

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

**THE EFFECTS OF DRAMA ON STUDENTS' SELF-CONFIDENCE AND  
MOTIVATION IN LANGUAGE LEARNING PROCESS**

**THESIS BY**

**Yasemin GÖREN**

**SUPERVISOR**

**Assist. Prof. Dr. Erol KAHRAMAN**

**MASTER OF ARTS**

**MERSIN, June 2014**

REPUBLIC OF TURKEY

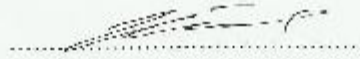
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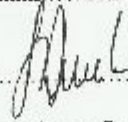
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Supervisor- Head of Examining Committee: Assist. Prof. Dr. Errol KAHRAMAN



Member of Examining Committee: Assist. Prof. Dr. Hatilya YUMRU



Member of Examining Committee: Assoc. Prof. Dr. Şehnaz ŞAHINKARAKAŞ

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## ACKNOWLEDGEMENTS

I would like to take this opportunity to express my sincere thanks to those who supported me during this process.

First and foremost, I wish to express my gratitude to my supervisor Assist. Prof. Dr. Erol KAHRAMAN for all his time and support which helped me a lot. Thanks to his patience and guidance throughout the process, I could complete my thesis.

I am also thankful to my lecturers and jury members who are Assoc. Prof. Dr. Şehnaz ŞAHİNKARAKAŞ and Assist. Prof. Dr. Hülya YUMRU. By means of their academic help and suggestions I could utilize what I have learned in my study.

I would like to thank to my parents for their love and guidance that have helped me to pursue and achieve my goals. I am very grateful to them and my sister, Yeliz GÖREN for her support and giving me enthusiasm in my study.

I would also like to thank to my precious friends Ayça and Mehmet Emrah ŞİRİNKAYA and Omar Ziad HUSSAIN for being beside me all the time and for their friendship which has always made me feel like at home in this city far away from my hometown.

I am very grateful to all my students for being a part of my study and especially my student Zafer KILIÇ for helping me in this process.

I also would like to thank to my administrator Assist. Prof. Dr. Bayram PEKÖZ for all his assistance in the academic area and support besides giving me trust and autonomy to conduct this study by providing me a chance to apply drama.

Lastly, special thanks should be given to my fiancé Özkan AÇIKGÖZ for always believing in me, even when I found things hard to cope with. With his love and support, anywhere I am can turn into the best place on earth.

**11.06.2014**

**Yasemin GÖREN**

## **ABSTRACT**

### **THE EFFECTS OF DRAMA ON STUDENTS' SELF-CONFIDENCE AND MOTIVATION IN LANGUAGE LEARNING PROCESS**

**Yasemin GÖREN**

**Master of Arts, Department of English Language Teaching**

**Supervisor: Assist. Prof. Dr. Erol KAHRAMAN**

**June 2014, 88 pages**

In modern education system, the most effective ways of teaching English have been researched. Motivation, self-reliance and the methods that are used in language classroom are closely related to each other. Drama can be an alternative way to integrate into the language learning process to make language learning more effective. In this respect this study aims to find out if drama effects the motivation and self-confidence of students in learning English. To achieve this, an 8-week lesson plan was designed. The study was carried out with 100 elementary level students at the Preparatory school of Hasan KALYONCU University. The aim was to find the answers for the following research questions which are (1) Is using drama activities effective for developing students' self confidence and motivation? (2) What are the students' perceptions towards using drama activities? Regarding these questions, three different data collection tools were used; the teacher kept weekly diaries after the drama classes for 8 weeks. Also students answered questionnaires. Lastly, at the end of the term, an interview was conducted with 10 students. The results from the interviews were analyzed by content analysis and the questionnaire data was calculated based on a five-point Likert scale. The findings showed that using drama in language learning was quite effective. Also students reflected positively about the drama lessons in terms of improving their motivation, and developing their self-confidence.

