word drama? Why?"; "Do you like the idea of doing drama activities in English? Why or why not?"

Then, the participants were asked to keep diaries each week for once after every 4-hour drama session during six weeks period in an attempt to get elaborative data on what makes them anxious, why they get anxious, and the changes – if there was any- in their anxiety levels. The students were supposed to answer 5 pre-prepared questions in their diaries every week. The questions were about their feelings about the drama session of that day to see the change, if there was any, in their feelings about English class day by day, such as " Are you comfortable speaking English in class? Do you feel excited, anxious, relaxed, frightened, or happy?"; "What did you like least about English class this week? Why?"

Lastly, after six-week drama sessions, they were asked to compare their feelings and thoughts they had with the ones they had had before the drama sessions. The question asked for this comparison is: “Can you compare the thoughts and the feelings you have now with the ones you had before drama exercises?”

#### **3.4.4. Teacher’s reflections**

Through the six-week drama period, the instructor video-recorded all exercises, and took notes on her reflections about the study. Teacher reflections are of great importance as it provides data from the bird’s-eye-view. Graves (as cited in Fatemipour, 2009, p. 74) says that “reflection is one of the most powerful tools teachers can use to explore, understand, and redirect their practice. Reflection is about learning to see and to understand what is seen. It is not simply being able to identify problems and frame solutions, although both are crucial.”

#### **3.5. Data collection procedure**

The official requirements were completed to start the study in my school. The course hours were arranged as 4 hours block scheduling once a week in order to gain the highest benefit of the study.

Before giving a start to data collection, the instructor talked to the students and confirmed all the students are attending the study willingly. It was implied from their questions that they had serious concerns about being graded. The instructor gave a speech on the study to make them sure they won’t be graded. They were also informed that they will keep diaries, and take a pre-test and a pre-interview before the drama sessions but they were not told about the post-test or post-interview. Knowing that they would be compared in the end might put them in stress.

First, the Turkish version of FLCAS was administered to the students as pre-test. There were 33 items in the test. The application of the test took approximately 20 minutes. Second, 10 students out of 24 were chosen by lot for the interview. The interview was conducted one-to-one in an empty classroom. The interviewee was informed that his/her voice will be recorded for the good of the teacher. After comforting the interviewee, the instructor did the interview in a positive atmosphere. In consequence of the language of the interview, Turkish, it was easy for the students to understand the questions and to give answers in detail. The interview took 40 minutes, as each student spent approximately 4 minutes.

After the administration of the questionnaire and conducting the interviews, it was time to get a diary, and answer pre-drama-questions. One day before the drama activities got started, the pre-drama questions and drama-questions were pre-prepared and handed out to the students. All the questions written on the handout were read by the teacher aloud and explained by giving examples to make sure that all the students understood everything clearly. The students attached the handouts to the beginning of their diaries so as to remember and answer each question after every session.

The following day, the drama exercises set in. Drama scripts, which were previously prepared, were used. The scripts were prepared according to learners' interests, age, and language level. Music was an important point in the study. The soundtracks of the films were effectively used in the drama activities so as to motivate students better. A soundtrack was played at the background of a drama activity or it was the activity itself. Props were also very important for the exercises. Students had a chance to create their own props which was very motivating for them, or they were able to choose from the variety of props which were brought to the classroom by the teacher.

Within the drama exercises, there were famous films, fairy tales and a final performance show. Using films is mostly preferred because in films there are human emotions and while acting a character students need to feel it. Week by week, the materials used are as follows:

- (1) The Elephant Man-Film
- (2) Troy-Film
- (3) Cinderella & Little Red Riding Hood- Cartoons
- (4) Titanic- Film
- (5) V for Vendetta-Film
- (6) Song Contest for Groups.

Language games, role play, mime, improvisation (Dundar, 2012), and drama scripts (Karakaya & Kahraman, 2013) are the drama techniques used in this study, which are illustrated below:

**Language Games:** These games are of great importance as they are good for preparation for role play, improvisation, and other drama activities (Davies, 1990). Dundar exemplifies drama games as; “ice-breakers”, “energizers”, “brain-teasers.” (2013, p. 1425) Gaudert (1990) also states that language games include observation, interpretation and individual/group interaction which are usually used for relaxation and warm up (p. 235).



**Role Play:** Gaudert presents role play as probably the most familiar to teachers, and consequently the most acceptable drama technique (1990, p.238). Budden describes role-play as “any speaking activity when you put yourself into somebody else’s shoes, or when you stay in your own shoes but put yourself into an imaginary situation.” (as cited in Dundar, 2013, p. 1425).

Gaudert mentions about an objection against the use of role play, which is criticized as “emotionally demanding” because of performing it in front of others. Gaudert also helps teachers suggesting that; “The whole class could be working in pairs at the same time so no one is “*performing*” for anyone else.” (1990, p. 238-239).

**Mime:** Gaudert (1990) explains this drama technique as “acting out an idea or story through gesture, bodily movement and expression, without using words.” (p. 235). Savignon says that ” the mime helps learners become comfortable with the idea of performing in front of peers without concern for language and that although no language is used during a mime it can be a spur to use language.”(as cited in Dundar, 2013, p. 1427).

**Improvisation:** Landy identifies improvisation as “an unscripted, unrehearsed, spontaneous set of actions in response to minimal directions from a teacher, usually including statements of which one is, where one is, and what one is doing there.” (as cited in Dundar, 2013, p. 1426). With the help of improvisational exercises: student pronunciation improves; proper use of grammatical structure is reinforced; and vocabulary practice is enhanced (Dundar, 2013, p. 1426).

**Drama Scripts:** The use of drama scripts hasn’t solely been considered as one of the drama techniques, yet it has been used as a sub-technique in drama teaching in ELT. Karakaya and Kahraman’s study (2013) reveals that using drama scripts helps students to learn vocabulary effectively. Gebenliler has also found that the use of drama scripts increased the students’ level of language use and self-confidence levels positively (as cited in Karakaya & Kahraman, 2013, p. 157).

The following Table 1 is prepared to briefly present which data collection tool was used for which research question, together with how it was applied.

**Table 1. Data Collection Procedure**

<b>Research Questions</b>	<b>Data Collection Tools</b>	<b>Data Collection Procedure</b>
1-What are the reasons related to general anxiety in EFL classes?	FLCAS	Turkish FLCAS Before drama sessions
	Semi-Structured Pre and Post-interviews	Turkish 10 randomly-chosen interviewees (40%) Before/after drama sessions
	Student Diaries	Turkish 24 students 6 weeks
	Teacher's Reflections	Video records Notes
2-What are the reasons related to speaking anxiety in EFL classes?	FLCAS	Turkish FLCAS Before drama sessions
	Semi-Structured Pre and Post-interviews	Turkish 10 randomly-chosen interviewees (40%) Before/after drama sessions
	Student Diaries	Turkish 24 students 6 weeks
3-How does the use of drama techniques affect the speaking anxiety of EFL learners?	FLCAS	Turkish FLCAS After drama sessions
	Semi-Structured Post-interview	Turkish 10 randomly-chosen interviewees (40%) After drama sessions
	Student Diaries	Turkish 24 students 6 weeks
	Teacher's Reflections	Video records Notes

### 3.6. Data analysis procedure

In the study, the data collected through pre and post-questionnaires was analyzed through the use of Statistical Package for the Social Sciences (SPSS). A paired t-test was used to analyze the data. To analyze the data gathered from the student diaries, pre and post-interviews, and the teacher reflections, content analysis was used.

### **3.6.1. Analysis of the quantitative data**

The Foreign Language Classroom Anxiety Scale (FLCAS) was administered to the participants both as a pre-test and post-test. The aim of this was to see whether there was a difference between the anxiety results of the students after drama exercises. The FLCAS was analyzed using the Statistical Package for Social Sciences (SPSS). To test the reliability of both pre-test and post-test questionnaires, Cronbach's Alpha statistic has been used and calculated as 0.948 for pre-test and 0.914 for post-test. Because the statistics are very close to 1, reliability was found to be very high.

Foreign language speaking anxiety level of the students was determined with the total scores of each student's answers to the FLCAS. The responses to each item in the questionnaire were analyzed calculating the individual item means. For each item, also frequencies and percentages were calculated to see the general distribution of the responses among the participants.

### **3.6.2. Analysis of the qualitative data**

In the present study, the qualitative data were collected through pre and post-interviews, students' diaries, and teacher reflections which were analyzed using the content analysis technique. In the content analysis, the steps used by Zerey (2008, p. 73-74) were followed throughout the analysis process which are clarified in detail below:

**Transcribing:** First of all, the researcher listened to the recording of the pre and post-interviews to create text files for inhibiting the loss of the data which helped the researcher to be more familiar with the data. And the transcripts of the interviews were reread many times underlining the phrases to help categorize the data.

**Coding/Labeling:** While coding the data, the researcher cared about the related literature on anxiety and drama techniques and centered upon the research questions of the study at the same time.

**Clustering:** The pre-prepared codes helped the instructor to build up categories which were formed when the same issue was stated more than once by different participants. The same categorizing process was applied for both the interviews and the diaries.

**Looking for interrelationships between categories:** In the next step, the interrelationships between categories were examined because sometimes what the participant said indirectly could be in another category as well.

**Write-up:** At the pre-write-up stage, the examples and quotes were chosen to verify the data. Lastly, the qualitative data were written up interpreting the categories and giving specific examples of that particular category.

## CHAPTER 4

### 4. FINDINGS AND ANALYSIS

#### 4.1. Introduction

This chapter reports the findings of the study based on each data collection tool. Hence, the analysis of the data is presented in 4 sections: findings from FLCAS; findings from interviews; findings from student diaries; and findings from teacher reflections. Each section contains the findings from the related data collection tool used to answer related research question.

#### 4.2. Findings from FLCAS

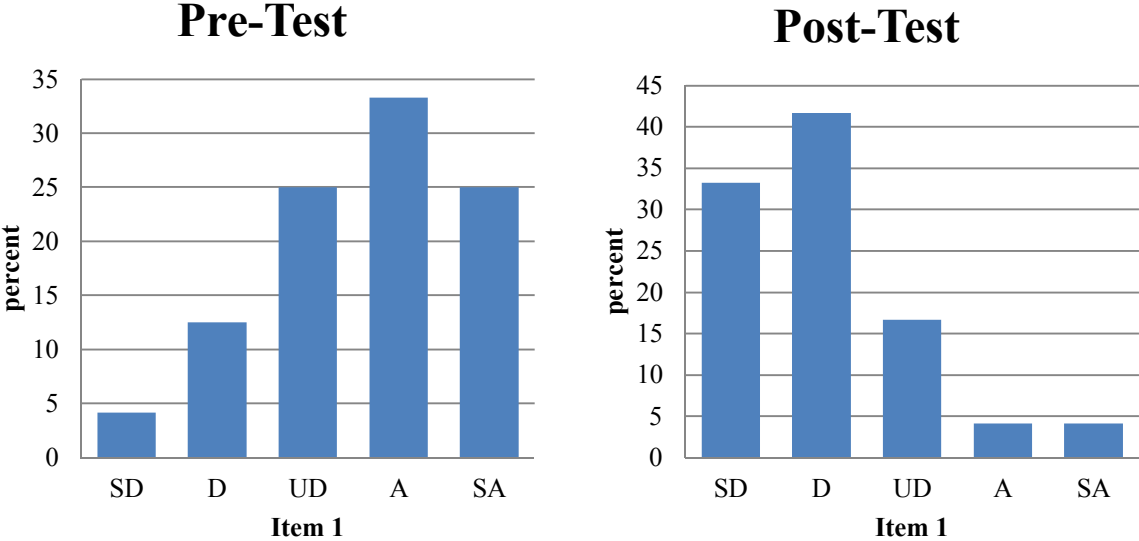
The FLCAS is used as both pre-test and post-test in the present study to identify the changes in the level of speaking anxiety of the students after the application of drama techniques. In the FLCAS responses range from “strongly agree” to “strongly disagree”. The five options of each item is abbreviated as: “Strongly Agree”= SA, “Agree”= A, “Neither agree nor Disagree (Undecided)”= UD, “Disagree”= D, “Strongly Disagree”= SD.

First, the pre- and post-test tables of 5 items representing the 26 items, the findings of which are supporting the argument of this thesis, are presented. Then, the tables of 3 items representing 7 items, the findings of which differ with the argument of the present thesis, are analyzed. The rest of the items are analyzed after the mentioned tables, however their pre and post-test tables are given in Appendix C. Lastly, paired samples statistics, and paired samples t-test results obtained from FLCAS administered as pre and post-test, are discussed.

The students responded in a variety of ways to the questions from the questionnaire. The following summary includes a set of tables which show the most supportive responses from the students. The second set of tables shows responses that may have been due to other causes related to comprehension. The circumstances related to these responses are more thoroughly discussed in the discussion section.

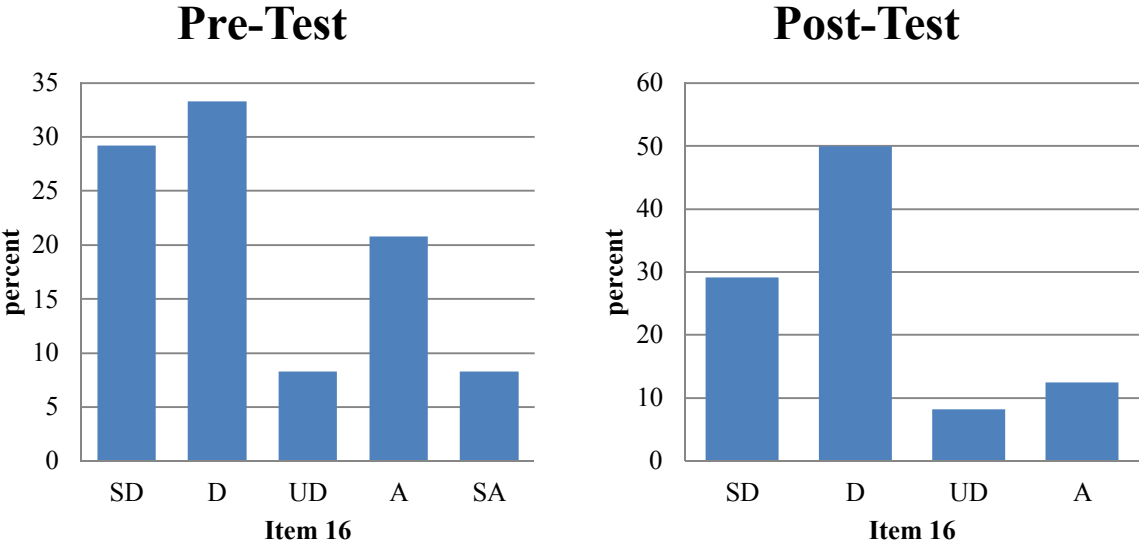
The results of the items in line with the argument of the present thesis are given as follows:

**Figure 2. The Frequency of Students on Item 1 “I never feel quite sure of myself when I am speaking in my foreign language class.”.**



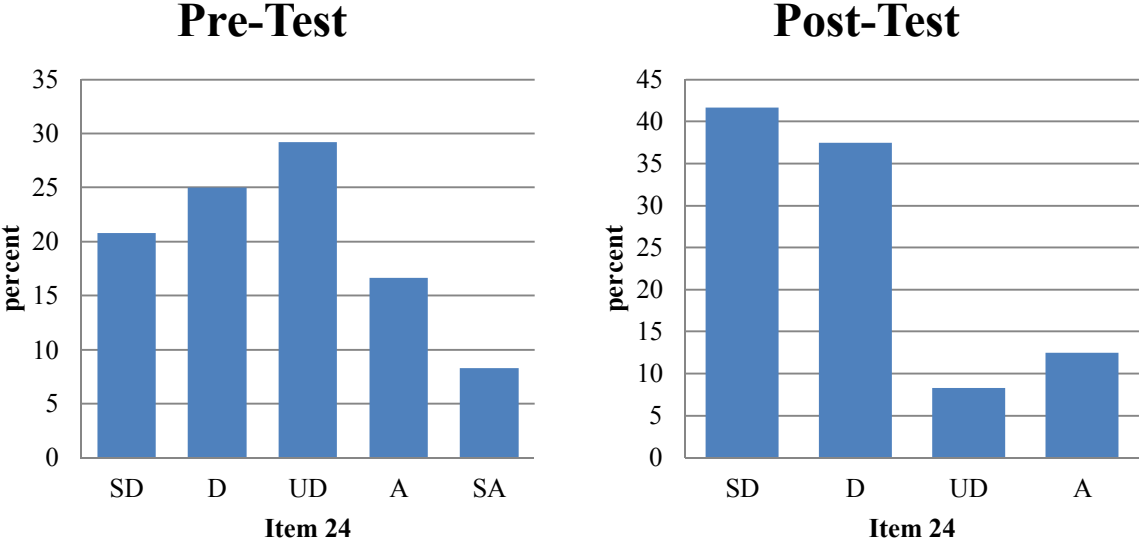
As can be seen from Figure 2, in the pre-test, most of the participants (58.3%) accumulated in the right side of the figure demonstrating higher speaking anxiety (n=14). Out of 24 students, 6 students marked UD (25%), while 12.5% of the students disagreed with the item (n=3) and 4.2% of the students marked SD (n=1). On the other hand, the post-test results show that the percentage of the students who marked “agree” and “strongly agree” before the drama application decreased to 8.4% (n=2) in the post-test and the percentage of the participants who marked “disagree” and “strongly disagree” increased from 16.7% (n=4) to 75% (n=18), while 16.7% of the students (n=4) remained UD. The percentages of the post-test reflect that students feel surer of themselves while speaking English after the drama exercises.

**Figure 3. The Frequency of Students on Item 16 “Even if I am well prepared for language class, I feel anxious about it.”**



Related to the item 16 on anxiety which occurs even in well-prepared situations, the results show that the number of students who indicated that they disagreed the item increased from 33.3% (n=8) to 50% (n=12) while the number of SD remained the same (29.2%) after the drama sessions. On the other hand, 20.8% of the participants demonstrated agreement with the statement in the pre-test which decreased to 12.5% in the post-test. While the number of UD remains the same (8.3%), the number of SA (8.3%) died out after the drama applications. The results help us to infer that being unprepared is not a matter of anxiety for the majority of students (n=19) any more after the drama application.

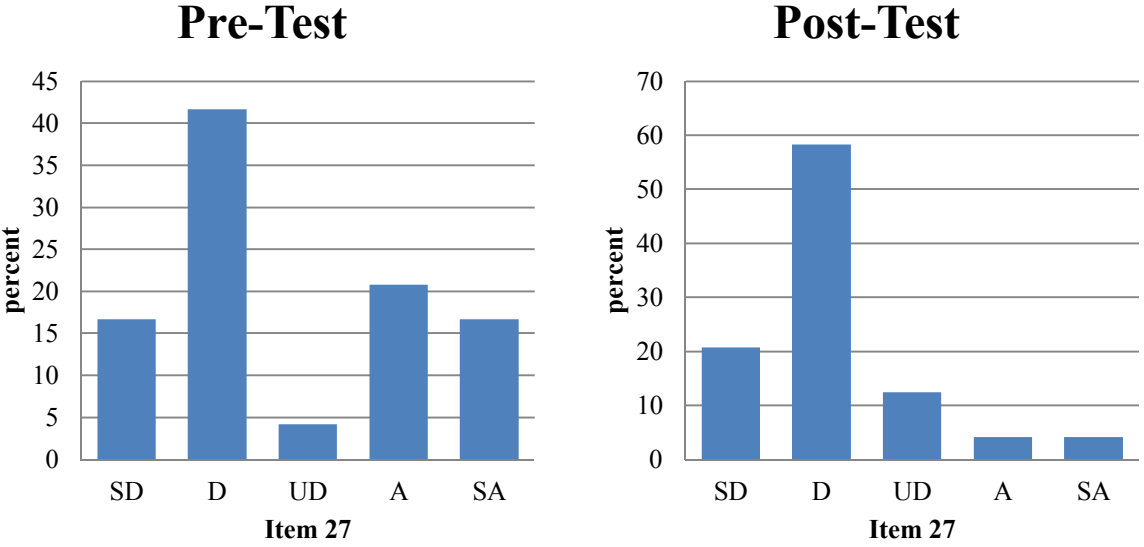
**Figure 4. The Frequency of Students on Item 24 “I feel very self-conscious about speaking the foreign language in front of other students.”**



As can be seen from the figures, the number of the participants who strongly disagreed that they feel embarrassed when they speak in front of other students scaled up from 20.8% to 41.7% while the number of students disagreed with the statement increased from 25% to 37% after the drama application. Beside, the number of A decreased from 16.7% to 12.5% while the 8.3% of the students who marked SA died out in the post-test. The students who marked UD decreased from 29.2% to 8.3%. Analysing the results of Item 24, it can be concluded that after the drama application, the majority (n=19) of the students’ feeling of embarrassment towards speaking English in front of their friends went away.

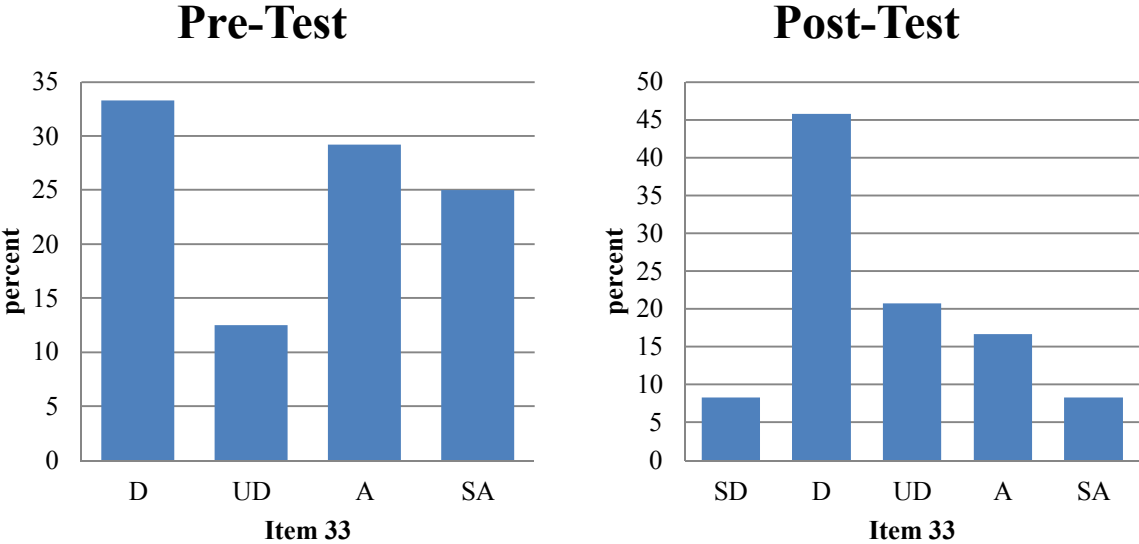


**Figure 5. The Frequency of Students on Item 27 “I get nervous and confused when I am speaking in my language class.”**



According to the results of the Item 27 related to the feeling of nervousness and confusion occur while speaking an FL, there is a rising in the number of SD from 16.7% to 20.8% and in the number of D from 41.7% to 58.3% after the drama sessions. Alike, the number of undecided students increased from 4.2% to 12.5%. On the other hand, the number of the students who agreed that they feel nervous and confused while speaking English decreased from 20.8% to 4.2% while the number of the students who marked SA decreased from 16.7% to 4.2%. Considering these changes in percents of the students, it can be implied that the majority of the students (n=19) feel less or no nervous or confused in language classes after the drama application.

**Figure 6. The Frequency of Students on Item 33 “I get nervous when the language teacher asks questions which I haven't prepared in advance.”**

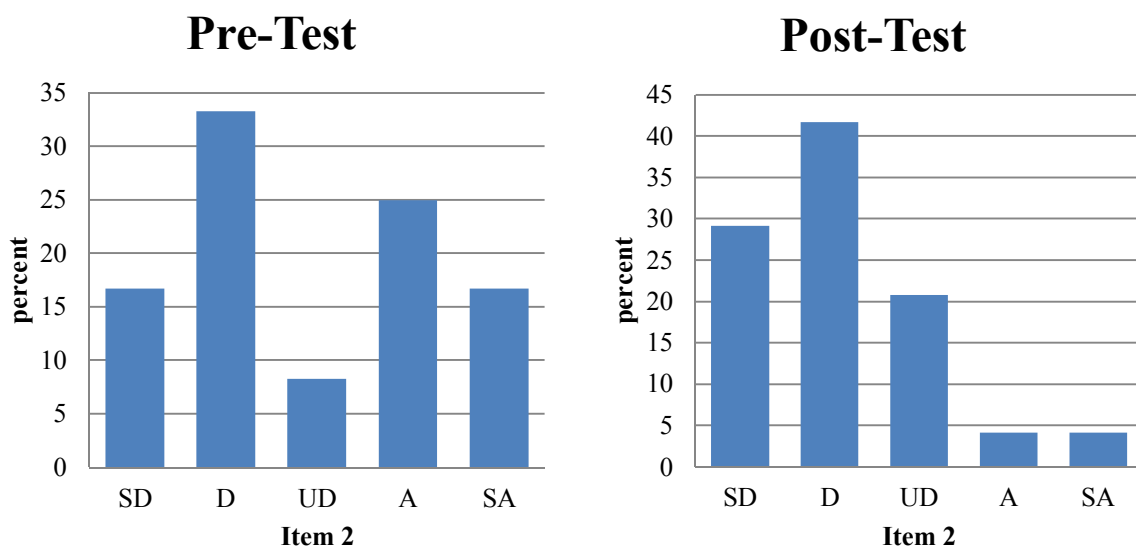


Upon the item related to feeling nervousness when the language teacher asks questions which haven't been prepared in advance, the findings present that the number of the students who disagreed with the item increased from 33.3% to 45.8% while the students who marked SD (8.3%) showed up only in the post-test. The number of the students who are undecided also rose up to 20.8% from 12.5%. However, the number of the students who endorsed that they don't get nervous in that particular situation, decreased from 29.2% to 16.7% while the number of the students who marked SA decreased from 25% to 8.3% after the drama application. With the support of these results it can be deduced that drama helped decreasing students' speaking anxiety which emerges when they have unprepared answers.

As is clearly seen in the findings of these items, drama positively affected students' anxiety, fear, nervousness, and embarrassment towards speaking in FL. The results of the FLCAS demonstrate that most of the students benefitted from drama exercises in ways such as speaking in FL when unprepared; getting over the feel of being worse than other friends at FL; and the fear of being laughed at while speaking a FL. (See Appendix C.)

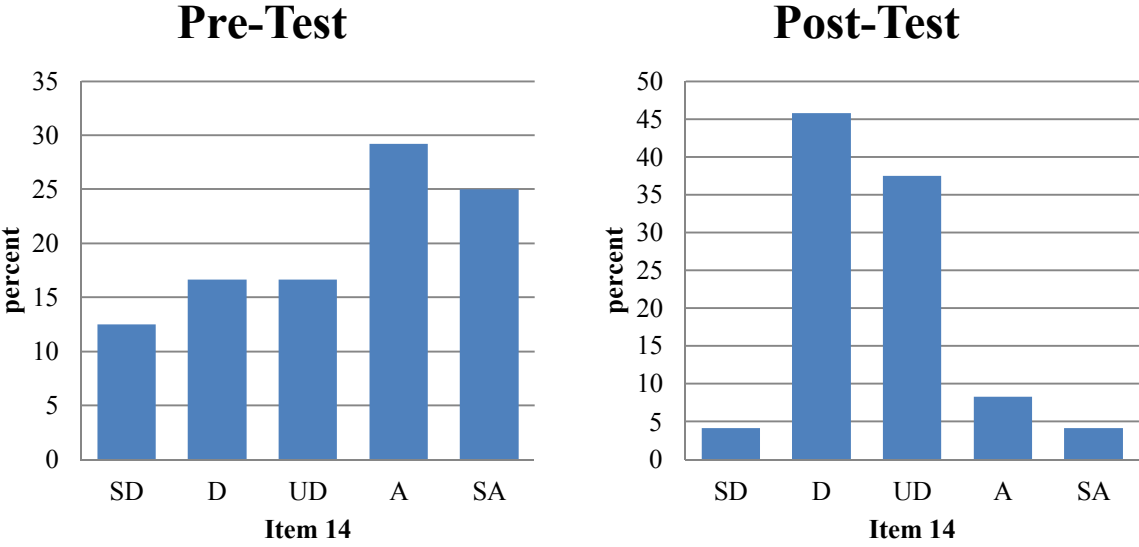
The next set of three figures are examples taken from the collection of 33 tables which show student responses that present a differing point of view compared to the five tables which clearly support the argument of the thesis.

**Figure 7. The Frequency of Students on Item 2 “I don't worry about making mistakes in language class.”**



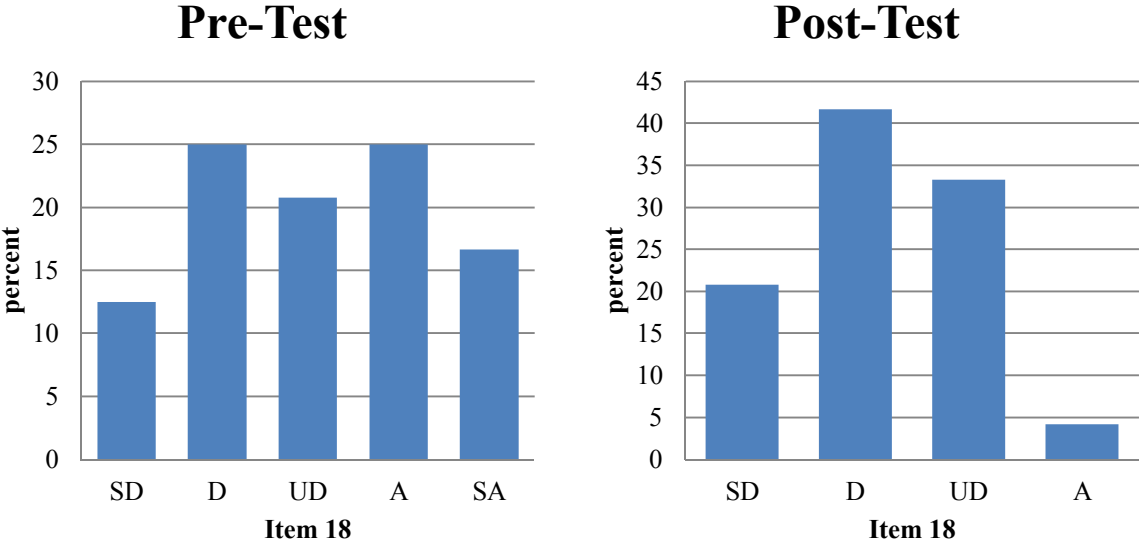
In the pre-test, the number of the students who don't worry about making mistakes in language class (SD=4, D=8) is 12 (50%) which is the half of the participants. On the other hand, 10 out of 24 students marked A (n=6) and SA (n=4) for the statement. In the post-test, the number of the students marked SD (n=7) and D (n=10) increased to 70.9% (n=17) in sum while the number of the students marked SA (n=1) and A (n=1) decreased to 4,2 %. There is a rising in the number of the students marked UD, as well. The percent of the students who are undecided is 8.3% in the pre-test, yet this percent increased to 20.8% in the post-test. In reference to the rising numbers of the participants who disagreed with the statement, it can be said that drama has negatively affected most of the students' feelings towards making mistakes in language classroom.

**Figure 8. The Frequency of Students on Item 14 “I would not be nervous speaking the foreign language with native speakers.”**



Considering the percentages of Item 14 on the feeling nervous while speaking English with native speakers, the pre-test results demonstrate that there is a rising in the number of students strongly disagreed with the statement from 12.5% to 4.2% while the number of students who disagreed that they would be comfortable with speaking with a native speaker kept up from 16.7% to 45.8%. There is a rising in the number of participants marked UD in the post-test (37.5%). Also 29.2% of the participants indicated agreement and 25% indicated strong agreement with the statement in the pre-test, while these percentages decreased to 8.3% for A and 4.2% for SA. It might be concluded from these results that after the drama application, students’ attitude to speak with a native speaker is negatively affected.

**Figure 9. The Frequency of Students on Item 18 “I feel confident when I speak in foreign language class.”**



When the results of Item 18 is examined, it is indicated that the frequency of SD is 12.5% (n=3) and D is 25% (n=6) in the pre-test while these numbers rose up to 20.8% (n=5) for SD and 41.7% (n=10) for D in the post-test. There is also an increase in the number of students who are undecided with the item from 20.8% (n=5) to 33.3% (n=8). While the number of the students endorsed that they feel comfortable speaking in language class decreased from 25% (n=6) to 4.2% (n=1), the students marked SA (16.7%) (n=4) fades away after the drama application. It can be implied from these findings that drama negatively affected students’ speaking anxiety. (See Appendix C.)

According to these three figures above, it can be said the results of some items (7) are differing from the majority of the items (26) in FLCAS. When the results of these 7 items are examined, it is found that students are negatively affected by drama application in terms of speaking anxiety, nervousness, taking tests, and making mistake in FL classroom the possible reasons for which are discussed in the discussion session thoroughly.

As is clearly seen from the frequencies of the items in both tests, there is a statistically significant change in the level of speaking anxiety of the participants after the six-week-drama application. A paired samples t-Test was administered to the data in order to appoint the difference between the pre and post-test results. In the following tables, the mean of pre-test

scores showing the level of anxiety of the students was found as 3.07 over 5 and this represents “neither agree nor disagree” point on the Likert Scale. The mean of post-test scores was found as 2.40 over 5 and this nearly represents “disagree” point on the Likert Scale. In the questionnaire negative propositions was questioned, because of that it can be implied that the students’ foreign language classroom anxiety decreased after the drama application.

Paired Samples t -Test shows that there is a statistically significant positive difference between the means of pre-test and post-test scores, because t statistic is 3.592 and corresponding P value is 0.002 which is less than predetermined significance level 0.05.

**Table 2. Paired Samples Statistics of FLCAS**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	3.0694	24	.80378	.16407
	Post-Test	2.4028	24	.62064	.12669

\*N= number, \*Std Deviation=Standard Deviation, \*Std Error Mean=Standard Error Mean

**Table 3. Paired Samples t-Test**

		95% Confidence					t	df	Sig. (2-tailed)
		Std. Deviation	Std. Error Mean	Interval of the Difference					
	Mean	on	Mean	Lower	Upper				
Pair 1	.66667	.90919	.18559	.28275	1.05058	3.592	23	.002	
Pre-Test- Post-Test									

\*Df = Degrees of Freedom, \* t = t-Test, \*Sig. = Significance Level

### 4.3. Findings from Interviews

Semi-structured pre- and post-interviews were administered to the 10 randomly chosen participants in order to gather data on the reasons for their speaking anxiety, and on the potential change in the levels of speaking anxiety after the six-week-drama application. During both pre and post-interview the participants were asked 8 questions. Each interview was recorded and took about 4 minutes. Then, the answers of the participants were subjected to content analysis. The following sub-sections present the findings from each interview question.

#### 4.3.1. Findings from Pre-Interview

The interpretations of the answers given to the pre-interview questions are as follows:

##### **Question 1. Do you like your foreign language class? Why or why not? Can you give me specific examples of your experience in your foreign language class?**

The aim of this question was to hear about the participants' feelings towards English classes. This was asked as the first question because feelings are of great importance in language learning. As feelings appoint attitudes such as speaking the foreign language in the classroom, drawing the general picture of their feelings at first was considered to be crucial. Out of 10 students, 8 students stated that they don't like English. Among the reasons for their negative feelings, "teacher effect" is the most repeated one (St2,St3,St5,t10). The students mentioned about different causes of this category such as "correction style", "physical violence", and "uncaring teacher". As can be understood from this category, FL teacher is playing an important role on pupils' feelings as a teacher's tiny mistake may cause destruction in a student's life of foreign language learning.

*St2. He was always holding a ruler. That's why. I was abstaining from saying something and when there was a mistake, he was reacting negatively. That's why I don't like it much.*

*St3. I don't like it. I mean it is a lesson which is not endeared by the teacher. I don't understand much. So I don't like it much.*

Upon the first question, another category arose from the answers of the students; “giftedness”. Some students mentioned about their belief of giftedness in language learning and expressed they believe that they are not talented for English (St1,St6,St8).

*St6. I don't. Maybe it's because I can't do it. I don't like it because I can't do it...I'm trying to do it but I can't. I'm generally confused.*

*St8. I don't. Actually it is not because of you. I don't like it since I was a 4<sup>th</sup> grader because I'm not able to do it. And our teachers used to say “Memorize it! Do it! Speak it!”. They were pressurizing. I mean I didn't like it. Then, I couldn't make it.*

There are also 2 students out of 10 who stated that they like English (St4,St9). St4 mentioned about positive “teacher effect” while both students said that they liked” to speak” English.

*St4. Yes, I like it. I used to have an English teacher. She made me love English in primary school.*

*St9. I like it... It's funny. It's nice to try to understand it. I enjoy trying to learn something. For example, I like to speak English.*

## **Question 2. Please tell me what disturbs you the most in your foreign language class.**

This question was asked to identify the disturbing situations in the language classroom which might cause anxiety. Four students out of 10 defined the situation disturbing themselves as “being laughed at” (St1, St2, St4, St9). The students explained that when they make mistake in language class, in way such as mispronouncing a word or giving the wrong answer, their friends laugh at them.

*St2. When I say something wrong, they laugh at me.*

*St4. Yeah! It happened to me one day. We were in English class. It was last year. I said something. Actually it was somewhat funny. But everybody laughed at that. Some thought that I said something bad. After that day, I started to hate to stand up in English classes.*



A student stated that it is the most disturbing situation when she doesn't understand what the teacher says (St6). Another student expressed his disturbance stating that he hates it when he is asked questions and is forced to answer (St3). One student said that nothing disturbs her in the language classroom (St7).

*St3. In a lesson which I'm not good at, it makes me feel nervous when I'm asked to translate something, when I'm called on, or forced to answer.*

### **Question 3. How do you react to this disturbing situation?**

Question 3 is a follow up question; so it is asked to the students who mentioned about a disturbance in language classroom in the previous question. Three of the students, who mentioned about disturbing situations in language class, stated that they stop talking, quit attending the lesson, and become interested in things unrelated to language class (St4, St5, St6).

*St5. I feel I have to stop speaking.*

*St6. Because I don't understand, I naturally get bored. I get interested in different things. I look out of the window and think different things.*

Other 3 students expressed their reaction as "being ashamed" when they are exposed to disturbing situations (St1, St2, St10). Another student said that he gets angry (St9) while two others stated that they do nothing (St3, St8).

*St2. Well I can't say anything. I mean...Well...I'm ashamed. I feel bad. I feel as if all of them know (the answer) and I don't.*

*St3. I remain unresponsive. Just standing, saying nothing.*

**Question 4. Do you get anxious in language classes? What causes you to become anxious?**

The aim of this question was to elicit answers related to students' anxiety in language classroom, and learn about the reasons for their anxiety in depth. Two of the students reported that they feel anxious when they are not prepared for the lesson (St8, St10).

St10. *Well, I get anxious. As I don't study, as I don't have anything (knowledge), it makes me anxious. But if we study beforehand, there wouldn't be any anxiety.*

Other two students mentioned about anxiety which occurs when they don't know the answer in language class (St2, St3).

St3. *Because I don't know the lesson (English), I'm always anxious. I mean, when the teacher asks something, we are always anxious as we don't know (the answer).*

Three of the students said that they get anxious when they speak (St1, St4, St8). The reason for their speaking anxiety is reported to be "making mistake". The students are afraid of pronouncing or saying something wrong. Four of the students didn't expressed anxiety for this question (St5, St6, St7, St9).

St1. *When I'm asked to speak, I get nervous because I think I will say it wrongly.*

**Question 5. Do you ever feel embarrassed when you speak in class?**

The aim of this question was to address the reasons for students' speaking anxiety and find out if it is related to their shy personality traits. Three out of ten students mentioned their concern about being laughed at. They stated that when they make mistake, their friends laugh which causes embarrassment (St2, St3, St9).

St2. *If I can make that sentence, I don't feel embarrassed. But, as I said before, If I say something wrong, if people around me are laughing, then I feel embarrassed.*

St3. *If I don't know, I feel embarrassed. If I pronounce funny or silly, I feel embarrassed. When my friends laugh...*

Like St3, pronouncing badly or wrongly causes embarrassment for St10. St5 indicated that she gets embarrassed when she stands alone in the classroom to speak. She explained that it is embarrassing to make mistake while everybody is looking at her. On the other hand, St6 said that as she never attends the English lesson, she doesn't know whether or how she will get embarrassed. Three students (St4, St7, St8) didn't touch on embarrassment while speaking in language class.

**Question 6. How do you think people in your class will react if you make mistake?**

To understand students' point of view about the reaction of their friends towards someone making mistake, they were asked how their friends would react if they made a mistake. The category which arose from the answers of most of the students is "laughing" (St1, St3, St4, St5, St9, St10). Students stated that their friends would laugh at them when they made a mistake.

St1. *They laugh. I don't like it.*

St4. *It shouldn't hurt me when people laugh because I should behave how I feel like. But sometimes it's not that easy. When my friends laugh at me, I might turn in upon myself.*

St2 mentions about feeling humiliated when friends objected what she said in English lesson.

St2. *When I make a mistake... Well I don't know, I can't be sure. But I'm afraid of making mistake and being over reacted (by my friends). I mean, I feel humiliated. For example I make a sentence, I make a mistake. When some friends say "No, it is not like that.", I feel I lose my face.*

St6 and St8 said that they didn't care about how they react while St7 expressed that her friends wouldn't react in a bad way.

St6. *Well actually I don't care about this kind of things. I'm not going to be ashamed of someone. Everybody says that everybody can make a mistake. I don't care about others, I mean we all can make mistake.*

**Question 7. Have your instructors played a role in your feelings, either good or bad, about your foreign language class?**

The aim of this question was to elicit answers about the reasons for speaking anxiety and to learn more about the teacher effect. Nine out of ten students accepted that there is a teacher effect on their feelings and attitudes towards FL classes (St1, St2, St3, St4, St5, St6, St8, St9, St10). St7 stated that her teachers never affected her feelings.

*St6. Yes. For example I was a 4<sup>th</sup> grader. I didn't like it (English). Our teacher was somewhat harsh. If I don't like it after all, I can't like it later on.*

*St8. Yes, of course. For example, they used to say "Memorize it! Do it like this! If I give you homework just do it!" Well I don't like it when they pressurize on me. I generally can't do it anyway.*

There are only two students (St4, St9) who mentioned about good effect of a teacher while the rest of the group said that their teacher negatively influenced their emotions related to foreign language learning and speaking.

*St9. There was a teacher at a private teaching institution. She made me love the (English) course. She used to teach with a smiling face, and sometimes she was joking. It was going well.*

**Question 8. Do you have any ideas of ways to make the foreign language class less stressful?**

Related to the 8<sup>th</sup> question, despite the three categories arose from the answers of the participants, all answers which mainly differ from person to person are considered to be important in terms of the value of the present thesis.

St5, St7, and St10 suggested playing funny games, and doing different activities to make English class less stressful.

*St10. If everybody make an effort for it, it would be more enjoyable. The projects you did, the songs you taught... They are enjoyable. I mean you are giving colorful handouts (...).*

Some students offered to take notes during English classes so as to remember things and study when necessary such as for exams (St6, St8).

*St8. No, because your classes are good enough. For example we feel relaxed. When we make a mistake, you say "I'll help you.", and you really do. So it is relaxing. I like it. But...Well, I mean if we had something written in our hands. I'm trying to take notes, and when I miss it, it is bad (for me).*

St3 also mentioned about the necessity of the support by the teacher and friends in the classroom.

*St3. In the classroom...At least they should help us with the lesson... My teachers, my friends...*

St2 and St9 mentioned about how the instructor should behave for a better FL classroom atmosphere.

*St2. Well, ok, I'm not saying that I know everything. Of course there are many things I misknow. But the way they say. It needs to be changed. They shouldn't correct in way such as "No, you don't know. Look, this is correct", or "I know (the correct one)!"*

While the necessity of discipline in language class is underlined by St1, who stated that teacher should be strict about the students who always laugh, St4 didn't put out any idea on this issue.

#### **4.3.2. Findings from Post-Interview**

The interpretations of the answers given to the post-interview questions are as follows:

##### **Question 1. Do you like your foreign language class? Why or why not?**

The aim of this question was to hear about the participants' feelings towards English classes after the drama application which gives us chance for comparison.

While 8 out of 10 students stated in the pre-interview that they don't like English, after the drama application all of the 10 students expressed that they like their foreign language class. 6 of these students said that they find it "enjoyable" which helps students with feeling comfortable and happy (St4, St5, St6, St7, St8, St10).

*St4. Yes. Yes, I like it because now I feel more comfortable in English classes. I feel happy. With the help of drama, I liked it much. Because we used to learn just vocabulary, do the exercises on coursebook, and do translations to learn more words. It was fine but it couldn't be like drama. English course used to be somewhat boring. I started to like English classes more as it is more enjoyable now.*

*St6. I like it a little bit more. Well, I didn't use to like it in the past. I wasn't comfortable. Now I get used to it. It's more enjoyable and jolly.*

*St8. Yes, now I like it because drama exercises helped us to get rid of our nervousness. Moreover, it was so enjoyable.*

Some students stated that they like English classes as they realized that they could do it (St1, St2).

*St2. I like English classes. The reason for this is the (drama) courses we had recently. What's more, I liked it because I saw that I could do it.*

St3 said that he started to like English with the help of his instructor, and because of the improvement in his pronunciation while St9 expressed her gladship with these words:

*St9. Yes, I like it so much because English lesson is good. I mean learning new things (in a foreign language) is giving pleasure.*

When the findings of the 1<sup>st</sup> Question asked both in pre and in post-interview are analyzed, it is clear that 6-week-drama application positively affected students' feelings towards English classes.

**Question 2. Can you give me a specific example of your experience during the drama exercises?**

In this question, students' personal experiences are asked. As there were 6 weeks, and tens of different activities and characters, every student harped on a different example which made the situation a bit difficult in terms of categorizing. Still, it can be said that one category emerged from these completely personal answers; "characters". 6 of the participants mentioned about their pleasant with the character they played in a specific week (St2, St4, St6, St7, St8, St9).

*St2. In the "fairy tales" week... the tale was being played (by friends) in the background and all of a sudden, I was stepping in and starting to tell the story... In the beginning I didn't know if I could do it. I was terribly excited. I thought to myself "If I can do this, I can do anything." Then, I started to trust myself about English.*

*St8. Well, I acted "Creedy" character in the V for Vendetta. And I liked it so much. I mean, I was at the forefront through the scene. I even gained self-confidence.*

St5 stated that the 5<sup>th</sup> week was very good, and he mentioned about the importance of being prepared in drama while St10 put fort his concerns about acting in front of many people.

*St10. Well, We performed fairy tales. In front of many people (in the school garden). Actually I was really ashamed that day. Because there were so many people. And about the pronunciation, I feel inefficient. That's why I was ashamed. However the others were good. I tried to adapt myself.*

**Question3. Did you feel anxious or embarrassed during the drama exercises?**

Majority of the students (8 out of 10) expressed that they experienced anxiety and embarrassment during drama exercises (St1, St2, St3, St6, St7, St8, St9, St10) while most of them added that the feeling of anxiety passed away in the process of time (5 out of 8). Three of the students (St3, St6, St10) stated that the reason for their anxiety stemmed from "pronunciation".

St3. *Actually in the beginning of drama exercises I was anxious because of pronunciation, but it passed away later on.*

Another two students (St2, St8) reported that they felt anxious because of their first day in a drama activity.

St8. *Yes, the first day was a kind of... I think it was just because of the first day of the drama. I was a little bit excited and embarrassed. But then, we overcame it. I mean it was good.*

St1 said that his anxiety stemmed from the fear of making mistake and acting bad while St9 explained her excitement as:

St9. *Yes, I did. I felt it in "V" (film). I was so excited that I forgot everything which I learned by heart.*

Unlike St9 who experience excitement when she memorizes something, St5 stated that she didn't feel any anxiety as she learned her lines by heart. Similar to St5, St4 also didn't express any anxiety.

St4. *No, I never felt anxiety because everybody was trying to do something. I felt so happy. Everybody was trying to do his best.*

#### **Question 4. How did the rest of the class respond to the drama exercises?**

The aim of this question was to elicit data on the students' feelings and attitudes towards drama exercises through peer observation. As all the students were engaged in the drama exercises at the same time, peer observation might give us more objective data on the issue than a student's self expression.

All of the ten students mentioned positive improvements of their friends. Half of the participants harped on the positive feelings of their friends in ways such as "They liked it. (St10)"; "They felt happy (St4)"; and "They had fun (St5)." while the other half mentioned about the improvement in their feelings or abilities such as:



St3. *In the beginning they felt...Well, actually we were troubling with...pronunciation and inexperience in drama. But now we are fine. We get used to it.*

St8. *I think on the very first day, everybody was excited, also in the following week. Then, we gradually started to get over that feeling. When we arrived the last week, we were already accustomed to it. I mean we started to enjoy the classes. I think drama has added many things to all of us.*

It can be implied from these findings that there is a positive improvement in the feelings and attitudes of the students towards English classes after the drama application.

**Question 5. Can you compare speaking a foreign language in the drama exercise and the regular foreign language classes?**

When students were asked to compare speaking in English in the drama exercises and the regular FL classes, the students answered the question addressing different reasons for it. Half of the students (St1, St3, St4, St6, St8) stated that they find drama lessons “funnier and more comfortable”.

St1. *There are many differences. For example, when we are in the classroom, it is just an ordinary lesson. But while doing drama activities, we both have fun and learn at the same time. It helps us to overcome our excitement.*

St4. *I think drama is better. We are afraid of making mistake in an ordinary lesson, but in a drama course we don't have the fear of it. Here we feel happy and have fun. We feel better. More comfortable, and happier...*

St6. *Speaking in an ordinary lesson is very despotie. It is that much strict. Yet in drama, it is more enjoyable. Watching and repeating after the character in the film was relaxing us.*

Students St2 and St5 commented on the question in terms of the priority of grammar in regular FL classes.

St2. *Speaking in a regular English lesson and speaking in a drama course is so different from each other. You learn speech patterns in drama. I mean you learn what to say with using these patterns. But it is more difficult (to speak) in a regular class. I mean, I think learning grammar rules is more difficult.*

St5. *It is better in drama as mostly grammar rules are taught in a regular class. Speaking to an English is just like as it is in a film, so I saw real speaking situations.*

Conversely, two of the students (St7, St9) handled the issue in a different way:

St7. *Well, in a drama exercise we need to add feeling to our speech, but here (in the classroom) we don't. It was more difficult to speak in drama. Because we are speaking on the stage, everybody is watching us. Getting nervous is unavoidable.*

St9. *As we are doing something "critical", as we believe that we shouldn't make a mistake, we give more importance to drama. But in a regular English class, when we make a mistake, you can correct it. We don't need to get anxious. However we get anxious in drama as it is a "critical" issue.*

According to the findings pertain to the 5<sup>th</sup> question, it can be said that most of the participants think that speaking English in drama is more comfortable, easier and enjoyable than speaking in a regular English class.

#### **Question 6. Was it easier to speak the foreign language in the drama exercises?**

This question was prepared to ask as a follow up question to learn more about students' speaking situations if they haven't already mentioned in Question 5. According to the findings of the present question, 7 participants out of 10 stated that they find it easier to speak English in drama exercises (St1, St2, St4, St5, St6, St8, St10).

St8. *Yes, because in an atmosphere which I'm bored, I even don't want to speak. Regular classes are boring. But this is not the case in drama. We can be ourselves. We can be relaxed.*

**Question 7. What did you like about the drama exercises?**

One of the categories related to students' likings in terms of drama exercises is "acting". Three of the students stated that they liked acting in drama exercises (St1, St7, St10).

St1. *It was nice to conduct drama activities. Playing the roles... We are watching a scene and we are playing the roles of that scene. It was good. Everybody likes to have a character. However everybody gets excited. We have overcome that excitement.*

St10. *Acting on the stage and watching the performances of our friends on the stage.*

"Friendship" is the other category found among the answers of the participants to the 7<sup>th</sup> question. Four of the students reported that they liked doing group activities which is considered as a strengthening effect on their friendship (St3, St4, St8, St9).

St3. *There didn't use to be a company in the classroom. Now there is. Now we are socialized which is good.*

St8. *Well... I can say that I like the group choreographies most. And doing something with the whole class was good.*

St9. *I liked doing something altogether.*

St5 said that she liked her character in a specific week while ST2 stated that she enjoyed using masks in drama activities. As can be seen from the answers of the participants, all of them found a point to like in drama, however it naturally differs from person to person.