**Key Words:** Drama in Language Learning, Motivation, Self-confidence

## ÖZET

### DRAMANIN ÖĞRENCİLERİN DİL ÖĞRENME SÜRECİNDE ÖZGÜVENİ VE MOTİVASYONU ÜZERİNE ETKİSİ

Yasemin GÖREN

Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Tez Danışmanı: Yrd. Doç. Dr. Erol KAHRAMAN

Haziran 2014, 88 sayfa

Modern eğitim sisteminde, İngilizce öğretiminin en etkili yolları araştırılmaktadır. Motivasyon, özgüven ve dil sınıflarında kullanılan yöntemler birbiriyle yakından ilgilidir. Drama, dil öğrenimini daha etkili bir hale getirmek için, dil öğrenim sürecine dâhil edilebilecek alternatif bir yol olabilir. Bu bağlamda, bu çalışma İngilizce öğrenmede dramanın öğrencilerin motivasyonu ve kendine güveni üzerindeki etkilerini araştırmayı amaçlar. Bunu elde etmek için, 8 haftalık bir ders programı tasarlanmıştır. Çalışma Hasan Kalyoncu Üniversitesi hazırlık okulunda 100 başlangıç seviyesindeki öğrenciyle yürütülmüştür. Amaç (1) drama aktiviteleri kullanmak öğrencilerin özgüvenini ve motivasyonunu geliştirmede etkili mi? ve (2) öğrencilerin drama aktiviteleri hakkında düşünceleri nelerdir? sorularına cevap bulmaktır. Bu sorular bağlamında 3 farklı veri toplama aracı kullanılmıştır. Öğretmen 8 hafta süresince drama derslerinin ardından haftalık olarak günlük tutmuştur. Ayrıca öğrenciler anket soruları cevaplamışlardır. Son olarak ise, dönemin sonunda, 10 öğrenciyle görüşme yapılmıştır. Görüşmelerden elde edilen bulgular içerik analizi yöntemi kullanılarak analiz edilmiştir ve anket sonuçları beşli Likert ölçeğine göre hesaplanmıştır. Bulgular göstermiştir ki dil öğreniminde drama kullanmak oldukça etkilidir. Aynı zamanda öğrenciler drama derslerinin motivasyonlarını artırması ve öz-güvenlerini geliştirmesi hakkında olumlu dönütte bulunmuşlardır.

**Anahtar Kelimeler:** Yabancı dil öğrenmede drama, Motivasyon, Özgüven

## **ABBREVIATIONS**

**EFL:** English as a Foreign Language

**ESL:** English as a Second Language

**ELL:** English Language Learning

**ALM:** Audio-Lingual Method

**CLT:** Communicative Language Teaching

**DIE:** Drama in Education

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## CHAPTER 1

### 1. INTRODUCTION

This chapter consists of the background of the study, statement of the problem, aim and scope, research questions, assumptions and limitations and operational definitions in the study.

#### 1.1. Background of the Study

In the modern education system, English is unquestionably one of the areas in which a lot of research has been carried out to explore the most effective way of teaching as a second language. Among the recent findings were interactions with others, using realia and exposing students to real life situations. Communicative Language Teaching (CLT) is an approach to language teaching which emphasizes interaction and the functional use of language. It also makes use of real-life situations that necessitate communication. It would be useful here to underline the common features of CLT and Drama which has evolved remarkably over the last sixty years. Culham (2002) notes several benefits of using drama in the EFL classroom (as cited in Neal, 2012, p.3):

- Drama is well-suited to support the aims of both Total Physical Response (TPR) and CLT.
- It releases the stress that is normally associated with the language learning in the classroom.
- Students showed increased motivation for reading and writing tasks.
- Most importantly, students showed increased confidence.

Language learning is commonly considered as an uneasy, stressful process by many students. The main cause is said to be ineffective methods applied in a conventional English class. Hence the students' level of motivation decreases and they create barriers for learning that language. In other words motivation, self-reliance and the methods that are used in language classroom are closely related to each other. One is affected by the other. Research has shown that students who have got positive thoughts about themselves are more likely to succeed. Brown (1987) said that "self-esteem is probably the most pervasive aspect of human behaviour. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of

self-esteem" (p.101). Likewise, many studies that were conducted in the field of EFL/ESL learning have shown that motivation is crucial to successful EFL/ESL learning. In his study Lile (2002, para. 13) concludes that "motivation is the backbone of any classroom. When the students are motivated, the teacher can perform his/her job the best". Lile (2002, para. 2) also states that "the main idea of motivation is to capture the child's attention and curiosity and channel their energy towards learning". If the underlying reasons of the problems in EFL classes are analyzed, this will include a lack of motivation, lack of self-confidence and the techniques used.