**Question 8. Would you like to do further drama studies in your language classes in the future? Why or why not?**

All of the participants positively answered the question on their preference of doing further drama studies. One of the categories emerged from the reasons of participants' (St3, St4, St6, St7) positive preferences is "improvement of pronunciation".

St4. *Yes, I always would like to do because our English is getting better. Our pronunciation is improving.*

St7. *Yes. I think my pronunciation was not good. But I have improved myself in it.*

Another category is “enjoyment” which was stated by 6 of the participants (St2, St3, St6, St7, St8, St10).

St3. *Yes because it is more enjoyable and faster. Previously, 1 hour was hardly passing by. Now we spend it easily.*

St6. *Yes because it is more enjoyable and jolly. It makes us involved in. I mean people feel like attending it.*

The last category emerged from the comments of the majority of the participants (St1, St2, St3, St4, St7, St8, St9) is “feeling of comfort”.

St1. *Yes, absolutely. Because in regular English classes I get so anxious. I afraid more. But in drama I feel more comfortable. I express myself more easily.*

St2. *Exactly I do. It is not only enjoyable, but also it is easy to overcome some problems as we feel more comfortable. For example, you want us to make s sentence. In a regular class, I would try to find out if it is the present continuous or the past tense, which is tiring. We are normally afraid of making mistakes, but in drama activities we think that we can do it somehow, we can deal with it.*

St9. *Yes, I would. At least we are gradually defeating our fear of English classes. That (speaking) anxiety died down.*

As can be implied from these findings, drama had many positive effects on the students some of the most important of which are the improvement in their pronunciation, starting to feel comfortable, learning in enjoyment.

#### **4.4. Findings from Student Diaries**

In this section of the analysis, students' diaries are interpreted under 3 sub-headings. First, five "pre-drama questions" are interpreted. These five questions were answered by the students before the drama application got started. Then, the 24 "student diaries" which were kept for 6 weeks are analyzed. Students were asked to answer the same 5 questions in their diaries every week after the 4 hours drama application. Lastly, when drama classes finished, students were asked to make a comparison between their feelings, thoughts and attitudes in terms of before and after the drama application which is handled in the "Post-drama comparison" section. During the interpretation of the data, some tables are demonstrated as follows. (See Appendix D.)

##### **4.4.1. Pre-drama questions**

The questions which were directed to the students before drama application are as follows:

##### **Q1. What kind of English training have you had?**

Out of 24 participants, 9 students reported that they learned English through exercises on coursebook.

*ST1. We used to answer the questions and fill in the blanks on coursebook. We used to do activities. The teacher used to teach the subjects using coursebook.*

*ST17. We are always taught the lesson through the coursebook and blackboards which was boring.*

9 students indicated that they learned English in a teacher centered classroom.

*ST3. The teacher used to teach the lesson. I just listened and took notes.*

*ST12. The teacher gave the lecture, I listened. Sometimes he didn't teach or he just gave the exam questions to us so that we could study with them. Or there were no teachers.*

6 of the students stated that they learned through grammar rules in a boring way.

*ST2. English was taught through giving some main rules on the board in a boring way which I don't like and understand.*

Some students stated that they just did vocabulary or translation exercises to learn English.

ST6. *The teacher used to teach vocabulary which was disinclining me from the lesson.*

Only three of the students reported that they learned English through songs, games and role-play activities.

ST21. *We used to listen to music, and do the role-play activities on coursebook.*

It can be implied from the answers of the students that the majority of the students (21 out of 24) were taught in a teacher centered classroom through the exercises of grammar, translation, and vocabulary.

## **Q2. Have you ever studied drama? What was your experience with drama?**

Half of the students (12) indicated that they have no experience in drama activities while most (9) of the students who studied drama stated that they acted in primary school mini drama shows. Two of the students said that they acted in secondary school for the celebration of a national festival while one student reported that she took elective drama course at school.

## **Q3. Have you ever studied drama in English?**

The majority of the students (22) reported that they had never studied drama in English while 2 of the students said that they studied drama in English in the primary school

## **Q4. What is the first thing you think of when you hear the word drama? Why?**

More than half of the students (13) said that they think of funny games, acting, and animating the feelings when they hear the word “drama”.

ST7. *Animation, play, amusement, a different atmosphere, improving oneself (...).*

Some students (6) indicated that they think of putting a scene on a stage.

ST3. *A play to put on the stage comes to my mind as it is something related to theater.*

Another 4 students mentioned about their talents for the drama.

ST5. *Something I like to watch and which I can't do.*

ST11. *Something which I have not talent for, and which I don't want to do. Watching may be nice but doing is a mysterious for me. The reason for this is that I don't have any talent for it. I think I can't deal with a dialogue. Drama is not for me.*

**Q5. Do you like the idea of doing drama activities in English? Why or why not?**

The majority of the students (18) expressed positive thoughts towards the idea of doing English drama activities. 4 of these students said that they liked the idea because they had never done a drama activity in English while 3 others thought that doing something different would be a good idea. 2 students stated that learning English with fun might be good, on the other hand 2 others mentioned about their expectations of improvement in self-confidence.

ST7. *Yes, I liked it because doing some different activities is a good idea.*

ST18. *Yes, I liked so much because I think it will be educative and enjoyable.*

ST19. *I fell in love with the idea of doing drama activities in English. I think this is the best way of making a student love English. Also our self-confidence will increase. So what can be better than this?*

While 2 of the students remained indecisive, some students (4) stated that they didn't like the idea of doing drama activities in English. They explained their reasons in way such as:

ST11. *No, I don't like it. To be honest, I don't have talent for it. Moreover, I don't feel like attending it. I mean, I think being eager to do it is important as well.*

ST5. *No, it is not good because I don't have any talent for it.*

#### 4.4.2. Student diaries

The findings of the questions answered in students' diaries and related tables are as follows:

#### **Q1. Are you comfortable speaking English in class? Do you feel excited, anxious, relaxed, frightened, or happy?**

The aim of this question was to gather data on the feelings of the students while speaking English in drama exercises. In the first week more than half of the students (14) reported that they experienced anxiety, nervousness, or fear while 6 students expressed that they were comfortable or relaxed during drama exercises. Some students (5) said that they felt happy while some others (5) reported excitement which can be considered good or bad according to its effect on students (see Table 4).

**Table 4. 1<sup>st</sup> Question 1<sup>st</sup> Week**

<b>STUDENTS' RESPONSES</b>	<b>*F.</b>
I feel anxious/nervous/frightened.	14
I feel excited.	5
I feel happy.	5
I feel comfortable/relaxed.	6

\*F. = Frequency

Second week there is a significant change in the frequencies of these answers. Moreover, new categories arose. The number of the students who feel comfortable increases from 6 to 14, while the number of the students who stated that they feel happy while speaking rises up to 6. The number of the anxious students decreased to 3. Similarly, there are 3 students who reported that they feel less anxious that week. Moreover, 2 students stated that their self-confidence increased (See Table 5).

**Table 5. 1<sup>st</sup> Question 2<sup>nd</sup> Week**

<b>STUDENTS' RESPONSES</b>	<b>*F.</b>
I feel more comfortable.	14
I feel happy.	6
I feel excited.	4
I feel less anxious.	3
I feel anxious/nervous.	3
My self-confidence has increased.	2



The frequency of the items gradually changed. When the drama application arrived the 6<sup>th</sup> week, the frequencies were shaped as in follows:

**Table 6. 1<sup>st</sup> Question 6<sup>th</sup> Week**

<b>STUDENTS' RESPONSES</b>	<b>*F.</b>
I feel comfortable.	10
I feel anxious (only today) because I was not well prepared.	8
I don't feel excited.	6
I feel happy.	5
I don't mind making mistakes while speaking.	3
I'm not frightened any more.	2

As can clearly be seen in the table, there is a significant change in the students' levels of speaking anxiety. There were many students reported anxiety, nervousness, fear and excitement in the 1<sup>st</sup> week, however, in the 6<sup>th</sup> week the number of those students died down. Some students (8) explained that they felt anxious specific to that week, as the activity of the last week was a kind of "group performance" which needed to be pre-prepared. They stated that they got anxious because they couldn't get prepared which is just true of that week.

**Q2. Do your classmates like to speak English in class?**

The aim of this question was to gather more data on the changing feelings of the students through peer-observation. In the first week, half of the students reported that their friends liked to speak English in the class while 2 others stated that they liked to speak only in drama exercises as they normally don't like English. Another 2 students added that their friends liked it but they were also anxious and frightened. On the other hand, 6 of the students thought that their friends didn't like to speak English in class, 4 of which associated this situation with that it was the very first week (See Table 7).

**Table 7. 2<sup>nd</sup> Question 1<sup>st</sup> Week**

<b>STUDENTS' RESPONSES</b>	<b>*F.</b>
Yes, they like it.	12
Yes, they like to speak English (only) in drama exercises.	2
Yes, but they are also anxious and frightened.	2
They are not frightened any more.	1
No, they don't like it because it is the very first day of drama.	4
No, they don't like it.	2
I don't know.	1

When the 4<sup>th</sup> week came, more than half (13) of the students had positive thoughts through their observation. They thought that their friend liked to speak while 7 of the students stated that their friends had fun. Similar to those students, 3 others indicated that their friends are getting better which can be considered as a positive improvement in speaking (see Table 8).

**Table 8. 2<sup>nd</sup> Question 4<sup>th</sup> Week**

<b>STUDENTS' RESPONSES</b>	<b>*F.</b>
Yes, they like it.	13
They had fun.	7
They are getting better.	3

In the 6<sup>th</sup> week, the number of the students who indicated that their friends had fun decreased to 2. Both answers have positive meaning, thus, as a result of this question, it might be said that drama has changed students' likings towards English. (See Table 9)

**Table 9. 2<sup>nd</sup> Question 6<sup>th</sup> Week**

<b>STUDENTS' RESPONSES</b>	<b>*F.</b>
Yes, they like it.	22
They had fun.	2

### **Q3. What did you like most about English class this week? Why?**

When the students were asked their favorite specific to that week, the 1<sup>st</sup> week, many of the students (10) stated that they liked the warm up activities because of finding it so enjoyable or defeating excitement with the help of them. Some students (3) reported that they liked the film as it was interesting while some others marked many different point of views in way such as "I liked to act altogether. (2)"; "I liked the preparation and the organization of the activities. (2)"; "I liked the way our teacher makes us relaxed. (2)". Other 2 students pointed out that they liked watching the scenes before they acted it which helped them to feel comfortable (see Table 10).

**Table 10. 3<sup>rd</sup> Question 1<sup>st</sup> Week**

<b>STUDENTS' RESPONSES</b>	<b>*F.</b>
I liked the warm-up exercises because it was so enjoyable.	8
I liked the warm-up exercises because they are good for defeating excitement.	2
I liked the film because it is interesting.	3
I liked acting altogether because we had much fun.	2
I liked the preparations and the organization of activities.	2
I liked the way our teacher makes us relaxed.	2
I liked watching the scenes before we act it because I feel comfortable with the help of this.	2
I liked my character in the drama because it was the best.	1
I liked my character in the drama because I felt I lived in those old days.	1
I liked to pronounce words correctly.	1
I liked acting because it was natural.	1
I liked the character of a friend because I had fun.	1

The second week, most of the students (18) shared that they liked the scene they wore their hand made ugly masks, and spoke to the camera while half of them (9) explained that it helped them to develop empathy. In the 3<sup>rd</sup> week, the most frequently (9) cited statement was that they liked to act in the garden among many other students. 2 of those students also stated that it was wonderful to act without excitement in front of other people. While 7 students stated that they liked the props, 5 students said that they liked their character in drama activities. When we arrived the 4<sup>th</sup> week, many of the students (8) expressed that they liked miming as they felt the character thoroughly. Additionally, 7 students noted that they liked the music of the film while 4 others stated that they liked everything in the drama exercises that week (see Table 11).

**Table 11. 3<sup>rd</sup> Question 4<sup>st</sup> Week**

<b>STUDENTS' RESPONSES</b>	<b>*F.</b>
I liked to mime because I really felt the character.	8
I liked the music.	7
I liked everything.	4
I liked to dance altogether because we had fun	3
I liked the film.	2
I liked to express my feelings in English.	1
I liked to perform successfully without preparation.	1
I liked the vocabulary game	1

In the 5<sup>th</sup> week 8 of the students stated that they liked everything in that week while 7 students indicated that they liked to wear a mask because they had fun. Three of the students

stated that they liked to act altogether as no one was out and kept himself in the background. In the last week of drama application, half of the students (12) expressed that they liked singing in English because they had fun while 4 students noted that they liked to create something.

#### **Q4. What did you like least about English class this week? Why?**

First week, some students (4) stated that they didn't like to do warm-up activities as they found them unnecessary. 2 students stated that their acting was amateurish while 2 others expressed that making dialogues made them stressed. Many of the students (8) noted that there was nothing which they didn't like (see Table 12).

**Table 12. 4<sup>th</sup> Question 1<sup>st</sup> Week**

<b>STUDENTS' RESPONSES</b>	<b>*F.</b>
Nothing. Everything was alright.	8
I didn't like to do warm-up exercises because they are unnecessary.	4
Our acting was amateurish.	2
Making dialogues made me stressed.	2
Some friends didn't take the exercises seriously	2
I didn't like our part in the drama because we were incompatible.	1
Reading the scripts on the wall was tiring and affected our acting negatively.	1
I didn't like to be on the stage.	1
I didn't like to feel stressed while speaking English and to pronounce difficult words.	1
I wanted to stay more on the stage.	1
I didn't like to perform a scene only one time. This was insufficient.	1

In the 2<sup>nd</sup> week, most of the students (18) stated that there was nothing bad while 2 others expressed that the setting was disorganized. In the 3<sup>rd</sup> week, the most frequently cited response (17) was the same with the previous week; "Nothing. Everything was very good.". Still, two others complained about acting in the garden as some people looked at them and laughed. Alike, in the 4<sup>th</sup> week of the application, 19 of the students noted that they liked everything and nothing was bad while a student stated that she didn't like keeping a diary. When the 5<sup>th</sup> week came, almost all of the students (22) stated that they liked everything and there was no problem while only one student complained that some of his friends didn't take those activities seriously. In the last week of the drama application, most (15) of the students stated that there was nothing which he didn't like that week. On the other hand, other students mentioned about forgetting the lyrics or being unprepared.

#### **Q5. If you could change one thing about English class, what would it be?**

Week by week there is an increasing number of students who stated that they wouldn't change anything. On the other hand, according to the tables of the 5<sup>th</sup> question, it can be said that among some of the students' main concerns, there are: obligation of speaking English in the lesson; compulsory in attending drama exercises; and the difficulty of pronunciation. Unlike these complainments, some students stated that English lessons would be taught through drama activities all the time (See Table 13).

**Table 13. 5<sup>th</sup> Question 1st Week**

<b>STUDENTS' RESPONSES</b>	<b>*F.</b>
I wouldn't change anything today.	7
These activities wouldn't be compulsory.	4
I would teach English in this way all the time.	3
Pronunciation would be easier.	2
There would be more English lessons.	2
I would let students wear drama costumes instead of school uniforms.	1
The film would be Turkish instead of English.	1
I would get rid of cliched teachings.	1
I would change the setting.	1
There would be less grammar.	1
I would change my friends' attitudes towards English.	1

#### **4.4.3. Post-drama comparison**

After the six-week-drama application, the students were asked to compare themselves in terms of their feelings, thoughts and attitudes they had with the ones they had had before drama exercises. In this section students' responses were categorized into 2 tables showing their "before" and "after" the application.

**Table 14. Before the Drama**

<b>STUDENTS' RESPONSES</b>	<b>*F.</b>
I used to have problems with pronunciation.	14
I used to abstain from speaking in English lessons.	11
I used to be distant to English courses.	6
I used to be afraid of making mistakes while speaking English.	6
I used to have prejudices about English.	6
I used to shy away from attending English lessons.	5
I used to get excited while speaking English.	5
I used to get bored in English lessons.	5
I used to have poor vocabulary.	4
I used to have prejudices about Drama.	4
I used to be afraid of being laughed at.	3
I used to get excited while acting.	3
I used to study English just to get high grades.	2
I didn't used to have self-confidence.	2
I used to have difficulty in expressing myself.	2
As we were bad at English, we were not able to take part in the lesson.	1
I used to want to be ignored in English lessons.	1
I used to get excited when I was called on in English lessons.	1
I used to feel unhappy in English lessons.	1

As can be seen in the Table 14, more than half of the students (14) expressed that they used to have pronunciation problems while 15 of the students stated that their pronunciation improved (see Table 24). Many of the students (11) students indicated that they used to abstain from speaking in English lessons. 6 students stated that they used to be distant to English courses, and 6 students indicated that they used to be afraid of making mistakes while speaking English. On the other hand, as can be seen in Table 15, more than half of the students marked that they feel comfortable in English lessons after the drama application. Also, 10 of the students stated that English had become more enjoyable for them while 9 students noted that they are not afraid of making mistakes while speaking anymore.

**Table 15. After the Drama**

<b>STUDENTS' RESPONSES</b>	<b>*F.</b>
My pronunciation has improved.	15
I feel comfortable in English lessons.	13
English has become enjoyable.	10
I'm not afraid of making mistakes while speaking anymore.	9
My prejudices have passed away.	7
My vocabulary has expanded.	6
I have gained self-confidence.	6
I'm not shy in English classes anymore.	4
I understand English better.	4
I speak English better.	3
I'm eager to learn English.	2
I liked doing English drama exercises	2
Our friendship has become stronger.	1

It can be implied from the self-comparisons of the students that, students made use of drama activities in many ways. Drama positively affected their feelings towards speaking English, and their thoughts and attitudes related to English classroom as well as their prejudices towards drama activities.

#### **4.5. Findings from Teacher Reflections**

This section of the analysis is taken from the classroom notes recorded during the process of the study. They highlight the researcher's observations concerning student reaction to the English drama exercises.

As a result of my observations, I start to believe that drama is a must in foreign language teaching. After 6-week-drama application, I can believably say that drama helped my students to discover themselves, see their strengths and weaknesses, find out the reasons for their anxiety, fear, or nervousness and overcome these relatively negative feelings. The students who were always abstaining from speaking English and acting, started to raise their hands when I asked for a volunteer. These students also wanted to be called on frequently. Despite there was not an observable improvement in their pronunciation, after the application students didn't afraid of making mistakes while pronouncing a word.

On the other hand, warm up activities also had a great place among the causes of lower speaking anxiety levels. During warm up activities both the students and I enjoyed. We

acted, danced and sang out loud, so everybody laughed at each other which hopefully helped students to overcome the fear of being laughed at.

After the drama application it was clear that their friendship became stronger. There were no grouping among the students any more, hence all of them would like to share a scene with a volunteer who they really don't know very well.

To sum, it can be said that drama had many positive effects on students among the most important ones we can count the lowering speaking anxiety levels, improving self-confidence, increasing motivation, decreasing the level of their fear of being laughed at and being called on in English class. (See Appendix E.)



## CHAPTER 5

### 5. DISCUSSION AND CONCLUSION

This chapter contains a discussion of the findings based on the literature of foreign language speaking anxiety and the outcome of the observations in a foreign language classroom setting.

#### 5.1. Summary of the study

This study examined the reasons for speaking anxiety of EFL learners, and whether drama decreases the levels of speaking anxiety of EFL learners. The study was administered with 24 high school students. First, the students filled in the FLCAS developed by Horwitz et al. (1986). Then, the instructor made a follow up semi-structured interview with 10 randomly chosen students. When the drama sessions started, students were asked for keeping diaries throughout 6 weeks. In their diaries, students answered 11 questions which were mainly about their previous experiences on English drama and their feelings and thoughts during drama exercises. After the drama application, students took the post-questionnaire (FLCAS), and 10 students were interviewed again to see the differences in their speaking anxieties after the drama application.

#### 5.2. Research questions

In this section, the research questions are discussed with regard to the findings of this study.

##### **5.2.1. Research Question 1: What are the reasons related to general anxiety in EFL classes?**

Foreign language anxiety is an umbrella term consisting of the anxieties which might originate from all four skills, grammar, the teacher, other students, or the student himself. This section of the study deals with the reasons for general anxiety of EFL learners based on the findings of all data collection tools administered throughout the study.

The pre-test results of the FLCAS reveal that the majority of the students experience FLCA in certain levels. According to the findings of the scale, students marked that they feel disturbance when their teacher correct every mistake. Similarly, students expressed in the pre-interview that they are negatively affected by the behavior of their English teachers. It is clear

from the answers that students are afraid of being exposed to physical violence by the teacher in way such as beating in a student's hand with a ruler. They also abstain from attending language classes because they are not happy with the correction styles of the teacher. When teachers immediately correct every mistake, or when they prefer a strict way for correction, students might feel embarrassment and anxiety towards foreign language classes. The words and the intonation the teachers use while interfering in the mistake are also very important for the feelings of the students. Wörde (2003) also mentioned about the importance of error correction styles of the teachers. She described the emotionally negative effects of reprimands from the instructor in response to student errors.

The students of the present study frequently endorsed in the FLCAS that they get anxious when they are called on by the teacher in a language classroom which is in line with the study of Aydın (2008). It is also supported by the reflections of the teacher that some students continually preferred to stay in the tail of the group, and did their best in order not to catch the teacher's eye, and be called on. The teacher also stated that she insisted on calling them on for being volunteer to act a character, yet some students asked whether they can do it later than their friends. The fear of being called on is not a feeling specific to language classes. It is well known that when students consider themselves "weak" in a class, or when they are not prepared for that class, they necessarily afraid of being called on. The reasons why students get anxious in this situation might be "being unprepared" or "making mistake" which are also stated among anxiety provoking factors in FLCAS by most of the students.

On the other hand, it is also found in the pre-test that some students feel nervous in language classes no matter if they are prepared or not. Moreover, it is stated that the situation sometimes becomes more troubled in language classes when students get so nervous that they forget everything they already know.

The findings of the post-interview are also strengthening the outcome of the FLCAS. There were 2 students out of 10 who expressed in the pre-interview that they liked English, however, in the post-test all of the 10 students reported that they like it. Alike, in the pre-test, some students also endorsed with the Item 17 "I often feel like not going to my language class." It is clear that before the drama application, students didn't use to have positive feelings related to language classes. However, they frequently stated in the post-interview and student diaries that they enjoyed and had fun in drama activities which apparently affected their feelings and attitudes towards language classes. Students are open for input when they have positive feelings towards a learning situation. When students enjoy being in a class, they

are ingeniously expected to show success in that lesson. Wood Shand (2008) also states that when students feel nervous, it is hard to honestly have fun (p. 74). In other words, when the students say that they have fun and enjoyment in the lesson, that means they don't feel anxious or nervous at all. Thus, it can be implied that students get anxious in language classrooms where there is no joy or laughter.

In this study, students also expressed their apprehensions about not understanding what the teacher is saying. The results of the Item 4 "It frightens me when I don't understand what the teacher is saying in the foreign language." and the Item 29 "I get nervous when I don't understand every word the language teacher says." reveal that students have worries about inefficient vocabulary and missing what the teacher is saying in English. In line with the present study, Awan et al. stated that their students reported anxiety in situations which they didn't understand teacher's question or comment (2010, p. 37).

Moreover, Williams and Andrade (2008) stated that fear of "making a bad impression" and receiving "negative evaluation" are the most often cited reasons for anxiety. Negative evaluation may come from the teacher or the other students in the classroom. No matter what is the source of the negative evaluation, it causes anxiety in EFL learners.

Additionally, the results of the FLCAS showed that some students have the belief of being worse at languages than other students which can be reflected as the "notion of giftedness." The pre-test results of the Item 7 "I keep thinking that the other students are better at languages than I am." show that almost half of the students might have low self-confidence or the notion of giftedness in language learning. In line with these findings, Cheng (2001) commented that "A high level of belief in giftedness was more strongly correlated with a high level of second language anxiety for learners of low self-efficacy than for those of high self-efficacy." It can be understood from these findings that when students believe they don't have talent for a foreign language, their competence and consequently their performance are negatively affected which concludes in failure in language learning.

To sum up, in the present study it is found that the reasons for general anxiety of EFL learners are feelings towards FL; teacher corrections; being called on; making mistakes; notion of giftedness; being unprepared; not understanding what the teacher says; and negative evaluation.

### **5.2.2. Research Question 2: What are the reasons related to speaking anxiety in EFL classes?**

When the reason for students' speaking anxiety is examined, it is seen that there are several factors which are negatively affecting students' speaking an FL. The findings of the pre-test, pre-interview, and student diaries showed that students feel embarrassed when they speak English. The students expressed that they feel embarrassed because they don't have self-confidence with the level of their English. They believe that they don't have enough knowledge to speak English, that they have poor vocabulary, and that they are bad at pronunciation. In accordance with the findings of the pre-interview and the FLCAS, six students stated in their diaries that they are afraid of making mistakes while speaking English, the reasons for which might be "being laughed at," "feeling humiliated," or "negative evaluation." The pre-test scores of the Item 31 were codified: "I am afraid that the other students will laugh at me when I speak the foreign language." Almost half of the students have concerns about being laughed at when they speak in FL. Some students reported in the pre-interview that they don't like being laughed at when they make a mistake." Accordingly, Awan et al. (2010) found out that "worries about grammatical mistakes" and "pronunciation" are some of the biggest causes of anxiety. In this study, pronunciation was one of the biggest concerns of the students while they were speaking English. Many of the students said that they are not good at pronunciation, and that they feel anxious when they don't know how to pronounce a word. Awan et al. (2010) also found that 43.4% of their participants reported that they are worried about pronunciation. The fear of making mistake in grammar or pronunciation might stem from the fear of being laughed at, being misunderstood, or not understood by the others. It can be understood from these findings that if students are laughed at when they make a grammar or pronunciation mistake while speaking English, the anxiety they experience is reported to cause anxiety, and reticence in the language classes in time.

Speaking in front of others is another crucial factor on FL speaking anxiety. In line with the studies of Williams and Andrade, and Woodrow (2006) who found that students feel embarrassed or anxious when they speak in front of their friends, some students in the present study stated in their diaries that they got nervous, anxious, and excited when they had to speak in the garden in front of many people. Alike, in the study of Awan et al. (2010) "speaking in front of others" is found to be the biggest cause of anxiety among language learners. The reason for this factor might stem from the lack of self-confidence. Horwitz et al. (1986) argued that most of the students' anxiety stems from their self-concept of ability. In line with

Horwitz et al. (1986), Park and Lee (2005) stated that, “Self-confidence can be influenced when the language learner thinks of oneself as deficient and limited in the target language.” They also found that the higher confidence the students have, the higher oral performance they show (p.197). Thus, it can be implied that when students have high levels of self-confidence, they feel less anxious about speaking, making mistakes, or being laughed at.