In order to overcome these problems, some new techniques are brought into the English language classroom so as to increase students' self esteem, language skills and let the students express themselves by developing their social skills and using their creativity. By applying Drama, the students can gain the confidence of using English in and outside the classroom, and communicate reflecting their ideas and emotions. Furthermore Wessels (as cited in Royka, 2002, para. 19) discussed the values and uses of drama as "drama can help the teacher to achieve 'reality' in several ways. It can overcome the students' resistance to learning the new language:

- by making the learning of the new language an enjoyable experience;
- by setting realistic targets for the students to aim for;
- by creative 'slowing down' of real experience;
- by linking the language-learning experience with the student's own experience of life.

And drama can create in a student a need to learn the language:

- by the use of 'creative tension' (situations requiring urgent solutions);
- by putting more responsibility on the learner, as opposed to the teacher."

The literature review provides some convincing cases for using Drama in the English classroom as they commonly discuss how drama activities provide opportunities for interaction and creating self-confidence in learning and in addition to building learners' self-confidence in learning and using English in and outside the language classroom.

## **1.2. Statement of the Problem**

The importance of English has increased in the world and depending on the education systems, so English is being taught at every level and in every department at universities. However, problems arise when students' feel themselves incompetent in language learning. The main reasons can often be due to each learner having their own learning style and difficulties learning something new that doesn't appeal to their way of learning. These kinds of students are unaware of how to learn the target language because they haven't been in situations which demanded them to use their language learning skills or to apply their knowledge practically. Similarly, many learners have the fear of not being able to learn a new language because of their previous learning experiences in language learning. This creates a psychological barrier for learners as a result of their lack of motivation in learning. Therefore the learners must experience an increase in motivation to change their minds about being incompetent in language learning. Ashton-Hay (2005) states that when learning styles are taken into account and appropriate teaching approaches are applied, then students' motivation, performance and success rate could increase. Teachers can understand that students learn differently and at different paces because of their biological and psychological differences (Reiff, 1992, p.5). The role of the teacher in language classroom should be finding the right teaching technique which appeals to various learning styles. At this point, it will be useful to indicate that drama has a great ability to engage many learners with different learning styles. Drama provides authentic learning as most of the intelligence types can be incorporated into it by using a variety of activities like; working on and creating scripts, characterizations, role-plays, staging, moving and doing actions. Students enjoy drama activities, work collaboratively in groups and share their creative ideas and feelings within a stress-free, comfortable learning environment, whereupon it helps to build self-confidence in students. Students experience a social, active learning experience that increases their motivation to be a part of learning process. With a variety of activities appealing to all learning styles, the fears of students towards learning a language can be overcome. However many teachers are unaware of the benefits of drama. Also, they are prudent to use drama as a part of English teaching for many reasons. As a result, it would be helpful to carry out this study to open new prospects to the teaching process.

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

This study aims to gain insights into students' perception of drama classes and to explore the effectiveness of drama activities in improving students' self confidence and motivation in language learning process. The main purpose of this study is to contribute to the self-confidence and motivation of the preparatory class students at Hasan Kalyoncu University through providing them with an authentic learning environment through drama.

A lot of research has been conducted about drama and its effect on motivation and self-esteem of children at young age. This research will be at university level connecting drama in EFL with the learners' motivation and self-esteem. Therefore, it would be beneficial to investigate whether drama has a significant effect on increasing motivation and self-confidence of learners. This study has five main purposes:

1. Investigation of relevant studies in this area.
2. Obtaining data about students' situation after applying drama as a part of the prep school curriculum.
3. Developing students' self-confidence and motivation towards learning English.
4. Understanding students' views about drama classes through questionnaire and interviews.
5. Obtaining the results and showing whether drama has a significant effect on improving self-confidence and motivation of prep school students.

### **1.4. Research Questions of the Study**

In this study, I aim to discover the answers to the questions below:

1. Is using drama activities effective for developing students' self confidence and motivation?
2. What are the students' perceptions towards using drama activities?

### **1.5. Assumptions and Limitations**

This study was based on a sample of 100 prep school students out of 220. There were 10 Elementary classes in our university and 1 pre-intermediate class. Therefore, it may not be used to make generalizations about motivation towards drama activities for all the classes. Also there were 3 teachers conducting drama classes including myself.

I conducted this study for my classes. However there may be some variables affecting the results concerning exhibition, inhibition, lack of motivation which could be eliminated with the help of different kind of activities. Another limitation of the study was the differences between high and low achievers' motivation towards English and drama classes, so the results of the study must be interpreted and applied with these conditions in mind.

### **1.6. Operational Definitions**

**Drama:** Wessels defines drama as “drama is doing. Drama is being. Drama is such a normal thing. It is something that we engage in daily when faced with difficult situations”(as cited in Mullamaa, 2009, para. 4).

**Communicative Language Teaching:** Communicative language teaching is an approach to teaching that is directed at developing communicative abilities in the learners either by teaching aspects of communicative competence (the weak version) or by creating conditions for learners to learn through communicating (the strong version) (Rod, 2003, p.340).

**Self-confidence:** "A feeling of trust in one's abilities, qualities, and judgment." (Phillips, D.T. & Loy, J. M.,1952, p.31)

**Motivation:** "Motivation is the process whereby goal-directed activity is instigated and sustained." (Schunk, D.H., Pintrich, P.R., & Meece J., 2008, p. 4-5)

## CHAPTER 2

### 2. REVIEW OF LITERATURE

In this chapter I will discuss Drama in Education, Drama in the English language classroom, motivation and self-confidence.

#### 2.1. Introduction

English teachers have been using wide varieties of English teaching methods. However it's hard to find a method which works for all the students. For this reason, maintaining students' interest alive in the classroom has been the main focus for teachers. Looking for some variations to appeal to all the students who possess different interests and learning styles is necessary to maintain students' motivation towards learning. Accordingly, Howard Gardner put forth the Multiple Intelligences Theory which has identified seven distinct intelligences. According to this theory:

We are all able to know the world through language, logical-mathematical analysis, spatial representation, musical thinking, and the use of the body to solve problems or to make things, an understanding of other individuals, and an understanding of ourselves. Where individuals differ is in the strength of these intelligences - the so-called profile of intelligences -and in the ways in which such intelligences are invoked and combined to carry out different tasks, solve diverse problems, and progress in various domains (Gardner, 1991, p.12).

Applying an effective method which appeals to all these learning styles appears to be difficult. However, as we move into using drama in language classes, it becomes apparent that it embodies many types of intelligences at the same time. Drama has the special ability to engage various learning styles, therefore, it facilitates connections with students and motivates learners.

A language teacher can find many reasons to use drama in a foreign language classroom. It gives learners an experience of using the language for real communication and real-life purposes. It makes language learning an active, motivating experience. It helps learners gain the confidence and self-esteem needed to use the language spontaneously. It brings the real world into the classroom. It makes the learners



naturally acquire language through play, and meaningful interaction. Dramatizing stimulates learners' imagination. It addresses different learning styles and makes learning memorable. According to Barbu (2007), using drama to teach English results in real communication, involving ideas, feelings, emotions, appropriateness and adaptability.

Therefore I decided to conduct this study in order to explore to what extent drama affects learners' self confidence and motivation in language learning process; to have a better understanding of my own teaching context; and to improve the language-teaching context and resources used, if necessary.

## **2.2. Drama Education**

Drama is doing. Drama is being. Drama is such a normal thing. It is something that we engage in daily when faced with difficult situations. You get up in the morning with a bad headache or an attack of depression, yet you face the day and cope with other people, pretending that nothing is wrong [...] Getting on with our day-to-day lives requires a series of civilized masks if we are to maintain our dignity and live in harmony with others. (Wessel, as cited in Mullamaa, 2009, para. 4).

Drama is a daily part of people's lives. It is something that we apply every day unknowingly. People face everyday problems in their lives and they deal with them by acting differently in various situations. They are sad or angry, frustrated or joyful. However their life and the environment they are in, for example the school or offices they work in, does not enable them to reflect their true feelings and emotions for fear of embarrassment or other reasons. Therefore, they conceal their feelings, put on their masks and act accordingly. This is in fact a charade reflecting the use of drama in life itself. William Shakespeare claimed that:

All the world's a stage,  
And all the men and women merely players;  
They have their exits and their entrances,  
And one man in his time plays many parts,

His acts being seven ages.

(*As You Like It Act 2, scene 7*, as cited in Boudreault, 2010, p.1).