Additionally, the findings of Aydın (2008) reveal that learners mainly feel anxiety when they are not prepared. Similarly, a student in the present study also mentioned in the diary about anxiety which occurs when the student is unprepared for the class. Similarly, in the pre-test, majority of the students (n=17) agreed with the Item 9 “I start to panic when I have to speak without preparation in language class.” The reflections of the students on being prepared vary among the students. Some students expressed that they got anxious while speaking English as they prepared for their role and memorized the lines, while some others reported that they felt comfortable while speaking when they prepared for the class beforehand. The reason for the mentioned anxiety might develop out of the fear of forgetting what to say.

In sum, the present study explains the reasons for speaking anxiety in EFL learners on the basis of FLCAS, interviews, and students’ diaries. According to the findings gathered from these data collection tools, the reasons for speaking anxiety of EFL learners can be listed as follows. Students may experience speaking anxiety from a combination of these factors.

- Low self-confidence: not believing in oneself
- Making a mistake: pronunciation or grammar
- Being laughed at: humiliation
- Speaking in front of others: negative evaluation
- Being unprepared: speaking when not prepared beforehand

### **5.2.3. Research Question 3: How does the use of drama techniques affect the speaking anxiety of EFL learners?**

In order to explore the effects of drama on the speaking anxiety of students, the findings of FLCAS, interviews, students’ diaries and the teacher’s reflections were analyzed. As a result of the comparison between the pre-test and post-test (FLCAS) anxiety scores of the students it is found that there is a significant difference between the anxiety levels of the students before and after the 6-week-drama application. Examining the items specifically

related to speaking in FL (Items 1,9,14,16,24,27,33) provided supporting data in terms of the argument of the present thesis. The findings of the given items revealed that drama application lowered students' speaking anxiety in FL.

Moreover, it is found in the post-interview results that students constantly mentioned about their previous concerns about pronunciation which is reported to pass away after the drama application. Similarly, in the students' diaries, the most frequently (n=15) mentioned issue was the improvement of pronunciation after the drama. It is clear in the findings of the present study that pronunciation is considered among the dominant elements of FL speaking. As it is accepted as an obligation to pronounce well or perfect in FL, students get anxious when they have not good command of it.

Another outcome of the drama application was that students felt comfortable.. The word "comfortable" might define several situations here such as; not excited, not anxious, not embarrassed, no fear of making mistake, no grammar rules, and feeling comfortable among friends. Regardless of these meanings it has, most of the students expressed that they feel more comfortable in drama than in regular classes. However, there were 2 students who reported that speaking in drama classes was more difficult than in regular classes. One of these students said that the reason for its difficulty was that they had to give attention more than one thing at the same time such as; the lines, intonation, pronunciation, and of course acting. The other student explained the reason for the anxiety underlining that drama is a "critical" issue. Since she finds drama more important than a regular lesson, she believes that when she makes a mistake in a regular class, the teacher can correct it; yet this is not possible in drama when she is on the stage. It would not be just if these situations are taken as a negative effect of drama. Rather they need to be accepted as good outcomes; it was difficult for the first student to speak as he put effort in drama by speaking and putting the feelings in at the same time which shows eagerness for doing his best; on the other hand, since drama activity was given excessive importance by the second student, she believed that she shouldn't make any mistake. Both students also expressed that they enjoyed the drama activities which tells that those negative feelings towards English doesn't stem from anything related to the teacher, the other students, or the drama exercises. The reason of their speaking anxiety is something directly related to the importance they give to what they are doing in drama.

Additionally, in line with the findings of Zerey (2008), after the drama application students stated that they gained more self-confidence in speaking English. Pre and post-test

included the item 31; “I’m afraid that the other students will laugh at me when I speak the foreign language.” It shows that the number of the students who are not afraid of being laughed at increases (n=17) in the post-test. According to the teacher’s reflections this might possibly not have been caused by that students didn’t laugh any more, but that the students’ level of self confidence increased.

#### **5.2.4. Additional Observations**

The findings of the FLCAS reveal that there is a statistically significant difference between the speaking anxiety levels of the students before and after the drama application. However, there are 7 items in the findings which differ from the other 28 items in the scale.

Basically, what is found in the FLCAS was that the students got benefits from drama. These 28 powerfully supporting items show that drama has positive effects on students’ speaking and general anxieties in language classrooms. Though, the findings of these 7 differing items (Item 2,5,8,11,14,18,28) don’t show consistency with the majority of the items supporting the present thesis. According to the findings of the Item 5, most of the students (n=18) don’t want to have more English lessons after the drama application, while in the student diaries, students frequently stated that they are happier and more comfortable for being in a language class. Similarly, all of the 10 interviewees reported that they like English classes after the drama application. Item 18 was “I feel confident when I speak in foreign language class.” The findings of this item suggested that after drama, students don’t feel comfortable while speaking English. In other words, students started to get anxious while speaking after the drama application, which is not the real case. There is a positive change in the speaking anxiety situations of the students with the help of drama which is supported by several items (Items 1,9,14,24,27,31,32,33.) This was an unanticipated result which caused the researcher to re-examine the data in an attempt to understand why this situation occurred. The reasons for this apparent contradiction may be related to the students’ ability to understand question content and the misunderstanding of the purpose of the questions during the administration of FLCAS. This seems reasonable because the student clearly responded in a positive way to the use of drama in other data collection areas of the study.

### 5.3. Educational implications

The present study shows that drama has positive effects on the speaking anxiety of EFL learners which corresponds to the findings in the FLSA literature. To understand how and to what extent drama helps to lower the levels of speaking anxiety of EFL learners, it is necessary to explain the factors which contribute to anxiety in EFL classrooms.

In order to make use of the findings of the present study, EFL learners might be informed about the anxiety they may experience in language classes. They are not alone in the feeling of anxiety in language training classes. As most of the students suffer from the fear of making a mistake, they might also be told that everybody, even the native speakers, can make a mistake while speaking. The same thing happens in Turkish language training. Students should give the same level of respect as they what prefer to receive from friends during language training exercises.

In addition, language teachers should be given special education concerning how to create an anxiety free atmosphere in classes. They should be told that they don't have to correct every mistake the students make, and that some mistakes should be tolerated. When the correction is necessary, the teacher should correct it in an appropriate way, rather than shouting, humiliating, or resorting to force which leads anxiety, or worse, reticence. Because, when a student becomes reticent in a language classroom, it means that the teacher has lost a student. The unwillingness of a student to participate in a language classroom is not a sign of discipline, but a sign of higher levels of anxiety, or no anxiety which might suggest complete disinterest. As Brown (1994) suggests, anxiety is a matter of degree. How it is perceived depends on if it is a mild or severe anxiety. Severe anxiety is debilitating while mild anxiety can be facilitating in FL classes. For this reason, anxiety, to a certain degree, could be considered as a beneficial effect on language learning.

Moreover, language teachers should also be informed about the positive effects of drama on speaking and general anxieties of FL learners. The literature of FLCA also supports the effectiveness of drama for reducing speaking anxiety. Foreign language teachers could use drama as a powerful medium to teach FL; to motivate students to speak in FL; or to encourage student involvement in literature. However, FL teachers may have many misconceptions about what drama is, which stop them from using it in the FL classrooms. Hamilton and Mcleod summarize these misconceptions and what drama really means (1993): Some misconceptions about drama:

- Kids hanging from the lights;



- Noise and chaos;
- Lots of sketches;
- Horrendous discipline problems;
- You have to write a thousand role-play cards;
- You have to have a talent for mime;
- No written work;
- Embarrassing activities to do with touching people;
- You need practical set classes;
- More action than talk;
- An unacceptable amount of errors;
- Kids moving about all over the place;
- You can't do it in the average classroom;
- It's only a special type of teacher who can cope.

On the contrary drama can mean:

- Learners doing a fair amount of silent reading;
- Periods of quiet reflection;
- An atmosphere of concentration;
- Learners co-operating to encourage good behaviour;
- An absence of discipline problems caused by bored, unmotivated learners;
- The blossoming of a previously silent and uncooperative pupil;
- Learners working at their desks in their own classroom;
- The whole class listening to the teacher;
- The whole class silently watching a group perform;
- More work covered than the teacher ever deemed possible;
- Learners using the target language willingly and without inhibition (p.8).

As can be seen in the summary of Hamilton and Mcleod (1993), it is all about how a teacher looks at the situation. On the basis of the observations performed in this study, teachers can work miracles in FL classrooms through the use of drama techniques.

#### **5.4. Conclusion**

This study has mainly focused on the reasons for speaking anxiety of EFL learners; the use of drama; and how drama helped to reduce speaking anxiety in FL classes. Thus, the purpose of this study was to seek answers to the following questions;

1. What are the reasons related to general anxiety in EFL classes?
2. What are the reasons related to speaking anxiety in EFL classes?
3. How does the use of drama techniques affect the speaking anxiety of EFL learners?

The study was conducted with a group of 12<sup>th</sup> graders in Kozan Anatolian Medical Vocational High School. The language levels of these 24 participants were A2. To answer the research questions, the quantitative data was collected through pre and post-tests by the use of FLCAS (Horwitz et al., 1986). The data was analyzed via SPSS program. Semi-structured pre and post-interviews, students' diaries, and the teacher's reflections were included to collect qualitative data which were analyzed through content analysis.

Generally, drama significantly contributed to the emotional quality of the classroom. In addition, drama lowered the speaking anxiety of the participants. Drama also gave insight into the reasons for general and speaking anxiety which stop the students from achieving success in FL classroom.

It is clear in the study that students mainly get anxious when they believe that they don't have a good command of pronunciation, vocabulary, or grammar. The fear of making a mistake; being laughed at; humiliated; getting negative evaluation; or failing classes are additional reasons for FLSA.

Foreign language teachers can have a strong impact on anxiety in the classroom. Their teaching styles, classroom management, and even their word choice while correcting a mistake may hurt students' feelings toward language learning. The behavior of the teacher might also affect the rest of their FL learning experience. All foreign language teachers need to motivate their students; encourage them to speak; and to allow them to make mistakes without punishment. In general, it is impossible to learn a foreign language without making mistakes. Given this situation, teachers should make adjustments in the language class to prevent negative feelings toward English language learning.

## **5.5. Limitations and Suggestions**

Variables such as age, sex, and socio-economic differences of the students haven't been taken into consideration during the interpretation of the data. The number of the participants (n=24) was limited to the population of a classroom, as it was impossible to study drama with two 12<sup>th</sup> grade classes at the same time in the present school. In further research, the number of the students could be increased, and age, sex, or socio-economic differences could be considered.

The present study had some participants that might have been negatively affected by the wording of the items in FLCAS (Horwitz et al., 1986). To eliminate the potential misunderstanding, the choices could be changed to 3 options: "Yes," "Undecided," and "No."

Finally, instead of using different topics every week, the study could consist of one, large literary work. This would increase the ability of the researcher to make reviews, rehearsals, and thoroughly to teach drama. Also, the timeframe of the study could be expanded which would increase the generalizability of the results of the study.

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## 7. APPENDICES

### 7.1. Appendix A: Foreign Language Classroom Anxiety Scale (FLCAS, Original)

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986).

**1. I never feel quite sure of myself when I am speaking in my foreign language class.**

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

**2. I don't worry about making mistakes in language class.**

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

**3. I tremble when I know that I'm going to be called on in language class.**

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

**4. It frightens me when I don't understand what the teacher is saying in the foreign language.**

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

**5. It wouldn't bother me at all to take more foreign language classes.**

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

**6. During language class, I find myself thinking about things that have nothing to do with the course.**

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

**7. I keep thinking that the other students are better at languages than I am.**

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

**8. I am usually at ease during tests in my language class.**

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

**9. I start to panic when I have to speak without preparation in language class.**

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

**10. I worry about the consequences of failing my foreign language class.**

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

**11. I don't understand why some people get so upset over foreign language classes.**

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

**12. In language class, I can get so nervous I forget things I know.**

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

**13. It embarrasses me to volunteer answers in my language class.**

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

**14. I would not be nervous speaking the foreign language with native speakers.**

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

**15. I get upset when I don't understand what the teacher is correcting.**

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

**16. Even if I am well prepared for language class, I feel anxious about it.**

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

**17. I often feel like not going to my language class.**

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

**18. I feel confident when I speak in foreign language class.**

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

**19. I am afraid that my language teacher is ready to correct every mistake I make.**

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

**20. I can feel my heart pounding when I'm going to be called on in language class.**

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

**21. The more I study for a language test, the more confused I get.**

Strongly agree   Agree   Neither agree nor disagree   Disagree   Strongly disagree

**22. I don't feel pressure to prepare very well for language class.**



- Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
- 23. I always feel that the other students speak the foreign language better than I do.**
- Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
- 24. I feel very self-conscious about speaking the foreign language in front of other students.**
- Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
- 25. Language class moves so quickly I worry about getting left behind.**
- Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
- 26. I feel more tense and nervous in my language class than in my other classes.**
- Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
- 27. I get nervous and confused when I am speaking in my language class.**
- Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
- 28. When I'm on my way to language class, I feel very sure and relaxed.**
- Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
- 29. I get nervous when I don't understand every word the language teacher says.**
- Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
- 30. I feel overwhelmed by the number of rules you have to learn to speak a foreign language.**
- Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
- 31. I am afraid that the other students will laugh at me when I speak the foreign language.**
- Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
- 32. I would probably feel comfortable around native speakers of the foreign language.**
- Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree
- 33. I get nervous when the language teacher asks questions which I haven't prepared in advance.**
- Strongly agree Agree Neither agree nor disagree Disagree Strongly disagree

## 7.2. Appendix B: Yabancı Dil Dersi Kaygı Anketi (FLCAS, Turkish)

**1. Yabancı dil dersinde konuşurken asla kendimden emin olmam.**

Kesinlikle Katılıyorum Katılıyorum Kararsızım Katılmıyorum Kesinlikle katılmıyorum

**1. Dil dersinde hata yapmaktan endişelenmem.**

Kesinlikle Katılıyorum Katılıyorum Kararsızım Katılmıyorum Kesinlikle katılmıyorum

**2. Dil dersinde seslenileceğimi bildiğim zaman ürperirim.**

Kesinlikle Katılıyorum Katılıyorum Kararsızım Katılmıyorum Kesinlikle katılmıyorum

**3. Öğretmenin yabancı dilde ne söylediğini anlamamak beni korkutur.**

Kesinlikle Katılıyorum Katılıyorum Kararsızım Katılmıyorum Kesinlikle katılmıyorum

**4. Daha fazla dil dersi almak benim hiç canımı sıkmaz.**

Kesinlikle Katılıyorum Katılıyorum Kararsızım Katılmıyorum Kesinlikle katılmıyorum

**5. Dil dersi sırasında, hep dersle ilgili elimden gelmeyen şeyleri düşünürüm.**

Kesinlikle Katılıyorum Katılıyorum Kararsızım Katılmıyorum Kesinlikle katılmıyorum

**6. Diğer öğrencilerin dil konusunda benden daha iyi olduklarını düşünüyorum.**

Kesinlikle Katılıyorum Katılıyorum Kararsızım Katılmıyorum Kesinlikle katılmıyorum

**7. Dil dersi sınavlarında genellikle rahatım.**

Kesinlikle Katılıyorum Katılıyorum Kararsızım Katılmıyorum Kesinlikle katılmıyorum

**8. Dil dersinde hazırlık yapmadan konuşmak zorunda olduğumda paniklerim.**

Kesinlikle Katılıyorum Katılıyorum Kararsızım Katılmıyorum Kesinlikle katılmıyorum

**9. Dil dersimde başarısız olmanın sonuçlarından endişeleniyorum.**

Kesinlikle Katılıyorum Katılıyorum Kararsızım Katılmıyorum Kesinlikle katılmıyorum

**10. Bazı insanların neden dil dersine bu kadar üzülüklerini anlamıyorum.**

Kesinlikle Katılıyorum Katılıyorum Kararsızım Katılmıyorum Kesinlikle katılmıyorum

**11. Dil dersinde öyle gerilirim ki bildiğim şeyleri unuturum.**

Kesinlikle Katılıyorum Katılıyorum Kararsızım Katılmıyorum Kesinlikle katılmıyorum

**12. Dil dersinde gönüllü olarak cevap vermek beni sıkıntıya sokar.**

Kesinlikle Katılıyorum Katılıyorum Kararsızım Katılmıyorum Kesinlikle katılmıyorum

**13. Anadili yabancı olan biriyle yabancı dilde konuşmak beni germezdi.**

Kesinlikle Katılıyorum Katılıyorum Kararsızım Katılmıyorum Kesinlikle katılmıyorum

**14. Öğretmenin neyi düzelttiğini anlamadığımda üzülürüm.**

Kesinlikle Katılıyorum Katılıyorum Kararsızım Katılmıyorum Kesinlikle katılmıyorum

**15. Dil dersine iyi hazırlanmış olsam bile kaygılanırım.**

Kesinlikle Katılıyorum Katılıyorum Kararsızım Katılmıyorum Kesinlikle katılmıyorum

**16. Dil dersine gitmeyi çoğunlukla canım istemiyor.**

Kesinlikle Katılıyorum Katılıyorum Kararsızım Katılmıyorum Kesinlikle katılmıyorum

**17. Dil dersinde konuşurken kendime güveniyorum.**

Kesinlikle Katılıyorum Katılıyorum Kararsızım Katılmıyorum Kesinlikle katılmıyorum

**18. Korkarım ki dil dersi öğretmenim yaptığım her hatayı düzeltmeye hazır.**

Kesinlikle Katılıyorum Katılıyorum Kararsızım Katılmıyorum Kesinlikle katılmıyorum

**19. Dil dersinde sesleneceğimi bildiğim zaman kalbim küt küt atar.**

Kesinlikle Katılıyorum Katılıyorum Kararsızım Katılmıyorum Kesinlikle katılmıyorum

**20. Dil sınavına ne kadar çalışırsam o kadar kafam karışıyor.**

Kesinlikle Katılıyorum Katılıyorum Kararsızım Katılmıyorum Kesinlikle katılmıyorum

**21. Dil dersi için çok iyi hazırlanma konusunda üzerimde baskı hissetmiyorum.**

Kesinlikle Katılıyorum Katılıyorum Kararsızım Katılmıyorum Kesinlikle katılmıyorum

**22. Hep diğer öğrencilerin yabancı dili benden daha iyi konuştuklarını hissediyorum.**

Kesinlikle Katılıyorum Katılıyorum Kararsızım Katılmıyorum Kesinlikle katılmıyorum

**23. Başka öğrencilerin önünde yabancı dilde konuşurken çok utanıyorum.**

Kesinlikle Katılıyorum Katılıyorum Kararsızım Katılmıyorum Kesinlikle katılmıyorum

**24. Dil dersi o kadar hızlı geçiyor ki geride kalmaktan endişeleniyorum.**

Kesinlikle Katılıyorum Katılıyorum Kararsızım Katılmıyorum Kesinlikle katılmıyorum

**25. Dil dersinde kendimi diğer derslerden daha gergin ve endişeli hissediyorum.**

Kesinlikle Katılıyorum Katılıyorum Kararsızım Katılmıyorum Kesinlikle katılmıyorum

**26. Dil dersinde konuşurken gergin ve kafası karışmış oluyorum.**

Kesinlikle Katılıyorum Katılıyorum Kararsızım Katılmıyorum Kesinlikle katılmıyorum

**27. Dil dersine girerken kendimi çok emin ve rahat hissediyorum.**

Kesinlikle Katılıyorum Katılıyorum Kararsızım Katılmıyorum Kesinlikle katılmıyorum

**28. Dil öğretmenimin söylediği her kelimeyi anlamadığım zaman geriliyorum.**

Kesinlikle Katılıyorum Katılıyorum Kararsızım Katılmıyorum Kesinlikle katılmıyorum

**29. Bir yabancı dil konuşmak için öğrenmemiz gereken kuralların sayısı altında eziliyorum.**

Kesinlikle Katılıyorum Katılıyorum Kararsızım Katılmıyorum Kesinlikle katılmıyorum

**30. Yabancı dilde konuştuğumda diğer öğrencilerin bana güleceğinden korkuyorum.**

Kesinlikle Katılıyorum Katılıyorum Kararsızım Katılmıyorum Kesinlikle katılmıyorum

**31. Anadili yabancı olan birilerinin yanında muhtemelen kendimi rahat hissederim.**

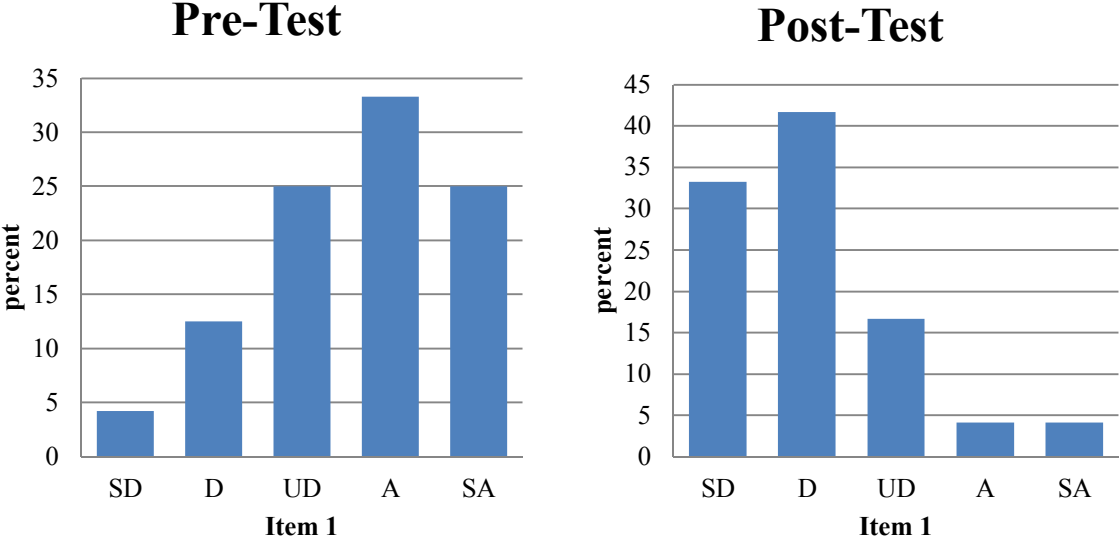
Kesinlikle Katılıyorum Katılıyorum Kararsızım Katılmıyorum Kesinlikle katılmıyorum

**33. Dil öğretmenim bana önceden hazırlanmadığım sorular sorunca geriliyorum.**

Kesinlikle Katılıyorum Katılıyorum Kararsızım Katılmıyorum Kesinlikle katılmıyorum

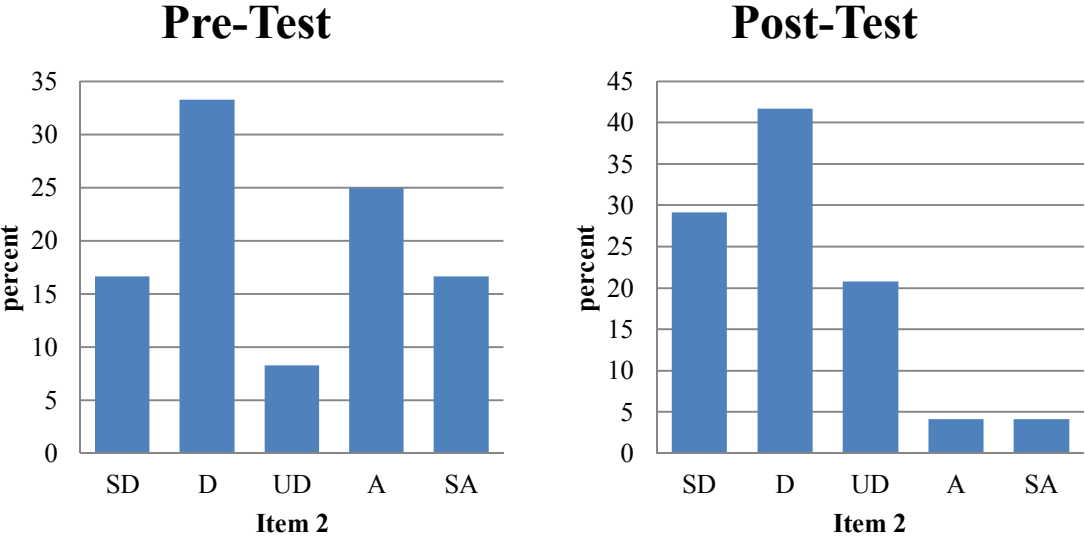
**7.3. Appendix C: Figures for FLCAS**

**The Frequency of Students on Item 1 “I never feel quite sure of myself when I am speaking in my foreign language class”**



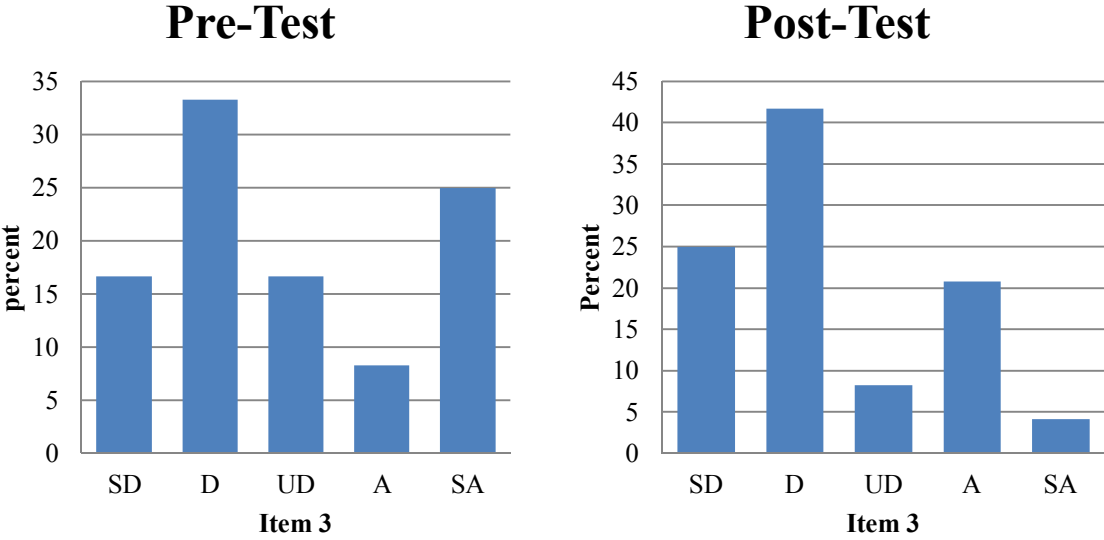
As can be seen clearly, in the pre-test, most of the participants (58.3%) accumulated in the right side of the figure demonstrating higher speaking anxiety (n=14). Out of 24 students, 6 students marked UD (25%), while 12.5% of the students disagreed with the item (n=3) and 4.2% of the students marked SD (n=1). On the other hand, the post-test results show that the percentage of the students who marked “agree” and “strongly agree” before the drama application decreased to 8.4% (n=2) in the post-test and the percentage of the participants who marked “disagree” and “strongly disagree” increased from 16.7% (n=4) to 75% (n=18), while 16.7% of the students (n=4) remained UD. The percentages of the post-test reflect that students feel surer of themselves while speaking English after the drama exercises.