Drama can be considered as a means of revealing aspects of the human condition and that life consists of nothing but a continuous series of drama improvisations (Price, P. 1980). There are several ways in which drama can be defined. For example we can refer to it as a wide range of oral activities that have an element of creativity present (Hubbard, P. et al. 1986). In addition, drama can be defined as activity involving people in a social context and there is no doubt that effective communication in social situations involves other forms of communication that go beyond language competence and includes the use of gesture, body posture, intonation and other prosodic features (TOMGODFREY.WORDPRESS, 14.03.2014, <http://tomgodfrey.wordpress.com/>). Furthermore "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" (Holden, as cited in Davies, 1990, p.87). The students can do this by themselves or with their colleagues; in an organized or planned way following the teachers' guidelines or in a totally unrestricted manner to work freely. Either way students are interacting with each other and what they say and do, utilizing their own language knowledge in order to communicate in a useful manner (Davies, P. 1990).

There are many descriptions about drama inferring that drama is not only theatre. It can take many forms such as playing games and activities, process drama, improvisation, making a play, and drama in education. The last one is the base of this research. Drama/theatre educator and theorist Brian Way can be said to be the first initiator who questioned whether plays/performances of any sort should be part of educational drama. Out of these discussions a "new" understanding arose of what drama/theatre education might facilitate when not focused on production. It became known as Drama in Education of D.I.E. (Blatner. A. 2007). Although drama in education is more recent, it has been a valuable teaching method for a few years and it can be described as having a crucial role in creating a communicative, cooperative learning environment. Performing, expressing oneself and cooperating with others are important life skills and drama is utilized to help learners achieve these beyond the

drama lesson. The real goal of ....Theatre... is to contribute to the preparation of the future rather than waiting for it to happen (Boal, 1995, p.185). As indicated above, creative drama can be used as a tool for human development. While taking drama classes and practicing the activities, learners are also learning life skills like decision-making and socializing and expressing themselves in front of others as well as improving their self-image. In the same way Brown (1987) agrees on these by mentioning “the extent individual believes himself to be capable, significant, successful and worthy” (p.101). With Drama education students can be encouraged to make connections with what is learned in the classroom and real life which extends learning beyond classroom. Also McCaslin (1999) states, “creative drama in its truest and deepest sense cannot be stereotyped. It is like a river – always on the move- making connections: connecting through improvisations action and reaction, initiative and response, thinking and feeling; relations between people ideas even centuries” (p. 4).

### **2.3. Drama in ELT**

Teachers and students can benefit a lot from drama in a language classroom. Students in Turkey have been learning English language for many years. However, when they start their university education, they still come across with many problems when reflecting on what they have learnt. The view of Neal (2012) in his study is presented as "students especially have trouble in understanding when and where to use forms of the language, e.g., formal, informal and nonverbal language, sarcasm, and language in an emotional context" (p.5) which is very much in line with what Turkish students experience. Drama can be a solution for their problems in language learning as it provides a context to the students. Eccles (1989) states that "drama provides an infinite variety of situations which will require specific language uses," (p.3) thus dealing with a range of situations, students can learn how to use different language forms relevantly in the context. According to Neil (2012) drama exercises can address the differences between formal and informal English and their correct usage such as subtlety and nuances that include body language and emotional emphasis. He adds saying drama gives students a more complete picture of English. Equivalently, the current literature on drama in language education is full of examples of how drama can be an alternative strategy to improve students' competence in language learning. Why should we use drama? By applying drama, students can also learn and express

themselves both through spoken language and body language. Kao and O'Neill (1998) stated in their book, *Words into Worlds*:

Drama does things with words. It introduces language as an essential and authentic method of communication. Drama sustains interactions between students with the target language, creating a world of social roles and relations in which the learner is an active participant. Drama focuses on the negotiation of meaning (Snyman & De Kock, 1991). The language that arises is fluent, purposeful and generative because it is embedded in context. ... By helping to build the drama context, they develop their social and linguistic competence as well as listening and speaking skills. (p. 4)

As indicated above, drama helps learners to communicate in an easier and more comfortable way. It allows the students to act more confidently when communicating with others. As learners are always active in drama they learn to interact with the target language more easily.

Besides practicing the target language and acquiring the communicative skills, there are further effects of drama in learning a foreign language. Drama creates opportunities for students to cooperate. Learning is realized in a cooperative environment. In language learning, especially, cooperation is a must. Students cannot benefit from the education they receive if they do not share their thoughts, emotions and knowledge with the others. Language is a living process. It can be improved by collaboration and participation of everyone in the learning environment. Drama education is expected to present a dynamic, motivating, encouraging to learn, fun and creative environment in which to develop the student's language learning potential. By utilizing movement, action, dance and role-play activities and other forms of communicative activities this enables students to explore English through using their imagination and creativity.