**The Frequency of Students on Item 2 “I don't worry about making mistakes in language class.”**



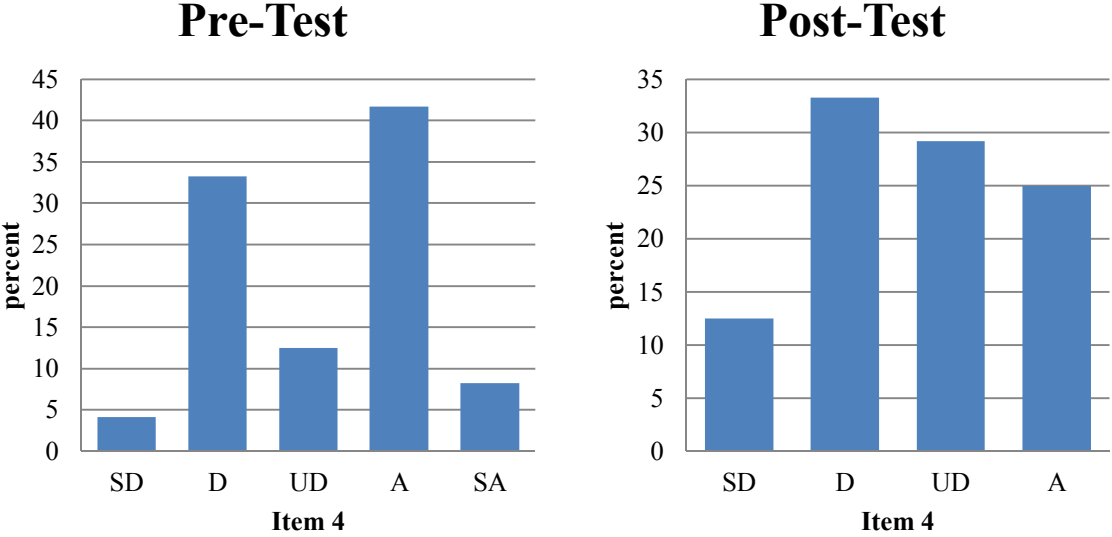
In the pre-test, the number of the students who don't worry about making mistakes in language class (SD=4, D=8) is 12 (50%) which is the half of the participants. On the other hand, 10 out of 24 students marked A (n=6) and SA (n=4) for the statement. In the post-test, the number of the students marked SD (n=7) and D (n=10) increased to 70.9% (n=17) in sum while the number of the students marked SA (n=1) and A (n=1) decreased to 4,2 %. There is a rising in the number of the students marked UD, as well. The percent of the students who are undecided is 8.3% in the pre-test, yet this percent increased to 20.8% in the post-test. In reference to the rising numbers of the participants who disagreed with the statement, it can be said that drama has negatively affected most of the students' feelings towards making mistakes in language classroom.

**The Frequency of Students on Item 3 “I tremble when I know that I’m going to be called on in language class.”**



When the participants’ answers to the item 3 are examined, it is found that some of the participants (33.3%, n=8) disagreed that they tremble when they know that they would be called on in language class, while 16.7% (n=4) strongly disagreed with the statement. Only two (8.3%) out of 24 students signed A, while one of four of the group marked SA showing situation specific anxiety. Unlike the rising number of the students -from two to five- who endorsed with the statement, there is a drop in the number of the students who strongly agreed with the statement (n=1). 8.3% (n=2) remain undecided. It can be implied from the findings of this item that, drama helped most of the students to overcome their fear of being called on in language class.

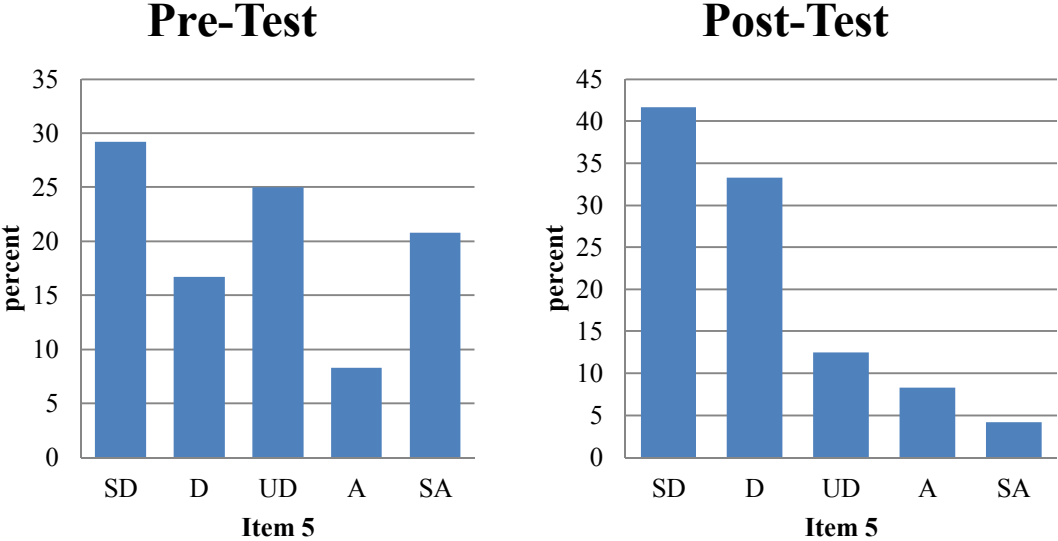
**The Frequency of Students on Item 4 “It frightens me when I don't understand what the teacher is saying in the foreign language.”**



Upon the item related to being frightened when one doesn't understand what the teacher is saying, in the pre-test most of the participants (41.7%) expressed that they agreed with the statement which is an example of classroom anxiety while 25% of those remained A in the post-test. The percentage of the students (33.3%) who marked D remained the same in the post-test. One student (4.2%) strongly disagreed with the statement in the pre-test, the number of which rose up (12.5%) in the post-test. On the contrary, the number of students (8.3%) strongly agreed with the statement in the pre-test has ended up in the post-test. The number of the students marked UD in the pre-test (n=3) increased to seven in the post-test. It can be inferred from these findings related to Item 4 that drama techniques helped students to overcome their fears of not understanding what the teacher is saying in language class.

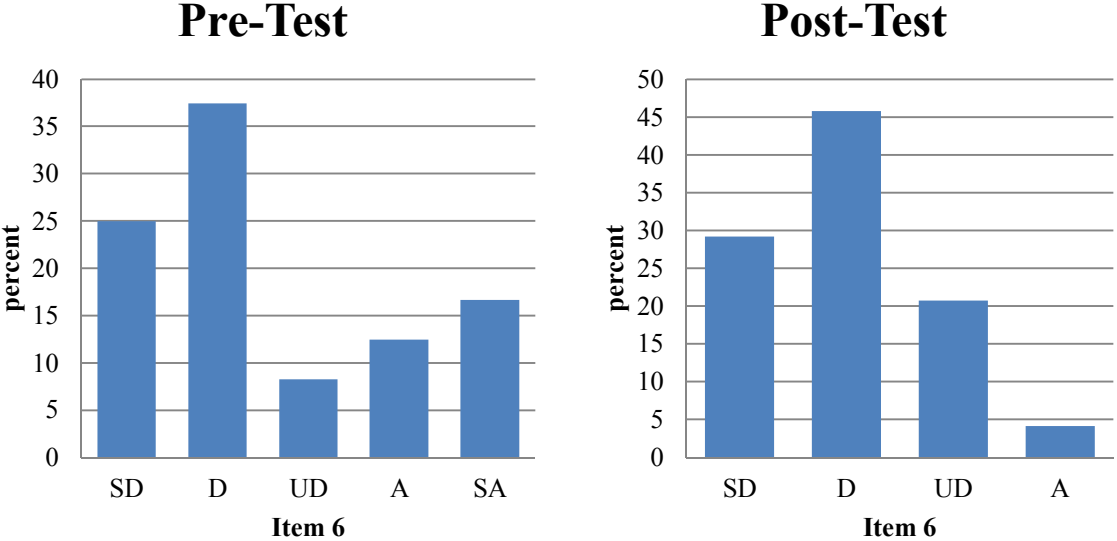


**The Frequency of Students on Item 5 “It wouldn't bother me at all to take more foreign language classes.”**



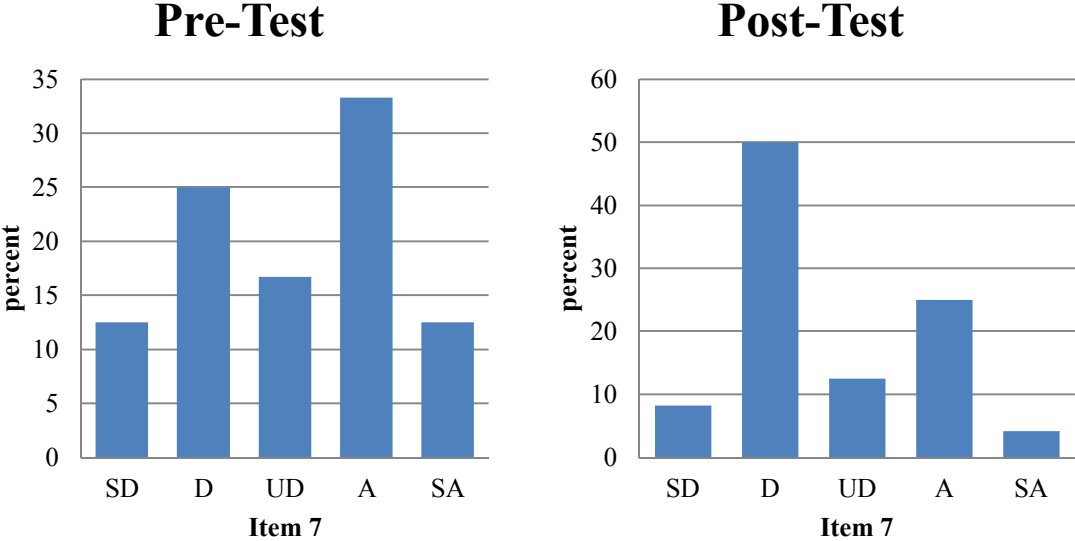
The participants’ answers to Item 5 present that the percents of the students who would be bothered by more English lessons are 29.2% (SD) and 16.7% (D) in the pre-test while these percents increased to 41.7% (SD) and 33.3% (D) in the post test. There is a drop in the number of students marked SA from 20.8% to 4.2% after the drama application while the students who are undecided decreased from 25% to 12.5%. The percent of the students agreed with the statement remains the same in the post-test (8.3%). It can be deduced from the results of Item 5 that most of the students don’t want to have more English lessons after the drama application.

**The Frequency of Students on Item 6 “During language class, I find myself thinking about things that have nothing to do with the course.”**



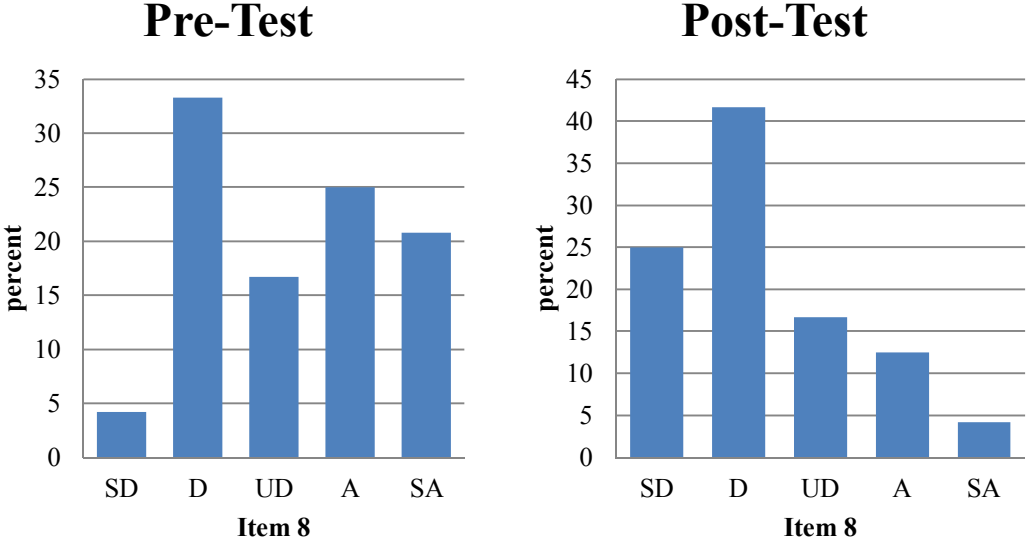
Examining the pre-test and post-test results of Item 6, it is seen that six of the participants (25%) strongly disagreed and 37.5% disagreed (n=9) in the pre-test that they continually think about the things they are not capable of in language classes while these numbers increased to 29.2% (SD) and 45.8% (D) in the post-test. The percent of the undecided students are 8.3% in the pre-test while it is 20.8% in the post-test. There is a decrease in the percent of the students who agreed with the statement from 12.5% to 4.2% while the number of the students, who endorsed the statement marking SA in the pre-test (16.7%), died out in the post-test. This shows that after the six weeks drama application, students gained more self confidence, and the attitudes of the majority of the students have changed towards their lacks in English course.

**The Frequency of Students on Item 7 “I keep thinking that the other students are better at languages than I am.”**



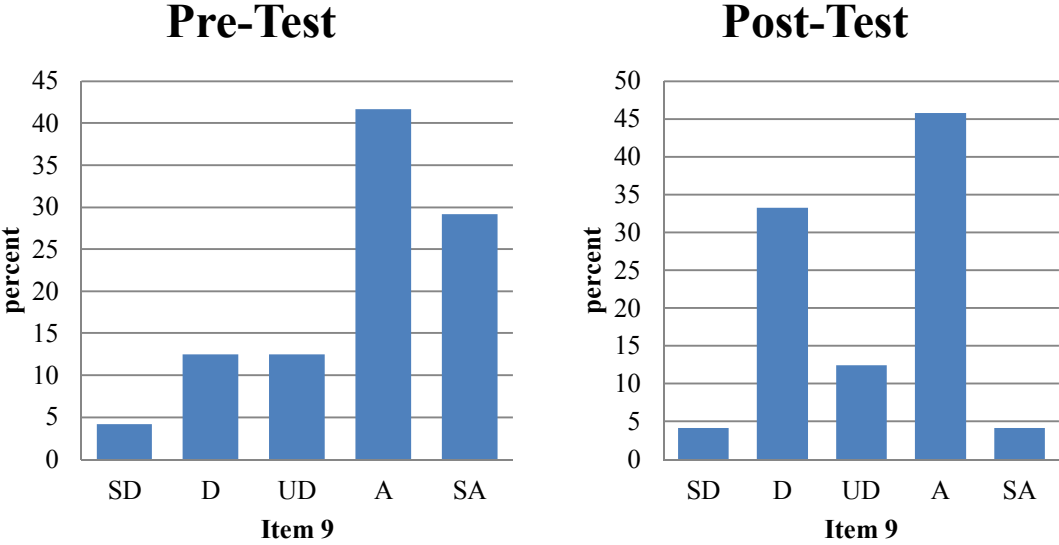
The Item 7 related to the idea of other students’ being better at languages than oneself presents that there is a rising in the number of students who endorsed the statement marking D. The pre-test percent of D is 25% (n=6) while it keeps up 50% (n=12) in the post-test. The number of the students undecided decreased from 16.7% to 12.5% after the application. The number of the students who agreed (33.3%) and strongly agreed (12.5%) with the statement decreased to 25% (A) and 4.2% (SA). The data shows that the number of students who strongly disagreed with the item decreased from 12.5% (n=3) to 8.3% (n=2). It can be judged from the findings of Item 7 that majority of the students have the notion of giftedness in language learning and drama exercises helped most of them to overcome this feeling.

**The Frequency of Students on Item 8 “I am usually at ease during tests in my language class.”**



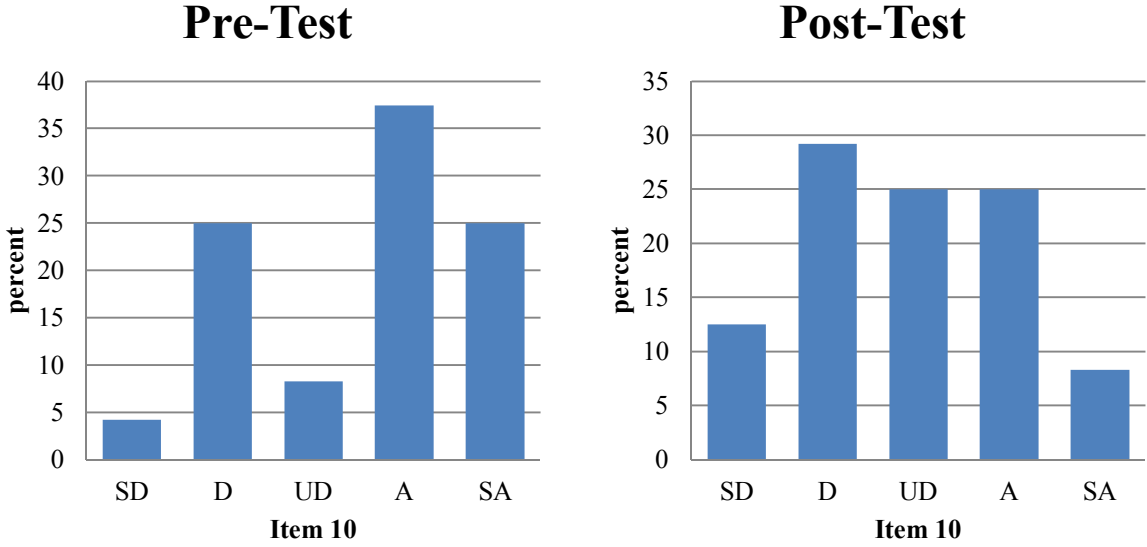
According to the pre and post-test distributions of the Item 8, the students who strongly disagreed with the statement are 4.2% (n=1) in the pre-test while it is rising up to 25% (n=6) in the post-test. Similarly, while the percent of the students who marked D is 33.3% (n=8) in the pre-test, it keeps up 41.7% (n=10) in the post-test. On the other hand, there is a drop in the number of students who agreed that they are comfortable in language tests from 6 (25%) to 3 (12.5%). Likewise, the percent of the students who strongly agreed with the statement decreased from 20.8% (n=5) to 4.2% (n=1). The students who marked UD remained the same (16.7%). It can be implied from these findings that after the drama application most of the students (n=16) started to feel uncomfortable in language exams.

**The Frequency of Students on Item 9 “I start to panic when I have to speak without preparation in language class.”**



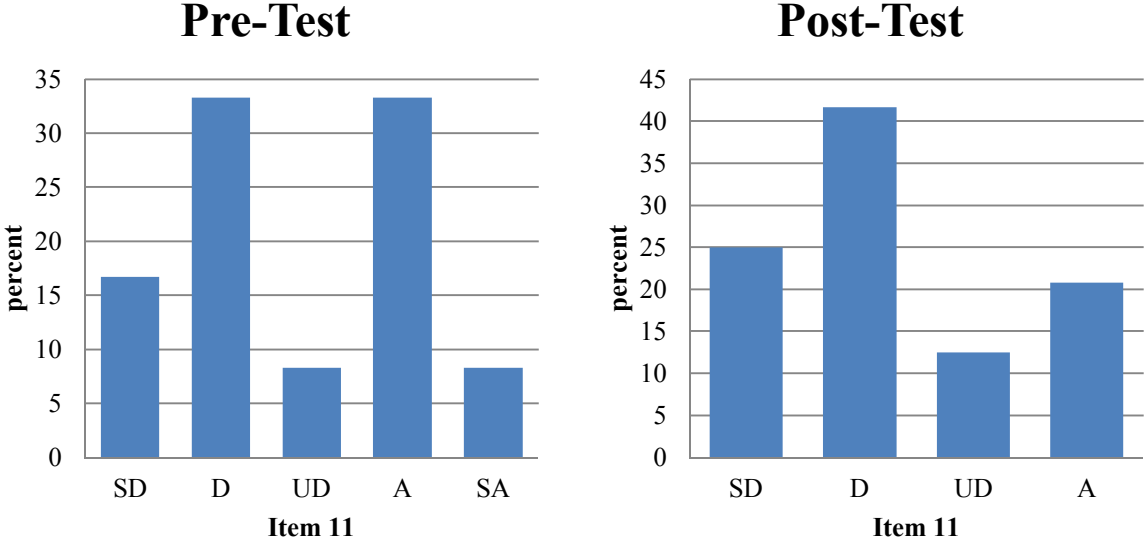
The results of the Item 9 shows that there is a rising in the percent of D from 12.5% (n=3) to 33.3% (n=8) after drama exercises while SD remained the same (4.2%). Unlike the decrease of the percent of SA from 29.2% to 4.2%, A’s percent kept up from 41.7% (n=10) to 45.8% (n=11). There is no change in the percent of UD (12.5%) after the drama exercises. It can be implied from these findings that drama eased students’ anxiety towards speaking English when they are unprepared.

**The Frequency of Students on Item 10 “I worry about the consequences of failing my foreign language class.”**



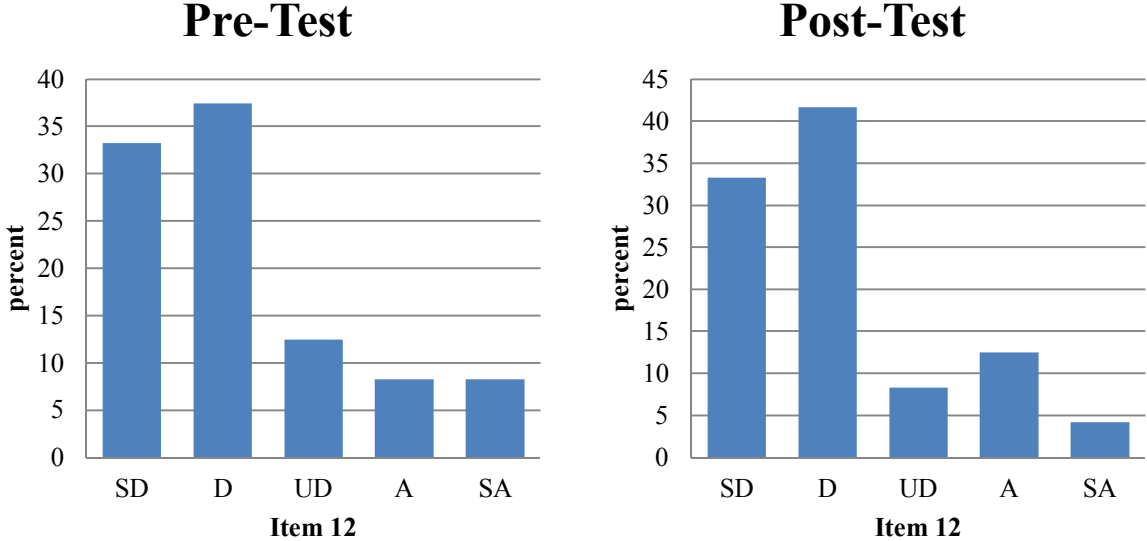
The number of the students endorsed that they worry about the outcomes of failing foreign language class decreased from (A) 37.5% (n=9) to 25% (n=6), and from (SA) 25% (n=6) to 8.3% (n=2). There is also a rising in the number of students who are already relaxed about being failed (SD) from 4.2% (n=1) to 12.5% (n=3) and (D) from 25% (n=6) to 29.2% (n=7). The number of students marked UD rose from 8.3% (n=2) to 25% (n=6). According to the changes in percentages, it can be said that majority of the students don't worry about the consequences of failing in FL class after the 6-week-drama application.

**The Frequency of Students on Item 11 “I don't understand why some people get so upset over foreign language classes.”**



The results of the Item 11 show that the number of the students who marked SD (16.7%) and D (33.3%) in the pre-test rose up to SD (25%) and D (41.7%) in the post-test. Similarly, the number of students who are undecided rose from 8.3% to 12.5%. On the other hand, the number of the students who agreed with the statement dropped from 33.3% to 20.8% and the number of those who strongly agreed with the statement in the pre-test (8.3%) died out in the post-test. It can be understood from the findings of Item 11 that, drama application caused most of the participants (n=16) to have negative feelings towards English classes.

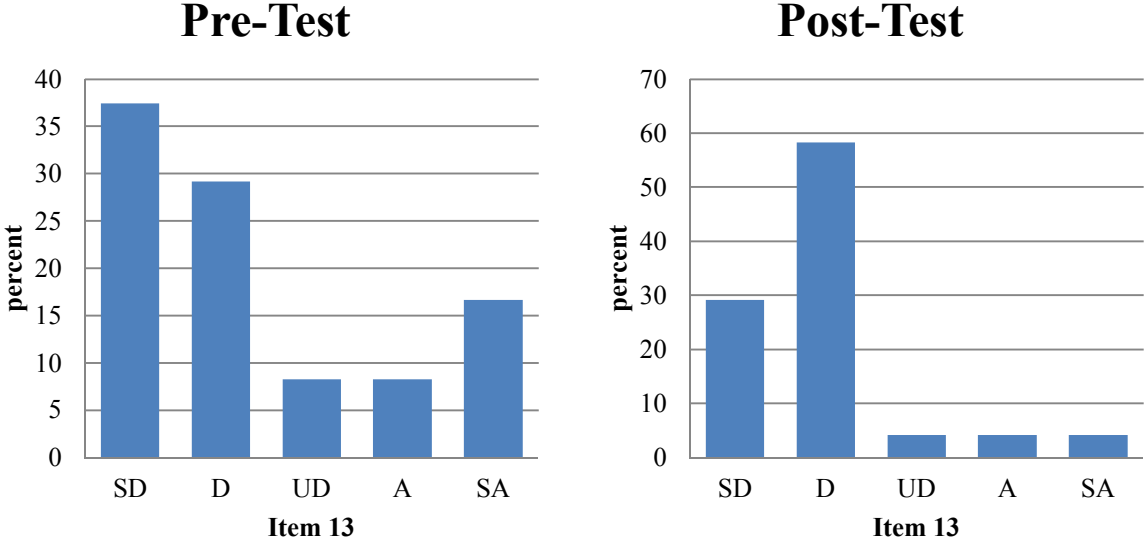
**The Frequency of Students on Item 12 “In language class, I can get so nervous I forget things I know.”**



Figures show that 8.3% of the students agreed that they feel nervous in language class while 8.3% of them strongly agreed with the item in the pre-test. The number of the students who agreed with the statement rose up to 12.5% in the post-test. The number of the students who marked SD remains the same in the post-test (33%). There is a rising in the number of students who endorsed that they don't feel nervous from 37.5% to 41.7%. The percent of the students who marked UD decreased from 12.5% to 8.3%. It can be implied from these findings that, some students are aware of that they already know something but the nervousness that language class brings causes forgetting them all. Also, it is clear in the figures that drama helped students to overcome their nervousness in language class.

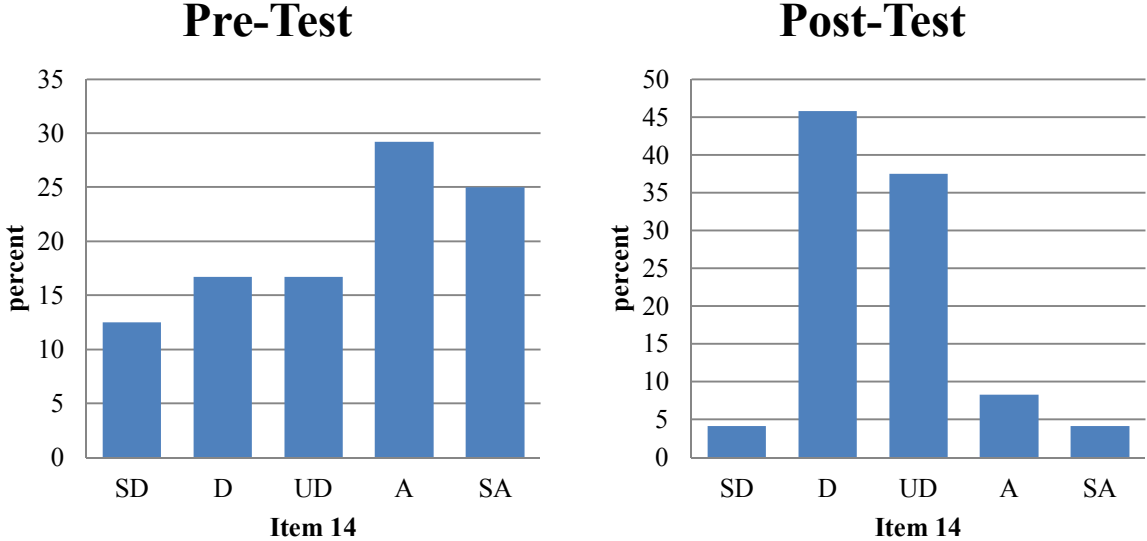


**The Frequency of Students on Item 13 “It embarrasses me to volunteer answers in my language class.”**



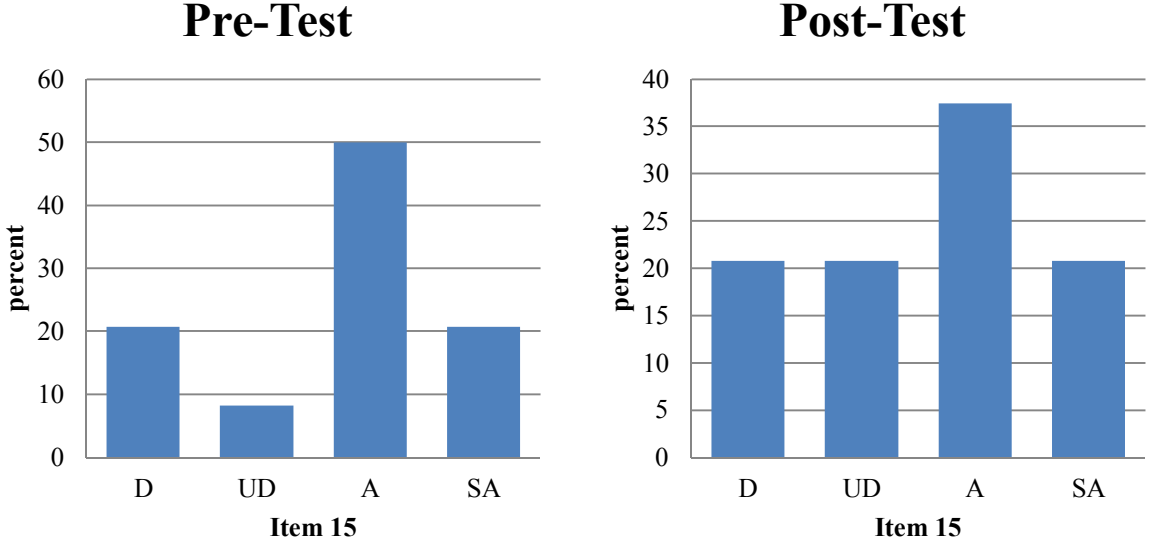
The results of Item 13 shows us that many of the students (37.5%) strongly disagreed that they embarrass when volunteer answering in class (n=9) while 29.2% disagreed with the statement (n=7) in the pre-test. The number of the students strongly disagreed with the statement decreased to 29.2% in the post-test. The majority of the students (58.3%) marked D after the drama application which means that they don't have negative feelings towards speaking English. The same situation is valid for UD, A and SA. There is decreasing number of participants in UD from 8.3% to 4.2%; A from 8.3% to 4.2%; and SA from 16.7% to 4.2%. The decreasing number of the agreement choices and the significant rise in the number of D depicts that after the drama application, students started to experience lower speaking anxiety and feel positive towards English speaking situations.

**The Frequency of Students on Item 14 “I would not be nervous speaking the foreign language with native speakers.”**



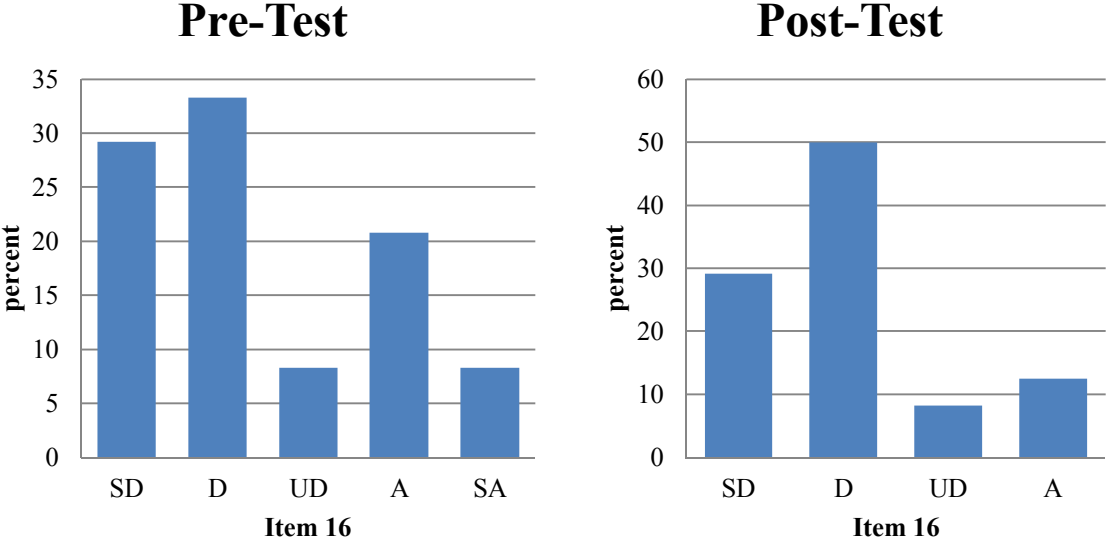
Considering the percentages of Item 14 on the feeling nervous while speaking English with native speakers, the pre-test results demonstrate that there is a rising in the number of students strongly disagreed with the statement from 12.5% to 4.2% while the number of students who disagreed that they would be comfortable with speaking with a native speaker kept up from 16.7% to 45.8%. There is a rising in the number of participants marked UD in the post-test (37.5%). Also 29.2% of the participants indicated agreement and 25% indicated strong agreement with the statement in the pre-test, while these percentages decreased to 8.3% for A and 4.2% for SA. It might be concluded from these results that after the drama application, students’ attitude to speak with a native speaker is negatively affected.

**The Frequency of Students on Item 15 “I get upset when I don't understand what the teacher is correcting.”**



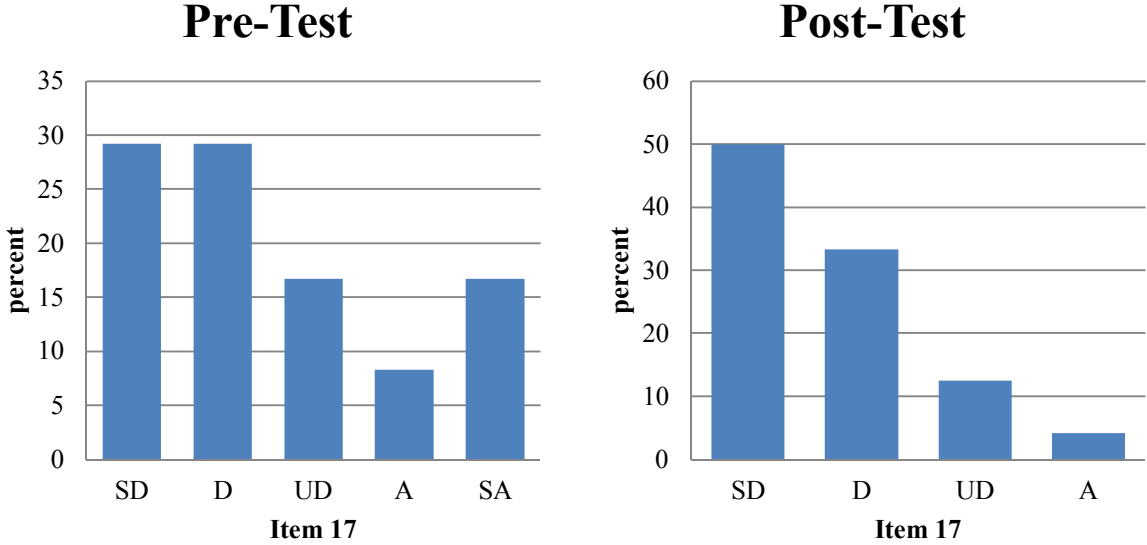
Pertaining to the results of Item 15, the pre-test results indicate that the number of students endorsed that they would be upset when they don't understand what the teacher is correcting decreased from 50% to 37.5% while the number of UD increased from 8.3% to 20.8%. The number of participants marked D and SA remains the same (20.8%), however, the SD choice has never emerged in this item. Concerning the decreasing number of A, it can be said that drama is good for the negative feelings of students show up when they don't understand what the teacher is correcting.

**The Frequency of Students on Item 16 “Even if I am well prepared for language class, I feel anxious about it.”**



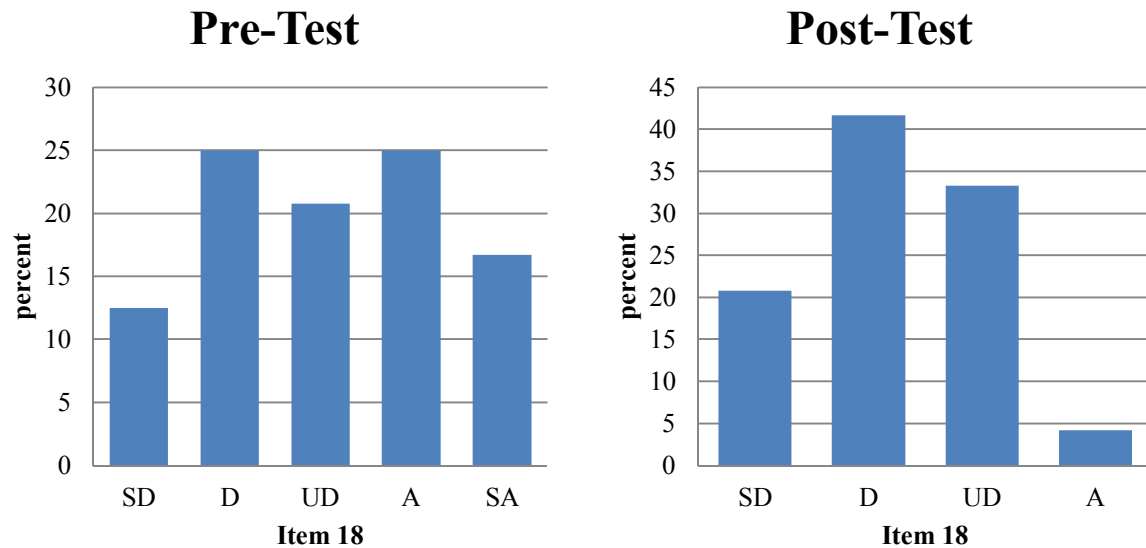
Related to the item 16 on anxiety which occurs even in well-prepared situations, the results show that the number of students who indicated that they disagreed the item increased from 33.3% (n=8) to 50% (n=12) while the number of SD remains the same (29.2%) after the drama sessions. On the other hand, 20.8% of the participants demonstrated agreement with the statement in the pre-test which decreased to 12.5% in the post-test. While the number of UD remains the same (8.3%), the number of SA (8.3%) died out after the drama applications. The results help us to infer that being unprepared is not a matter of anxiety for the majority of students (n=19) any more after the drama application.

**The Frequency of Students on Item 17 “I often feel like not going to my language class.”**



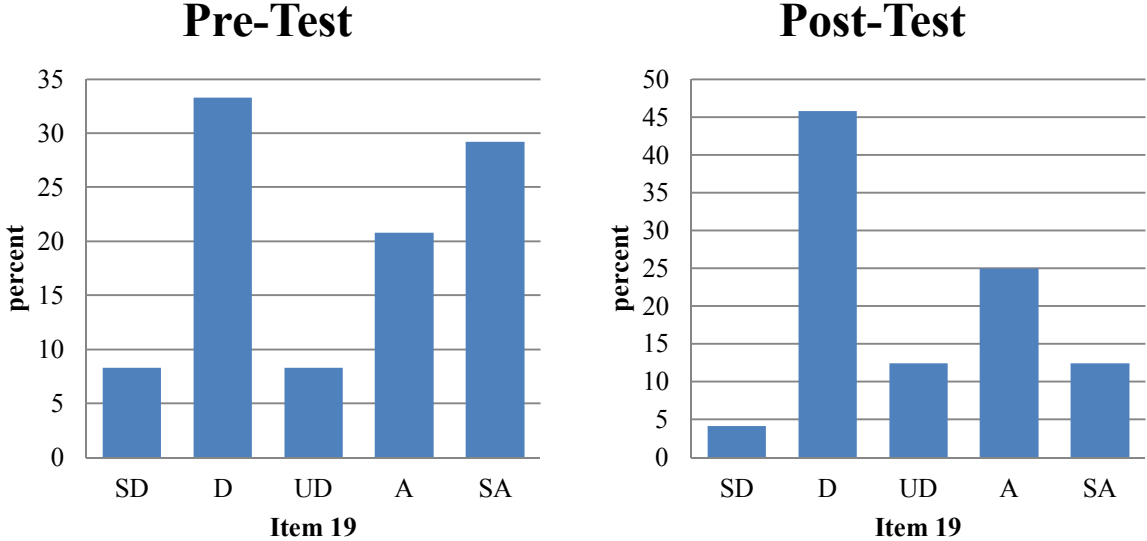
When the participants’ answers to the Item 17 are taken into consideration, it is found that the number of students strongly disagreed with the statement is 29.2% (n=7) while it rose up to 50% (n=12) in the post-test. Similarly, there is an increase in the numbers of D from 29.2% to 33.3% (n=8) which means that majority of the students (n=20) start to feel positively towards attending language classes after the drama application. The number of UD decreased from 16.7% (n=4) to 12.5% (n=3). While the number of the participants agreed with the statement decreased from 8.3% (n=2) to 4.2% (n=1), the number of the participants marked SA (16.7%) died out in the post-test. The results of this item give us support to say that drama changes students’ negative attitudes towards English classes in a positive way.

## The Frequency of Students on Item 18 “I feel confident when I speak in foreign language class.”



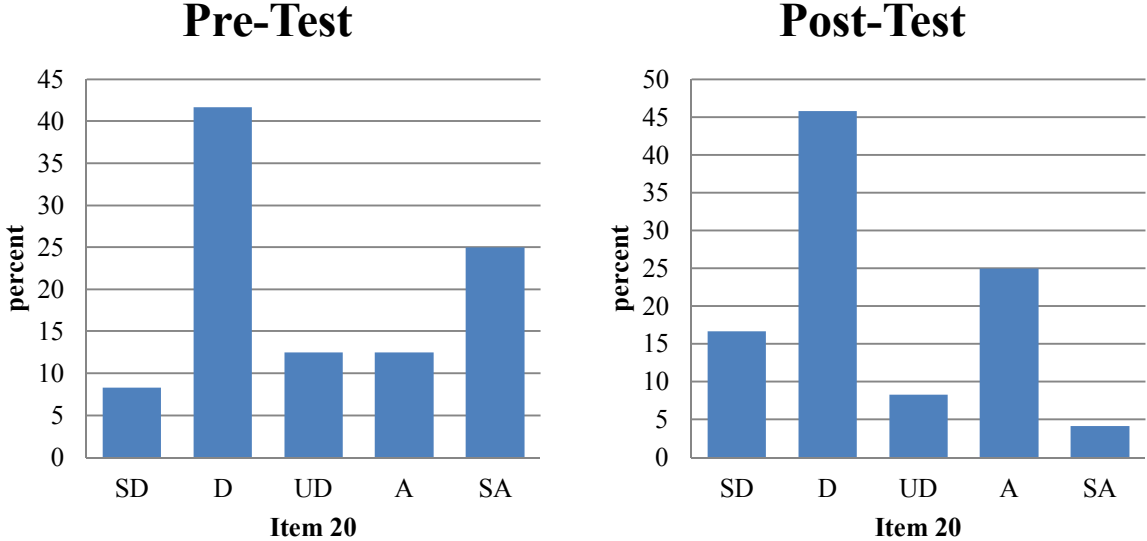
When the results of Item 18 is examined, it is indicated that the frequency of SD is 12.5% (n=3) and D is 25% (n=6) in the pre-test while these numbers rose up to 20.8% (n=5) for SD and 41.7% (n=10) for D in the post-test. There is also an increase in the number of students who are undecided with the item from 20.8% (n=5) to 33.3% (n=8). While the number of the students endorsed that they feel comfortable speaking in language class decreased from 25% (n=6) to 4.2% (n=1), the students marked SA (16.7%) (n=4) fades away after the drama application. It can be implied from these findings that drama negatively affected students' speaking anxiety.

**The Frequency of Students on Item 19 “I am afraid that my language teacher is ready to correct every mistake I make.”**



Examining the results of Item 19, it is seen that 8.3% (n=2) of the students strongly disagreed that their teacher is ready for correction for every mistake, while this number decreased to 4.2% (n=1) in the post-test. The number of the students marked D is 33.3% (n=8) while it keeps up to 45.8% in the post-test. The number of undecided students also rose up to 12.5% in the post-test while it was 8.3% in the pre-test. The number of the students agreed with the statement increased from 20.8% to 25% while the number of those who marked SA decreased from 29.2% to 12.5% after the drama application. It can be made out of these findings that drama application positively affected some students’ feelings towards being frequently corrected by the teacher, yet some students are negatively affected on this issue.

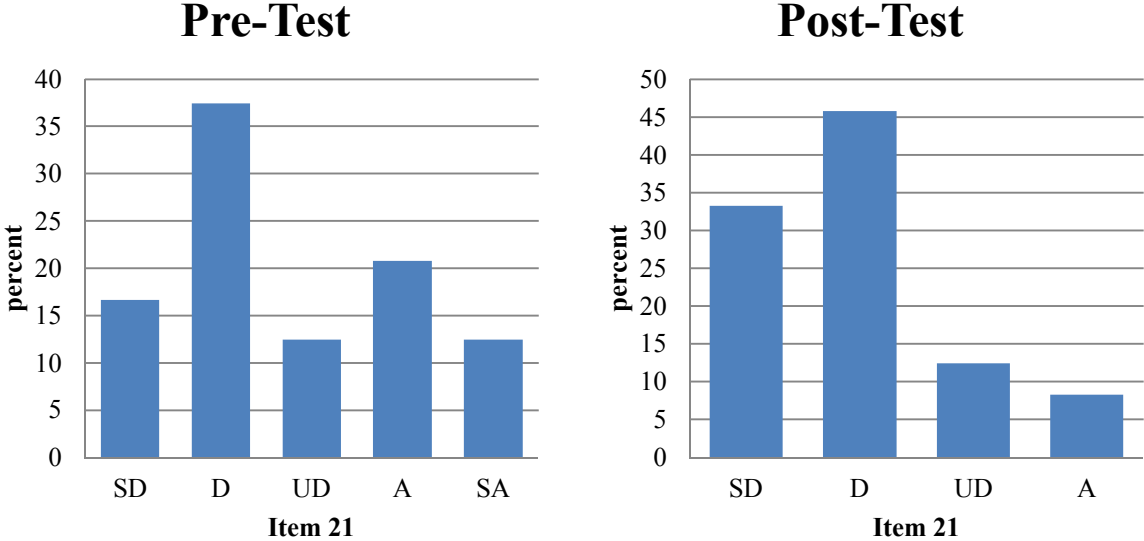
**The Frequency of Students on Item 20 “I can feel my heart pounding when I'm going to be called on in language class.”**



The results of Item 20, which is about a negative physical reaction occurs when a student is called on in language class, present that there is a rising in the number of students marked SD-from 8.3% to 16.7%- while the frequency of D rose from 41.7% to 45.8% after the drama application which is a positive improvement in the feelings of students. The number of undecided students decreased from 12.5% to 8.3% in the post-test. While the number of the students agreed with the statement rose from 12.5% to 25%, the percent of the students who strongly agreed with the statement in the pre-test (25%) decreased to 4.2% in the post-test. It can be implied from the findings of Item 20 that after the drama application the majority of the students (n=15) started to feel more comfortable about being called on in language class, and that there is a decrease in the intention of students’ speaking anxiety in language class.

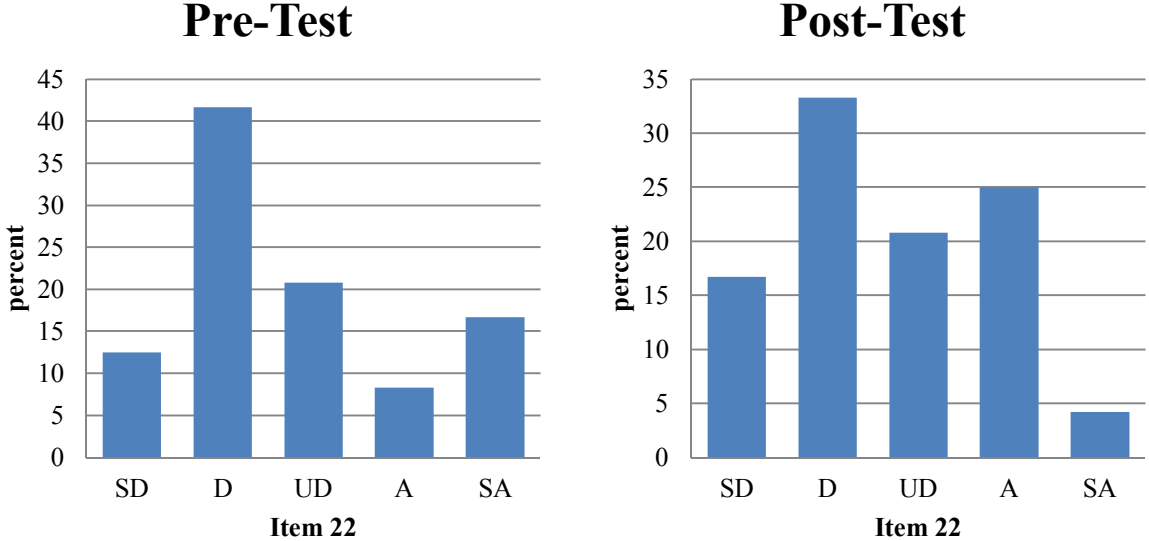


**The Frequency of Students on Item 21 “The more I study for a language test, the more confused I get.”**



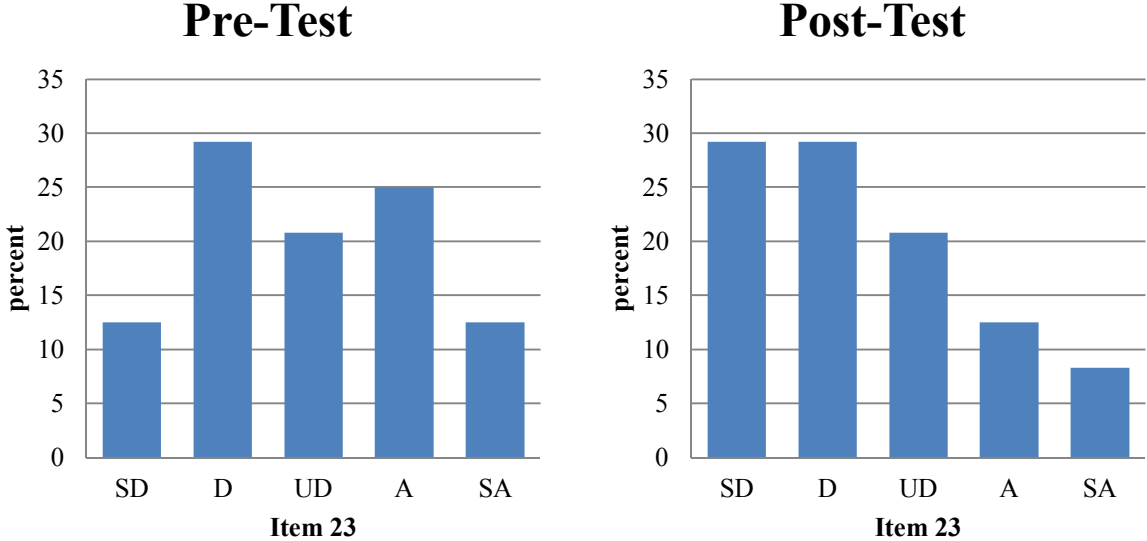
Related to the findings of Item 21, it can be said that the number of the students strongly agreed that the more they study for English exam, the more they get confused decreased from 20.8% (n=5) to 8.3% (n=2) while the number of the students who strongly agreed (12.5%) with the item faded away after the drama application. Beside, the number of the students marked SD went up to 33.3% (n=8) while it was 16.7% (n=4) in the pre-test. Similarly, the number of students who displayed disagreement with the statement also rose up from 37.5% (n=9) to 45.8% (n=11). The number of undecided students remained 12.5%. It is clear in the findings of the item that after 6 weeks drama application, the majority of the students (n=19) realised the importance of practising, and they saw that the more they study for their task or role, the more they get better at the language.