These activities aim to develop:

- Confidence, motivation, trust and participation
- Oral and written communication skills
- Awareness of interpersonal and socio-cultural communication skills

- Accuracy and fluency of expression
- Rhythm and pronunciation
- Linguistic intelligence
- Social interactive skills (TOMGODFREY.WORDPRESS, 14.03.2014, <http://tomgodfrey.wordpress.com/>).

### **2.3.1. Why is there a need for use of Drama in Language Teaching?**

There are numerous benefits of using drama in language teaching. To begin with, drama is a useful energizer in the classroom as students actively take part in the lessons while enjoying their learning experiences. As Royka (2002) stated simply using a few drama activities makes the EFL/ESL classroom much more interesting.

"Drama is concerned with individuals; drama is concerned with the individuality of individuals, with the uniqueness of each human essence" (Way, 1967, p.3). This relates to the importance of each person being individual and unique. As drama can be counted as a helpful tool in student-centered education, the development of the student can be realized through drama education. Looking into the prevalent approaches that place the students' needs at the center of the educational experience, drama can be a good way to transfer outside knowledge into the students by helping them explore language within a context. "Drama is about shattering the human experience into new understanding. It uses the facts but, in addition, it fuses the new understanding all the time" (Heathcote, 1984, p.120). The dramatic experience can enable students to create new ways of thinking. It fosters creativity which is required for language learning so that students can adapt themselves to a new environment. Blatner (2009, para.10) states that:

What astronauts do in their practice for missions; what pilots do in learning to navigate in flight simulators; what thousands of soldiers do in the course of military exercises--it's all role playing. Teaching salespersons to deal with customers, teaching doctors to interview patients, teaching teachers to deal with difficult situations, all these require some measure of actual practice and feedback (BLATNER, 02.04.2014, <http://www.blatner.com/>).

The best way of learning is realized by practice. Practice makes what is learnt permanent as desired by the education programmes. To serve the ultimate aim of teaching, teachers should give the learners the chance to practice.

The skills required to encourage flexible, creative and rational thinking must be utilized and practiced in a classroom environment. This also includes utilizing the processes of interacting, risk-taking, self expression and encouraging feedback.

The role of drama cannot be disregarded when it comes to practice. Students should therefore be provided with numerous opportunities to practise the skills; "Ultimately, drama is concerned with engaging with something outside of oneself" (Bolton, 1984, p.154). As a result students are given opportunities to express themselves using their inner imagination. Students can think differently after gaining the necessary skills through drama education. For example they learn how to act different roles and being in someone else's shoes and this creates multi dimensional learning for the students. They can also understand the deeper meaning of a sentence that is what real-life is about. "Drama is to be about meaning: meaning indicating, meaning seeking, meaning making, and meaning finding (Bolton, 1999, p.177). Learning should be embedded in real-life situations to allow students to use what is learned outside the classroom.

Drama is important and also very effective in self development and confidence of learners;

The obvious advantages of this method of teaching lie not only in its ability to improve oral communication skills effectively, but also in terms of its ability to improve the learners' confidence which will ultimately lead to the development of positive self concepts (Athimoolam, 2004, p.16).

(ZSN.UNI-OLDENBURG, 15.04.2014, <http://www.zsn.uni-oldenburg.de/>)

Stern (1993) reflected that teaching drama in language classes reduces shyness, increases self-esteem, the ability to improvise, and enhances motivation.

Studies suggest that drama creates a positive learning environment, which promotes peer collaboration and encourages students to participate linguistically, emotionally and intellectually. In addition to these, Burke and O'Sullivan (2002) described seven reasons to integrate drama in the second language classroom:

1. Teachers and students can concentrate on pronunciation.
2. Students are motivated.
3. Students are relaxed.
4. Students use language for real purposes.
5. Risk-taking equals heightened language retention
6. Community is created.
7. Students and teachers can approach sensitive topics. (as cited in Shand, 2008, p.25-26)

#### **2.4. Communicative Language Teaching**

Communicative Language Teaching (CLT) began in the 1970s in Britain as a response to the Audio-Lingual Method (ALM) and continues to be a dominant model for language teaching and learning (Hunter, 2009).