**The Frequency of Students on Item 22 “I don't feel pressure to prepare very well for language class.”**



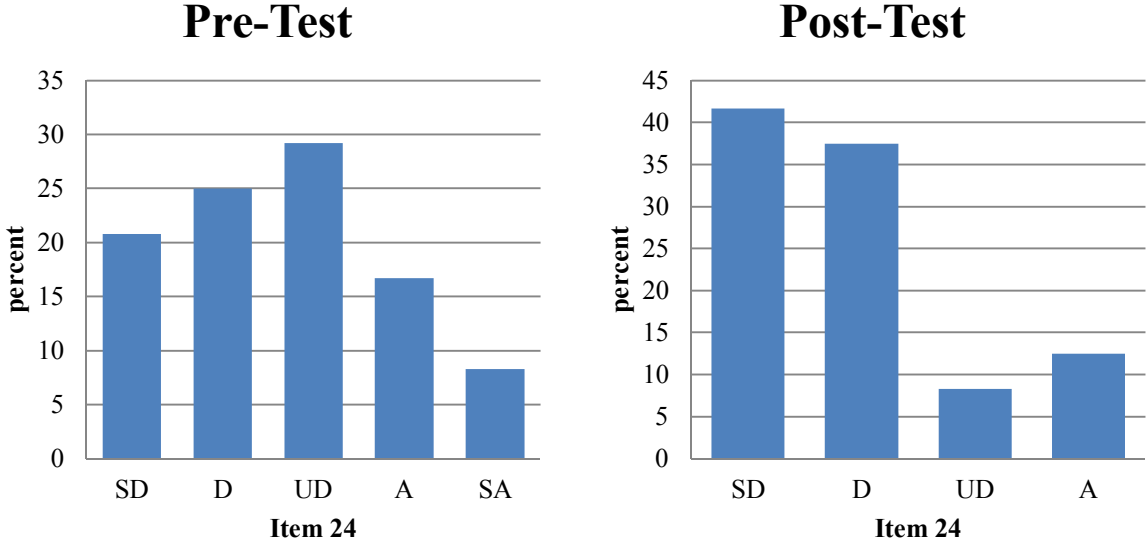
Considering the participants’ answers to Item 22, the test results indicate that the number of students strongly disagreed with the item increased from 12.5% to 16.7% while the percent of the students marked D decreased from 41.7% to 33.3% after the drama application. Alike, while the number of the students who agreed that they don’t feel pressure on themselves for being well prepared for English classes rose up to 25% from 8.3%, the students’ percent who strongly agreed with the statement decreased from 16.7% to 4.2%. The number of undecided students remains the same (20.8%). According to these results, it can be said that after the drama application, some students started to feel pressure on themselves for being well-prepared for English classes unlike some others who started to feel relaxed on this issue.

**The Frequency of Students on Item 23 “I always feel that the other students speak the foreign language better than I do.”**



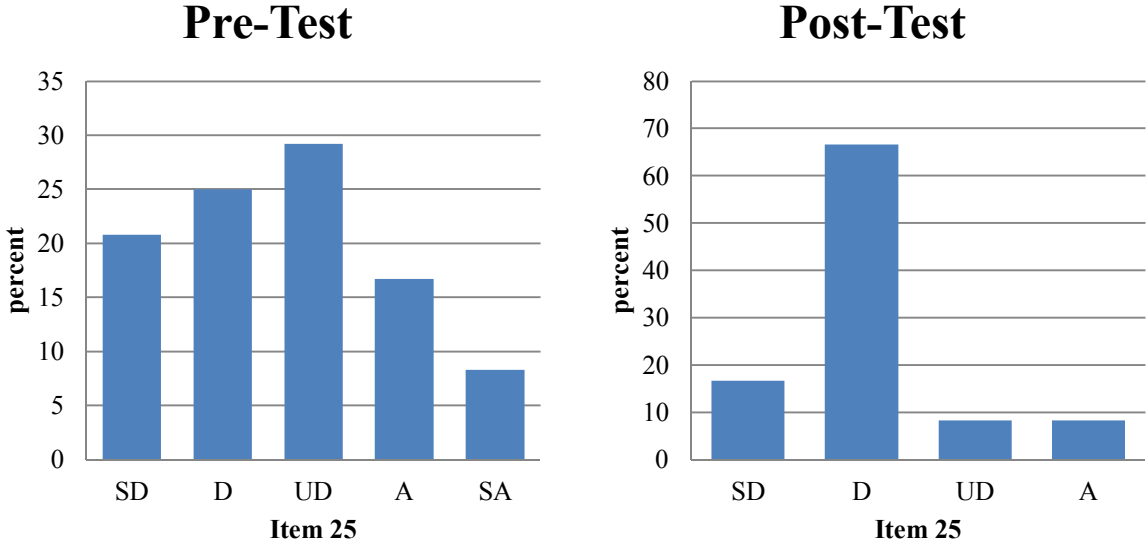
The findings of Item 23 present that there is a decreasing number of students who thinks that other students are better at speaking English: “A” went from 25% to 12.5%; “SA” went from 12.5% to 8.3%. On the other hand, the number of students who strongly disagreed with the item keeps up to 29.2% from 12.5% while the number of the students marked D (29.2%) and UD (20.8%) remained the same after the drama application. Considering these results, it can be said that more than half of the students’ self perceptions (n=14) about speaking English are positively affected by drama application.

**The Frequency of Students on Item 24 “I feel very self-conscious about speaking the foreign language in front of other students.”**



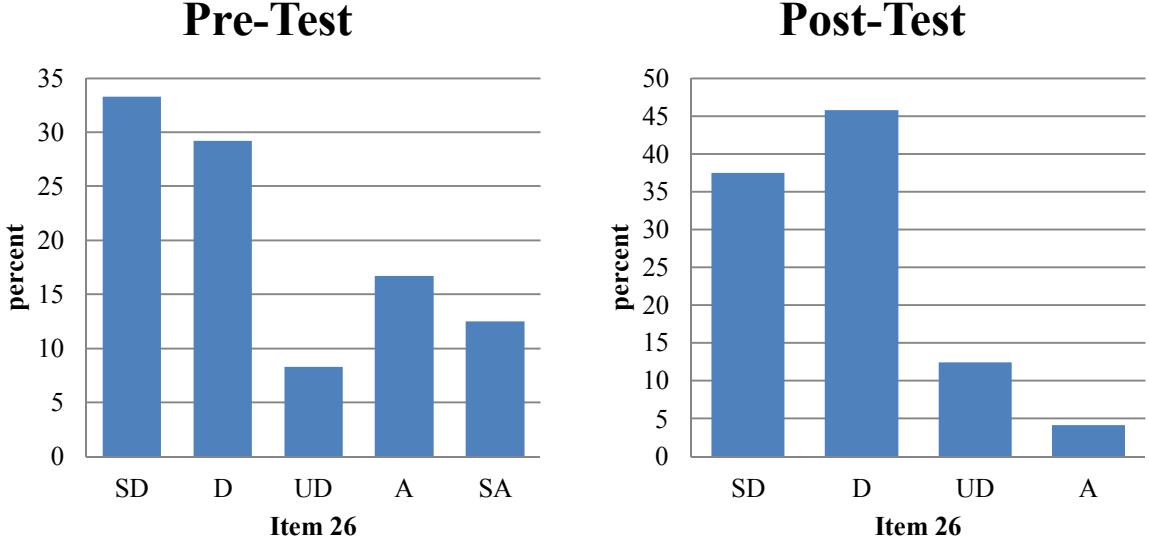
As can be seen from the figures, the number of the participants who strongly disagreed that they feel embarrassed when they speak in front of other students scaled up from 20.8% to 41.7% while the number of students disagreed with the statement increased from 25% to 37% after the drama application. Beside, the number of A decreased from 16.7% to 12.5% while the 8.3% of the students who marked SA died out in the post-test. The students who marked UD decreased from 29.2% to 8.3%. Analysing the results of Item 24, it can be concluded that after the drama application, the majority (n=19) of the students’ feeling of embarrassment towards speaking English in front of their friends went away.

**The Frequency of Students on Item 25 “Language class moves so quickly I worry about getting left behind.”**



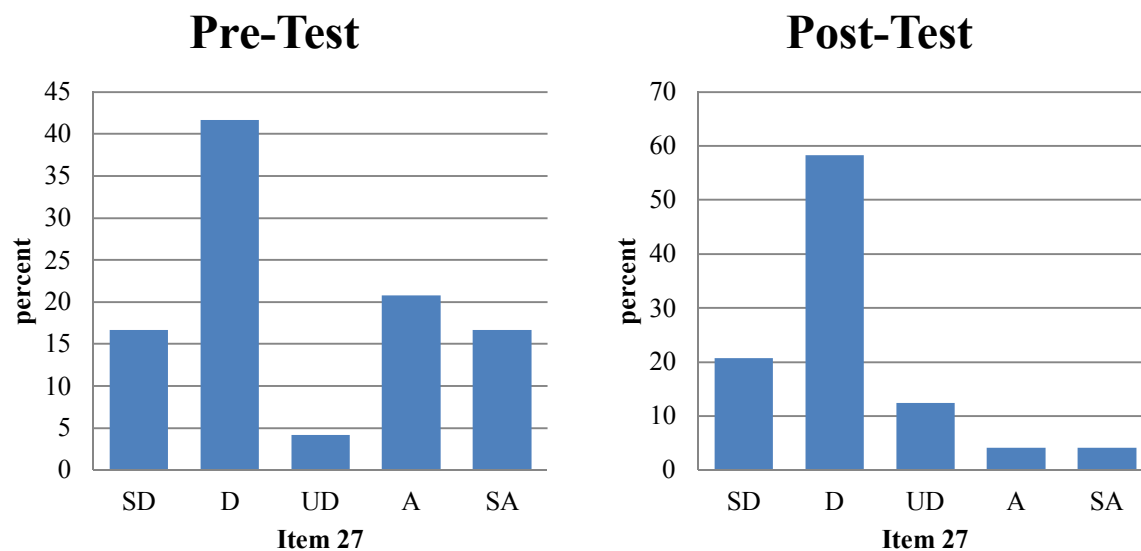
The results of the Item 25 reveal that the number of the students who strongly disagreed with the item on concerning being left behind by the fast English class remained the same in both tests (16.7%) while the number of those who disagreed with the item increased from 54.2% (n=13) to 66.7% (n=16) after the drama application. The number of undecided students decreased from 12.5% to 8.3%. While the number of students who marked A (8.3%) remained the same in the post-test, the students’ percent who marked SA (8.3%) faded away in the post-test. Examining the differences between pre and post-test results, it can be said that 20 students out of 24 expressed that they are not worried about being left behind by the fast English classes after the drama application.

**The Frequency of Students on Item 26 “I feel more tense and nervous in my language class than in my other classes.”**



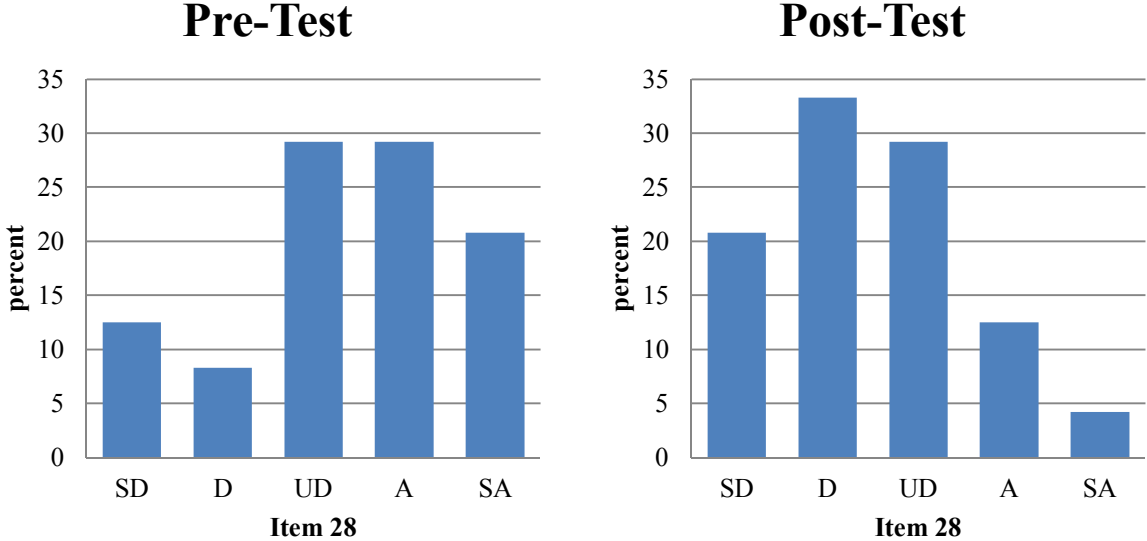
According to the frequency distributions of the Item 26, there is an increase in the percent of SD from 33.3% (n=8) to 37.5% (n=9) while the percent of D rose up from 29.2% (n=7) to 45.8% (n=11) in the post-test. The number of the students who agreed that they experience more tenseness and nervousness in English class than in other classes decreased from 16.7% (n=4) to 4.2% (n=1) while the students who marked UD increased from 8.3% to 12.5%. While the number of the students strongly agreed with the item was 12.5% in the pre-test, the number of those participants faded away after the drama application. According to these results of the Item 26, it can be implied that the feelings of the majority of the participants (n=20) towards language class are positively affected by the drama application.

**The Frequency of Students on Item 27 “I get nervous and confused when I am speaking in my language class.”**



According to the results of the Item 27 related to the feeling of nervousness and confusion occur while speaking an FL, there is a rising in the number of SD from 16.7% to 20.8% and in the number of D from 41.7% to 58.3% after the drama sessions. Alike, the number of undecided students increased from 4.2% to 12.5%. On the other hand, the number of the students who agreed that they feel nervous and confused while speaking English decreased from 20.8% to 4.2% while the number of the students who marked SA decreased from 16.7% to 4.2%. Considering these changes in percents of the students, it can be implied that the majority of the students (n=19) feel less or no nervous or confused in language classes after the drama application.

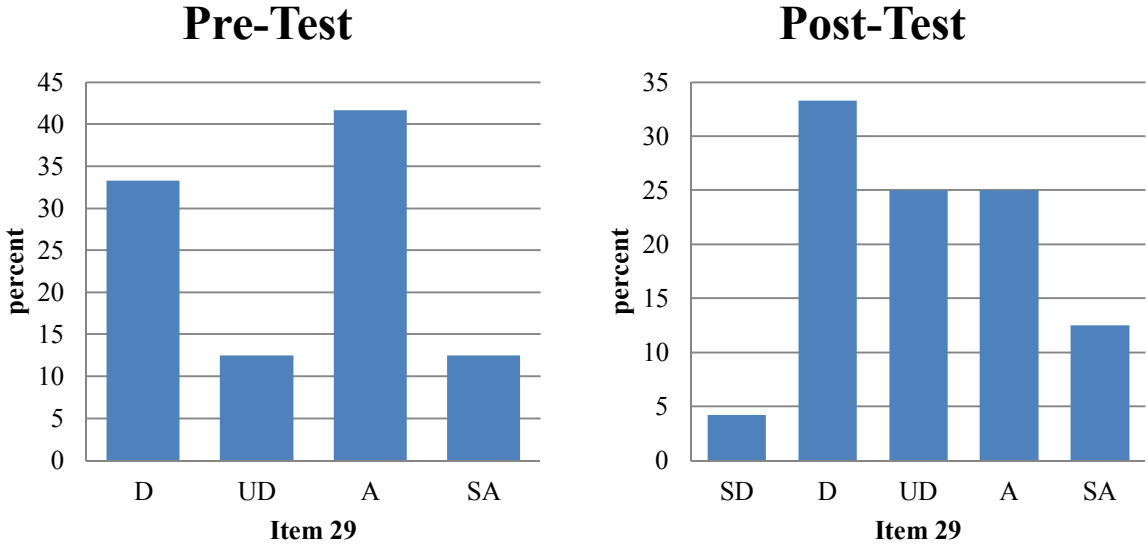
**The Frequency of Students on Item 28 “When I’m on my way to language class, I feel very sure and relaxed.”**



Examining the pre-test and post-test results of the Item 28, it is seen that the number of the students who strongly disagreed with the statement on feeling sure and relaxed while going to language class is 12.5% in the pre-test while it keeps up to 20.8% in the post-test. Accordingly, the number of the students who disagreed with the item increased from 8.3% to 33.3%. There is a decrease in the number of the students both in A- from 29.2% to 12.5%, and in SA- from 20.8% to 4.2% after the drama application. The number of the students who marked UD remains the same (29.2%). The results of the Item 28 shows that drama application negatively affected the feelings of most of the students (n=13) towards attending English classes.

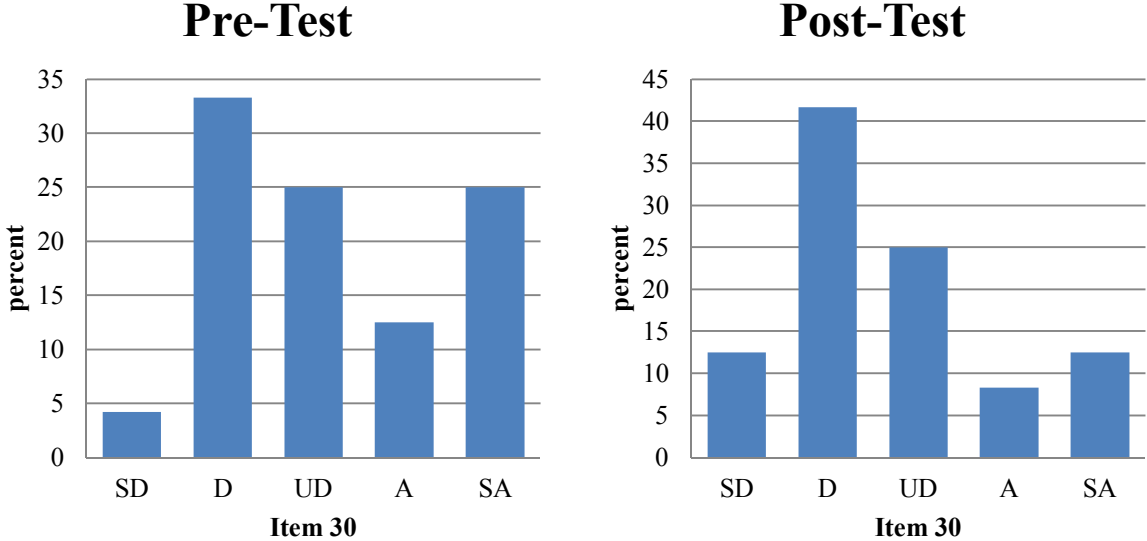


**The Frequency of Students on Item 29 “I get nervous when I don't understand every word the language teacher says.”**



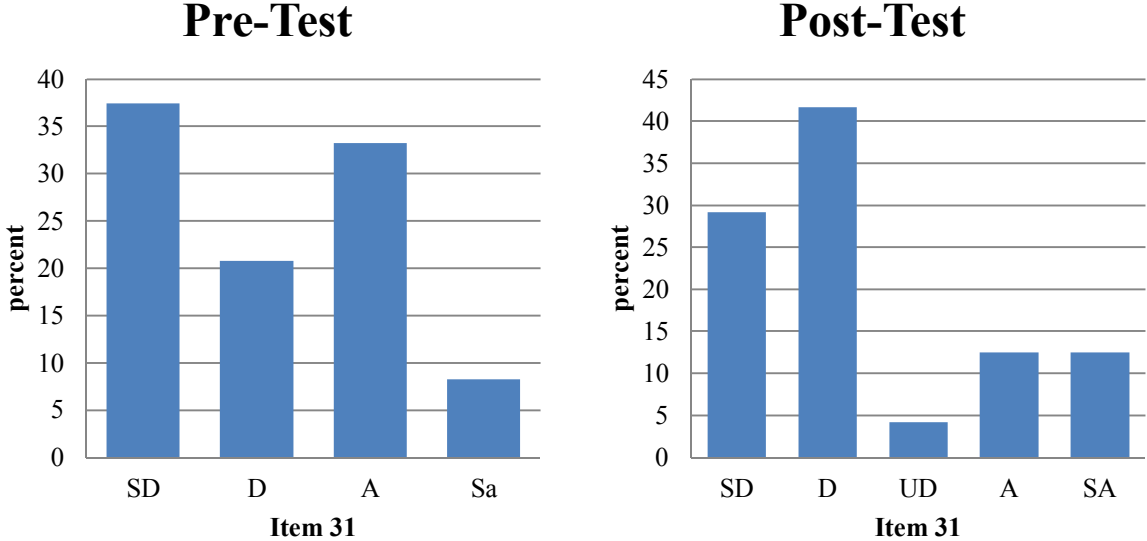
Related to the Item 29 mentioning about feeling nervousness when every word the language teacher say is not understood, the figures present that while there is no student strongly disagreed with the statement in the pre-test, in the post-test there is one student (4.2%) who marked SD. The number of the students who disagreed with the statement remained the same in the post-test (33.3%). The percent of the students who are undecided increased from 12.5% (n=3) to 25% (n=6). While the number of the students strongly agreed (12.5%) remained the same after the drama application, the students who agreed with the statement decreased from 41.7% (n=10) to 25% (n=6). The results of the item shows that some students (33.3%) are already relaxed about not understanding the teacher. On the other hand, according to the decrease of the A and the increase of the SD and the UD, it can be said that drama might have positively affected students’ anxiety towards not understanding the every word the teacher say.

**The Frequency of Students on Item 30 “I feel overwhelmed by the number of rules you have to learn to speak a foreign language.”**



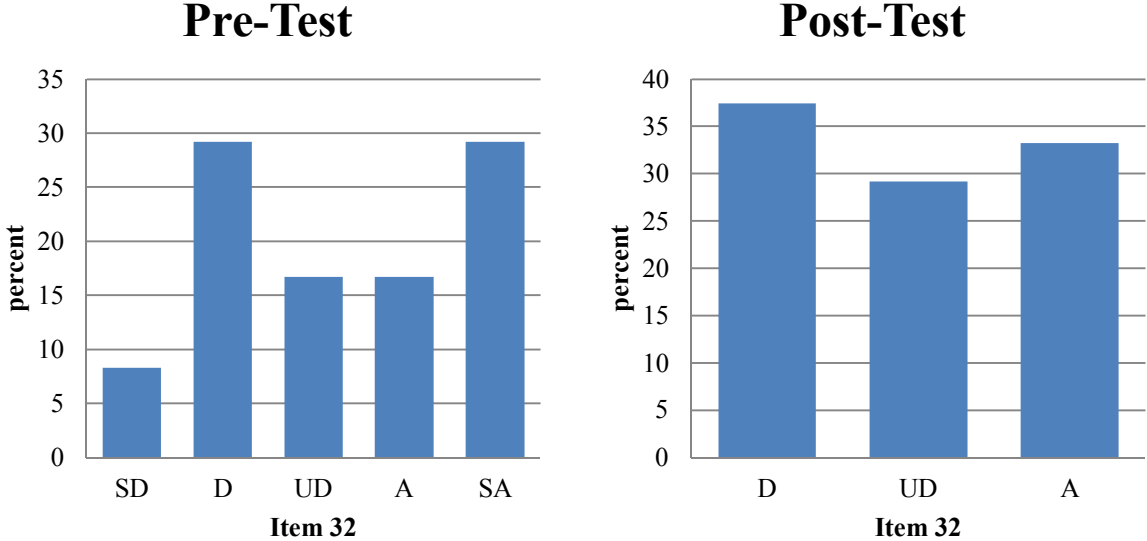
As a result of examining the pre and post-test tables of the Item 30, it is found that there is a rising in the number of participants who marked SD from 4.2% to 12.5% while the number of students who disagreed that they feel overwhelmed by the number of rules they have to learn to speak English, increased from 33.3% to 41.7% after the drama exercises. Associatively, there is a decrease in the number of students who agreed with the statement from 12.5% to 8.3% while the number of those who marked SA decreased from 25% to 12.5%. The number of the students who are undecided remained the same in both tests (25%). It can be implied from these findings that after the drama application more than half of the students (n=13) reported less or no complaint about the number of rules have to be learned to speak English.

**The Frequency of Students on Item 31 “I am afraid that the other students will laugh at me when I speak the foreign language.”**



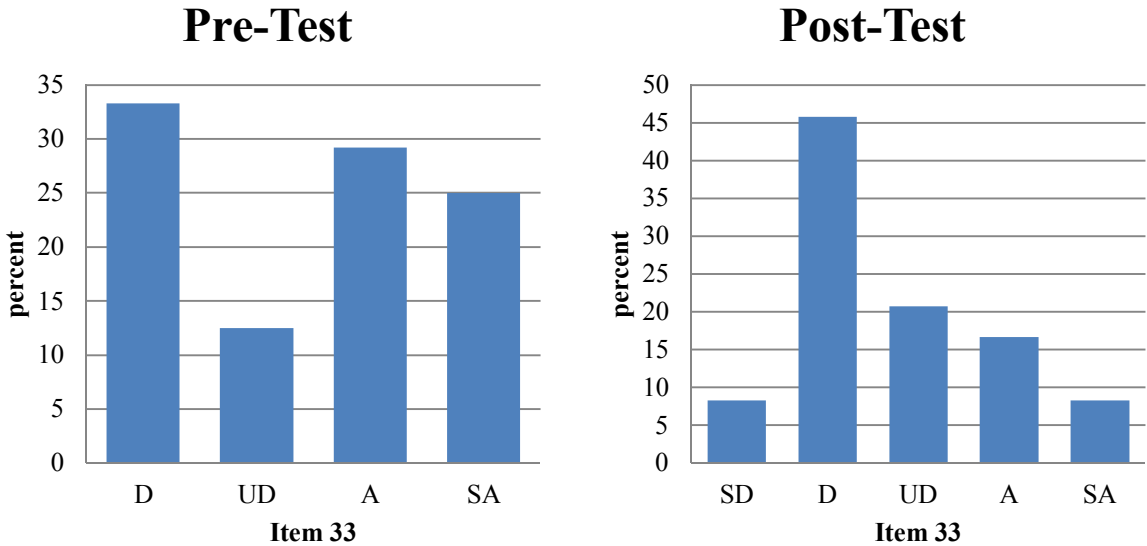
When the participants’ answers to the Item 31 in the scale are taken into consideration, it is found that the number of the students who strongly disagreed with the statement about the fear of being laughed at when speaking English, decreased from 37.5% (n=9) to 29.2% (n=7) while the number of those who disagreed the statement increased from 20.8% to 41.7%. On the other hand the number of the students who marked A decreased from 33.3% to 12.5% while the number of students who marked SA increased from 8.3% to 12.5%. While there is no UD in the pre-test, there is 1 student (4.2%) who marked UD in the post-test. The results revealed that drama helped the majority of the students (n=17) to overcome their fear of being laughed at when speaking English.

**The Frequency of Students on Item 32 “I would probably feel comfortable around native speakers of the foreign language.”**



According to the test results of Item 32, it can be said that the frequencies of both D (29.2%) and A (16.7%) rose up to 37.5% (D) and 33.3% (A) in the post-test. The number of the students who marked UD also increased from 16.7% to 29.2%. On the other hand the number of the students who strongly agreed (29.2%) and strongly disagreed (8.3%) with the statement, faded away after the drama application. The increase in A, D and UD, and the disappearance of SD and SA show that drama application affected students’ opinions about feeling comfortable when around native speakers of English, in many different ways.

**The Frequency of Students on Item 33 “I get nervous when the language teacher asks questions which I haven’t prepared in advance.”**



Upon the item related to feeling nervousness when the language teacher asks questions which haven’t been prepared in advance, the findings present that the number of the students who disagreed with the item increased from 33.3% to 45.8% while the students who marked SD (8.3%) showed up only in the post-test. The number of the students who are undecided also rose up to 20.8% from 12.5%. However, the number of the students who endorsed that they don’t get nervous in that particular situation, decreased from 29.2% to 16.7% while the number of the students who marked SA decreased from 25% to 8.3% after the drama application. With the support of these results it can be deduced that drama helped decreasing students’ speaking anxiety which emerges when they have unprepared answers.

## 7.4. Appendix D: Tables For Student Diaries

### BEFORE THE DRAMA ACTIVITIES

#### Question 1. "What kind of English training have you had?"

Categories	*F.
Learning through the exercises on coursebook	9
Learning in a teacher centered atmosphere	9
Learning through grammar rules in a boring way	6
Learning through vocabulary exercises	5
Learning through translation exercises	3
Learning through songs, games, role-plays	3
Learning through homeworks	2
Exam questions were given beforehand	1
Other	1

\*F. = Frequency

#### Question 2." Have you ever studied drama? What was your experience with drama?"

Categories	F.
Never studied drama.	12
Acted in primary school drama shows	9
In the secondary school, acted in a drama for the celebration of a national festival.	2
Took elective drama course at school	1

#### Question 3. "Have you ever studied drama in English?"

Categories	F.
Never studied drama in English	22
Studied drama in primary school	2

#### Question 4. "What is the first thing you think of when you hear the word drama? Why?"

Categories	F.
Funny games, acting, animating the feelings	13
Scene to put on the stage as it is a part of theater	6
Funny for watching but I don't have a talent for it	4
Comedy, comic gestures and facial expressions	1
Theater, play, scene which make me anxcited	1
Curtains, clothes of old times, different hair styles	1

**Question 5. Do you like the idea of doing drama activities in English? Why or why not?**

<b>Categories</b>	<b>F.</b>
Yes, because...I have never done before.	4
Doing something different is a good idea.	3
Learning English with fun may be good.	2
It may improve my self-confidence.	2
It's going to be a wonderful experience.	1
I've always wanted to do drama activities.	1
I wonder how we will do it.	1
of no reason.	4
No, because... I'm not eager to do it.	3
I don't have talent for it.	3
I'm indecisive because I haven't had English education before.	1
I think it will be difficult for us to do drama activities when we don't get prepared beforehand.	1

**DIARIES OF DRAMA ACTIVITIES**

**1st Question: *Are you comfortable speaking English in class? Do you feel excited, anxious, relaxed, frightened, or happy?***

**1st Week**

<b>Categories</b>	<b>F.</b>
I feel anxious/nervous/frightened.	14
I feel excited.	5
I feel happy.	5
I feel comfortable/relaxed.	6

**2nd Week**

<b>Categories</b>	<b>F.</b>
I feel more comfortable.	14
I feel happy.	6
I feel excited.	4
I feel less anxious.	3
I feel anxious/nervous.	3
My self-confidence has increased.	3

### 3rd Week

Categories	F.
I feel more comfortable.	11
I feel happy.	7
I feel very comfortable.	6
I don't feel anxious/nervous.	4
I feel a bit excited.	4
I started to love English.	3
I'm more eager to learn English.	1
I don't feel excited.	1
I feel uncomfortable.	1

### 4th Week

Categories	F.
I feel completely comfortable.	7
I feel happy.	7
I barely feel excited.	5
I feel more comfortable.	4
I don't feel anxiety.	2
I feel a bit nervous.	1
I feel that I really speak English.	1
I gradually like drama.	1
I started to love speaking in English.	1

### 5th Week

Categories	F.
I feel happy.	9
I feel completely comfortable.	7
I feel more comfortable.	5
I don't feel anxious/nervous.	4
I don't feel excited.	3
I don't mind making mistakes while speaking.	2
I started to love speaking in English.	2
I'm more eager to learn English.	1
I barely feel excited.	1
I feel excited.	1

### 6th Week

Categories	F.
I feel comfortable.	10
I feel anxious (only today) because I was not well prepared.	8
I don't feel excited.	6
I feel happy.	5
I don't mind making mistakes while speaking.	3
I'm not frightened any more	2



## **2nd Question: *Do your classmates like to speak English in class?***

### **1st Week**

<b>Categories</b>	<b>F.</b>
Yes, they like it.	12
Yes, they like to speak English (only) in drama exercises.	2
Yes, but they are also anxious and frightened.	2
They are not frightened any more.	1
No, they don't like it because it is the very first day of drama.	4
No, they don't like it.	2
I don't know.	1

### **2nd Week**

<b>Categories</b>	<b>F.</b>
Yes, they like it.	13
They are getting used to it.	9
They seem more comfortable.	3
I don't know.	1
They don't care about English, they just have fun.	1

### **3rd Week**

<b>Categories</b>	<b>F.</b>
Yes, they like it.	20
Not exactly, because of pronunciation.	1
I don't know.	1
They are getting used to it.	1
They don't care about English, they just have fun.	1

### **4th Week**

<b>Categories</b>	<b>F.</b>
Yes, they like it.	13
They had fun.	7
They are getting better.	3

### **5th Week**

<b>Categories</b>	<b>F.</b>
Yes, they like it.	17
They had fun	6
They are gradually learning it.	1

### **6th Week**

<b>Categories</b>	<b>F.</b>
Yes, they like it.	22
They had fun.	2

### 3rd Question: *What did you like most about English class this week? Why?*

#### 1st Week

Categories	F.
I liked the warm-up exercises because it was so enjoyable.	8
I liked the warm-up exercises because they are good for defeating excitement.	2
I liked the film because it is interesting.	3
I liked acting altogether because we had much fun.	2
I liked the preparations and the organization of activities.	2
I liked the way our teacher makes us relaxed.	2
I liked watching the scenes before we act it because I feel comfortable with the help of this.	2
I liked my character in the drama because it was the best.	1
I liked my character in the drama because I felt I lived in those old days.	1
I liked to pronounce words correctly.	1
I liked acting because it was natural.	1
I liked the character of a friend because I had fun.	1

#### 2nd Week

Categories	F.
I liked the scene we wore our hand made ugly masks and spoke to the camera.	9
I liked the scene we wore our hand made ugly masks and spoke to the camera because we developed empathy.	9
I liked the film.	3
I liked the message of the film.	2
I liked to shout slogans for/against the Elephant Man in the garden.	2
I liked the warm-up activities.	1
I liked to wonder if the elephant Man will speak or not.	1

#### 3rd Week

Categories	F.
I liked to act in the garden among many other students.	7
I liked to act in the garden among many other students because it is wonderful to act without excitement in front of the others.	2
I liked the props because they showed the seriousness of the thing we were doing.	7
I liked my character.	5
I liked everything.	3
I liked to speak English.	2
I liked the drama.	2
I liked to pronounce better.	1
I liked the warm-up activities.	1

#### 4th Week

Categories	F.
I liked to mime because I really felt the character.	8
I liked the music.	7
I liked everything.	4
I liked to dance altogether because we had fun	3
I liked the film.	2
I liked to express my feelings in English.	1
I liked to perform successfully without preparation.	1
I liked the vocabulary game	1

#### 5th Week

Categories	F.
I liked everything.	8
I liked to wear a mask because we had fun.	7
I liked (the message of) the film.	5
I liked my character.	4
I liked that everybody had a role,so noone was out or kept himself in the background.	3
I liked the scene which "V" fought because he was fighting with enemies.	2
I liked to wear a mask because noone could see my face, so I felt comfortable.	1

#### 6th Week

Categories	F.
I liked to have fun while singing.	12
I liked to create something.	4
I liked the "My heart will go on" group because their organization, coreography and harmony were very good.	3
I liked the well-prepared groups' performances.	3
I liked the atmosphere.	1
I liked to sing songs in English.	1
I liked to take pictures in the end.	1
I liked to be on the stage.	1
I liked to introduce the singer of our song because learning about the life of other people is interesting.	1
I liked the "Fairytale" group	1

#### **4th Question: *What did you like least about English class this week? Why?***

##### **1st Week**

<b>Categories</b>	<b>F.</b>
Nothing. Everything was alright.	8
I didn't like to do warm-up exercises because they are unnecessary.	4
Our acting was amateurish.	4
Making dialogues made me stressed.	2
Some friends didn't take the exercises seriously	2
I didn't like our part in the drama because we were incompatible.	1
Reading the scripts on the wall was tiring and affected our acting negatively.	1
I didn't like to be on the stage.	1
I didn't like to feel stressed while speaking English and to pronounce difficult words.	1
I wanted to stay more on the stage.	1
I didn't like to perform a scene only one time. This was insufficient.	1

##### **2nd Week**

<b>Categories</b>	<b>F.</b>
Nothing. Everything was alright.	18
The setting was disorganized.	2
Making sentences was difficult.	1
Acting in the garden because everybody was looking at us.	1
The behaviour of some friends.	1
I didn't like the warm-up activity.	1

##### **3rd Week**

<b>Categories</b>	<b>F.</b>
Nothing. Everything was very good.	17
Acting in the garden because other students laughed at us.	2
It is annoying that some friends don't take this activity seriously.	1
Warm-up activities.	1
Difficult words in long sentences.	1
Costumes because we were not well prepared.	1
I don't like keeping a diary only for the drama activities.	1

##### **4th Week**

<b>Categories</b>	<b>F.</b>
Nothing. Everything was very good.	19
Some friends behave absurdly.	1
I had some problems while speaking.	1
Some friends didn't want to dance.	1
I don't like keeping a diary.	1

##### **5th Week**

<b>Categories</b>	<b>F.</b>
Nothing. Everything was very good.	22
Some friends don't take these activities seriously.	1

### **6th Week**

<b>Categories</b>	<b>F.</b>
Nothing. Everything was very good.	15
The "Bang Bang" group was very boring and unprepared.	2
I forgot the lyrics of the song.	2
I was excited before our performance.	1
Warm-up activities.	1
I laughed on the stage.	1
The time was limited to show good performances.	1
Presenting the life of the singers was boring.	1
I was not well-prepared.	1

### **5th Question: *If you could change one thing about English class, what would it be?***

#### **1st Week**

<b>Categories</b>	<b>F.</b>
I wouldn't change anything today.	7
These activities wouldn't be compulsory.	4
I would teach English in this way all the time.	3
Pronunciation would be easier.	2
There would be more English lessons.	2
I would let students wear drama costumes instead of school uniforms.	1
The film would be Turkish instead of English.	1
I would get rid of cliched teachings.	1
I would change the setting.	1
There would be less grammar.	1
I would change my friends' attitudes towards English.	1

#### **2nd Week**

<b>Categories</b>	<b>F.</b>
I wouldn't change anything today.	14
These activities wouldn't be compulsory.	2
We would watch the whole film instead of watching some parts of it.	1
Pronunciation would be easier.	1
There wouldn't be an obligatory for learning new words.	1
There would be more English lessons.	1
I would teach everything with films.	1
I would teach English in this way all the time.	1
I would pronounce better.	1
There would be only one film to work on for 6 weeks, instead of different films for every week.	1

### 3rd Week

Categories	F.
I wouldn't change anything today.	14
Speaking English (in the lesson) wouldn't be obligatory.	2
We wouldn't act in front of other people.	1
There wouldn't be an obligatory for learning new words.	1
Attending these activities wouldn't be compulsory.	1
Speaking patterns would be taught instead of grammar units.	1
There would exactly be drama activities in English lessons.	1
I would take more photos.	1
There would be more fairy tales for today.	1
We would have better props today.	1

### 4th Week

Categories	F.
I wouldn't change anything today.	12
English lessons would be taught through drama activities all the time.	3
Attending these activities wouldn't be compulsory.	2
I don't like making pronunciation mistakes.	1
Time management would be better.	1
There would be less words to remember.	1
There would be more drama activities.	1
Our friends wouldn't be so shy.	1
I would have wider vocabulary.	1

### 5th Week

Categories	F.
I wouldn't change anything today.	16
I wouldn't have problems with pronunciation.	1
There would be English drama courses instead of ordinary English lessons.	1
There would be more breaks.	1
There would be pronunciation course in addition to English course.	1
There would be more props.	1
English drama courses would be compulsory.	1
Other classes would learn English in this way as well.	1

### 6th Week

Categories	F.
I wouldn't change anything today.	17
We would choose the songs ourselves.	2
Practising is better than memorising.	1
English would be taught via more visual and auditory elements.	1
Other courses would be taught through these kind of entertaining activities.	1
There would be more singing activities.	1
There wouldn't be "marks" in an English lesson.	1

## POST-DRAMA-QUESTION

*Can you compare the thoughts and the feelings you have now with the ones you had before drama exercises?*

### **Before the drama exercises**

<b>Categories</b>	<b>F.</b>
I used to have problems with pronunciation.	14
I used to abstain from speaking in English lessons.	11
I used to be distant to English courses.	6
I used to be afraid of making mistakes while speaking English.	6
I used to have prejudices about English.	6
I used to shy away from attending English lessons.	5
I used to get excited while speaking English.	5
I used to get bored in English lessons.	5
I used to have poor vocabulary.	4
I used to have prejudices about Drama.	4
I used to be afraid of being laughed at.	3
I used to get excited while acting.	3
I used to study English just to get high grades.	2
I didn't used to have self-confidence.	2
I used to have difficulty in expressing myself.	2
As we were bad at English, we were not able to take part in the lesson.	1
I used to want to be ignored in English lessons.	1
I used to get excited when I was called on in English lessons.	1
I used to feel unhappy in English lessons.	1

### **After the drama exercises**

<b>Categories</b>	<b>F.</b>
My pronunciation has improved.	15
I feel comfortable in English lessons.	13
English has become enjoyable.	10
I'm not afraid of making mistakes while speaking anymore.	9
My prejudices have passed away.	7
My vocabulary has expanded.	6
I have gained self-confidence.	6
I'm not shy in English classes anymore.	4
I understand English better.	4
I speak English better.	3
I'm eager to learn English.	2
I liked doing English drama exercises	2
Our friendship has become stronger.	1

## **7.5. Appendix E: Teacher's Reflections**

### **1<sup>st</sup> WEEK: Troy**

I started the drama activities with a welcoming warm-up activity. We grabbed our hands and made a big circle. Then, a Red-Indian dance music got started. As an instructor I started to dance first. They all were laughing out loud because they had never seen a teacher shouting and dancing like a Red Indian in the classroom! But when I asked them to take my place and run the show, nobody was a volunteer. Then, I asked them to repeat everything I do in the dance. More than half of them tried to to their best while the rest just clapped with a smiling face. It was difficult for both of us; I was trying to engage them in the activity in order to get rid of their shyness as soon as possible while some were going slow intentionally so as not to be ridiculed in the very first hour of the application. In the following warm-ups, they were better. After the warm-up, it was time to do drama.

First of all, I talked in English about the film, and gave them brief information on the film. Then, they watched a scene from the film, and I asked them if they wanted to act this scene out. There were just few volunteers. I knew the reason. They were just waiting for watching their friends and become familiar with what I was doing. I chose some students to act. I used drama scripts reflected on the wall, so they didn't have to carry a paper for cue or memorize the whole text. I thought that reflecting the scripts on the wall would help them to act better. Unlike what I thought, they found it difficult because they all were looking at the wall instead of acting or looking eachother's face! I hoped they would get better in time. Luckily, the second one was a mime activity. They used the props I had brought to the classroom, acted and danced. It was clear in their face that as they didn't have to speak a word, they all had fun. There were still 3 other scripts to act out, yet hardly was I able to find volunteers for the activities. It was not because they didn't feel like doing it, but because they just couldn't overcome their fears towards speaking English and acting in front of friends. Half of the class seemed eager to do something in drama. A quarter of them seemed to me that they really don't want to do anything because of their anxiety, fear, excitement, or something else. The last quarter was playing hard to get. I mean they were dying for being called on for acting, but they never raised hands. They were just waiting to be called looking into my eyes. However, I tried to choose the actors and actresses among the members of all three categories.

I remember some students said that: "Can I wait and act in the following exercise?". I couldn't understand why they didn't want to do it because I had prepared reader friendly



scripts the language of which is a little bit above their level. Instead of forcing them to be brave, now I decided to prepare more warm-up activities next week which will encourage them to speak and act more comfortably.

## **2<sup>nd</sup> WEEK: The Elephant Man**

This week, we started the course with a set of warm-up activity. There were dancing for warming up body and face; some games for developing trust each other; and some miming activities for a good start for drama. It was difficult for some students to engage in warm-up activities. They were waiting at the back and trying to make minimum movement. But I didn't let them to isolate themselves from the group. Rather I tried to pull them into the center of the activity and encourage them with nodding my head after their performance and clapping them with the whole group. I saw that it worked for some students.

When we started the drama activities, students were excited. Last week, I wanted them to prepare a mask for themselves; the ugliest or the most terrifying mask on the world. They were so excited because they were going to wear them today. First of all, I gave them a grammar unit: "If clause-type 2". I wanted them to look at their masks and think what would or wouldn't they do, if they were ugly. While they were making their sentences, I helped them with grammar, vocabulary, and pronunciation. The students learned their sentences by heart. Then, they wore their ugly masks, stood in front of the camera, and said their sentences. It was just a short sentence which affected them deeply. With the help of this activity, they had a chance to empathy with the main character of the film, and speak wearing a mask in front of many people which might have helped their speaking anxiety. The reason I used masks stems from my previous experience with them. In the first term of 2012, I did an action research with a group of 8 high school students. The aim of that research was to see if wearing a mask in drama activities would help students' speaking anxiety. They kept diaries for 4 weeks. As a result of the content analysis, I found that masks really worked with the students' speaking anxiety in FL. So, I decided to use mask as a prop in drama. I realized that the students really enjoyed wearing masks, even those who were reluctant to take part. After a set of exercises in the classroom, I took them to the school garden, separated them into 2 groups, and wanted them to prepare banners for defending or blaming the Elephant Man. They chose speakers for their groups to stand on a bench and speak out loud for or against the Elephant Man. They prepared in 15 minutes and acted out the scene successfully. They all had fun, so did I. It was new for them to do drama activities in the garden. It was clear that some of them shyed away

from speaking out loud in English, yet after a couple of minutes they felt as if they were playing a game in their mother-tongue, and they got relaxed. Next week, as we are going to act out fairy tales, I asked my students to prepare some props at home.

### **3<sup>rd</sup> WEEK: Fairy Tales**

This week was a kind of milestone for most of the students as they got prepared, acted, sang songs, and danced in front of many people they didn't know. At the beginning of the class, we did some warm-up exercises as usual but this time we also worked on the use of diaphragm in drama. As we were going to act out in the garden, we would need that knowledge. The students really liked to sound using their diaphragm. We also worked on a tongue twister. Students were supposed to read the tongue twister using different emotions such as; laughing, anger, sadness, regret, joy, and scare. Every character was so funny. I acted as well and we all laughed at each other. Actually we all died laughing. I hope it would help my students to get over their fear of being laughed at.

After watching the cartoons of the fairy tales, Cinderella and the Little Red Riding Hood, I distributed the roles to the students. Every student acted a different role using the drama scripts of the tales. I gave them 30 minutes to prepare. Every group prepared well and when it was time to act out, there were tens of students around us for watching the performances in the school garden. I could see their anxiety and fear in their eyes. But their willingness to act was worth to see. The voices of some students were trilling with excitement while some totally forgot their lines. However they all acted out their characters, and in the end they got so relaxed that they all sang aloud with one voice and danced.

It is clear that they have serious problems with pronunciation and vocabulary which are inherently affecting students' speaking an FL. These students are 12th graders. This is the last year of their high school education. It is so sad that, despite the years they had spent with English, let alone speaking English fluently, they can hardly say "goodbye". It is also obvious that in a 24-hours-drama application, there cannot be a significant change in the levels of their foreign language. What is important here is to make a difference in their speaking anxiety levels. I believe that lowering their anxiety levels will help them to understand, learn, and speak better in English.

#### **4<sup>th</sup> WEEK: Titanic**

After a set of warm-up activities, we played a vocabulary game about the Titanic. I reflected a group of words on the board and asked them to guess what they were about. They were supposed to find their meanings in groups and guess the name of the film. It was an exciting competition. After they found out the name of the film, they were asked to use the words and make predictions about the film. For example, they made a sentence with the word “passanger” like this: “There were 10.000 passangers on the Titanic.”. Then, I reflected some old newspaper clippings about Titanic crash on the board, and read them aloud drawing their attention to the words they have recently learnt. Then, I distributed them their roles and scripts. They had watched the scenes before they acted, which hopefully helped them to speak more comfortably. In another activity, all the students were singing the soundtrack of the film “My heart will go on” while 2 students stood in front of the others as if they were standing at the nose of the ship, which was possibly the most famous scene of the Titanic. As they were already familiar with the song, it was easy for them to catch the rhythm and sing altogether. In the last activity, I used miming technique again. All students separated into groups of 3; the musicians playing the violin on the deck of the ship; the prayer and some people praying hopelessly; men and women fighting to find a place on the lifeboat. There was a violin solo soundtrack in the background and they mimed the scene which the ship was sinking. It was such a touching scene that a student stated that she really cried while trying to get her daughter on the boat. I realized that miming had a great effect on the students. They experienced the happiness of acting without speaking a word. The effect of the music cannot be underestimated. It takes the students from the real life and brings them to the times of the films which is of great importance for concentration and the power of acting.

Next week, we will be working on “V for Vendetta”. So I wanted my students to buy or prepare the mask of “V” character, and watch the film before they come to the class.

#### **5<sup>th</sup> WEEK: V for Vendetta**

When I entered the class, seeing that everybody was wearing the mask of V was amazing, and exciting! This week, I prepared 8 scenes from the film. The number of the characters was 24, equal to the number of my students. So, every student had a character to act out. After the warm up activities, I distributed the handouts and let them work on them for half an hour. Then, all the 8 scenes were played by the characters one by one. Some students could memorize their lines while some preferred to read from the script, though both had fun.

As they had watched the film before they came to the classroom, I felt that they were more relaxed than previous classes. Watching the film and meeting the characters beforehand should have helped them to adapt themselves into the drama exercises more easily. Moreover it was easier for them to internalize their characters. I understood that when the students are familiar with the setting and the characters of the play, they feel more comfortable. Another thing to raise comfort is that everybody works on a scene at the same time. They play when it is their turn, and nobody feels as if they are on a show.

They still have problems with the pronunciation and vocabulary yet the number of the volunteers has significantly risen up. Few of the students are insisting on playing short parts, which is better than nothing. I continually encourage them to make mistakes while speaking and I tell them: “If you don’t speak, you can’t make a mistake; if you don’t make a mistake, you can never be aware of the weaknesses of your speech. I’m here to help you, don’t worry!”. I strongly believe that there is nothing stronger than the encouragement of the teacher to make a student speak fearlessly.

Next week, students will form groups for a song contest. They will be choosing their favourite among the songs I will offer them. The groups are supposed to sing their song by heart, build up choreography for their song and act it out, and finally present a short power point presentation which is giving information about the singer of the song and why they have chosen that song. They are free to design costumes and wear it during their performances.

### **6<sup>th</sup> WEEK: Song Contest for Groups**

This week I have changed the setting. I wanted my students to give their performances in the conference hall of the school as it can be used as a stage. I gave them some time to wear their costumes, and make a short rehearsal. Then, groups started to sing, dance and do their presentation. I realized that, this week they were more excited and reluctant than the previous weeks. When I asked them, they told me that most of the students couldn’t memorize their songs, and some groups could not prepare their choreography well. As we had no chance to delay, I told them to enjoy what they were doing. My students were standing on the stage. They were singing in English and dancing with joy. What else can a language teacher ask for?

The drama application has come to an end however we all will bear the trace of these 6 weeks. The 6-week-drama application was demanding, time consuming, yet it was far better delighting for me. As a teacher I believe that I have learnt many from my students and the drama application itself. I had a chance to see what is affecting their attendance to the class. It

was good to see the reasons behind their speaking anxiety and help them to overcome those anxiety or fears. Another crucial outcome is the gradually changing attitudes of the students towards speaking English and doing drama activities in English. Students also made use of drama. They have learnt many new words, and they improved their pronunciation which was given importance by most of the students. They also gained self-confidence, and started to attend the classes more voluntarily. Moreover, their friendship has strengten and there is a trust between them now.