CLT underlines the importance of helping students use the target language in different contexts and it also stresses learning language functions. CLT emphasizes teaching the language by using real-life situations which requires communicating with the others and using the language actively. As Nick Brieger states: "At CLT's core is the objective of developing communicative competence; and therefore the language teaching classroom needs to put this objective at the centre of learning activities." He also mentions the requirements of CLT writing; communicative competence requires the learner to be able to produce language (especially speech):

- accurately (language features)
- appropriately (socio-cultural features)
- confidently (psychological features)
- fluently (smoothly, clearly).

CLT is most often defined as a list of general principles or features. One of the best known of these lists is David Nunan's (1991) five features of CLT:

1. Emphasis on learning to communicate by interaction using the target language.
2. Introducing authentic language texts into a classroom situation.
3. Providing opportunities for learners to concentrate on the target language and also Learning Management skills.

4. Enhancing the learner's own experiences as important elements that contribute to classroom learning.
5. Attempting to link language learning in the classroom by using the target language outside the classroom.

These five features indicate that CLT gives importance to the needs and desires of the learners as well as the connection between the language as it learned in the classroom and expected to be used in real world. Also students' motivation to learn a language is directly related to their desire to use what is learned outside the classroom. Therefore, language should be taught using meaningful contexts to help the students interact in a meaningful way. The following table is presented to demonstrate some key principles of CLT.



**Table1. Summary of the practical and theoretical characteristics of CLT (Karakaş, 2013, p. 3)**

<b>Theory of Language and Theory of Learning</b>	<b>Chief Principles</b>	<b>Student Roles</b>	<b>Teacher Roles</b>
*Language is a system for expressing meaning. *Theory of language as communication is paramount. * The goal of language teaching is to develop communicative competence: - grammatical, - sociolinguistic, - discourse - strategic - pragmatic - fluency *Underlying learning theory -communication principle - task-based principle - meaningfulness principle	* Focus on fluency and communication not only accuracy and forms *Interaction-based Activities -negotiation of meaning *Use of authentic materials rather than drills *Focus on learner autonomy *Focus on Learner’s Real-world communication needs	* Negotiators between the self, the learning process and the object of learning * Must interact with each other and be more cooperative than competitive *Active participant in the production of language rather than passive recipient * Co-operator with teacher and other students	* Needs analyst * Counsellor * Group process manager * Facilitator * Participant * Observer * Learner *Must use text-based materials, -dialogues -sentence patterns, -visual and taped cues *Must use task-based materials and realia. - role plays - simulations - magazines - maps, - advertisements - newspapers

Table 1 shows that language teaching is no longer seen as a one-way knowledge transmission from teachers to students. Both parties should be working together for the production of language (Bygate, 2001). Therefore, cooperation lies at the heart of CLT. Students must also be active learners so that they can achieve greater roles during the learning process, Hughes (1983) states:

1. The learner has communicative needs. It seems likely that when the needs have been met, learning stops.
2. The learner attempts to communicate, and continues to do so.

3. The situations in which the learner attempts to communicate are sufficiently frequent.
4. In these situations the learner is able to understand at least some of what he hears or reads; that is, he is able to relate sounds and symbols to meanings (p.9).

CLT necessitates using communicative activities in the language classroom such as; games, role-plays, pair-work, group work, language exchanges, interviews which make use of the target language. These activities are all in the same way with using drama in language classroom. If we look at the activities used in drama classes, they are mainly about increasing students' motivation to use the target language in and outside the classroom. In accordance with CLT's main principles, drama course objectives also aim to make students communicate in a meaningful way, use their imagination and creativity when they encounter a variety of real-life situations, helping them to change their reactions and responses according to the given context.

#### **2.4.1. Cooperative Learning**

Cooperative Learning is one of the most influential EFL/ESL instructions emphasizing group work and learning from each other. Cooperative learning puts the emphasis on cooperation in order to enhance learning.

In her article McGroarty (1989) listed six benefits of cooperative learning for ELL:

Increased frequency and variety of second language practice through different types of interaction;

1. Possibility for development or use of the first language in ways that support cognitive development and increased second language skills;
2. Opportunities to integrate language with content instruction;
3. Inclusion of a greater variety of curricular materials to stimulate language use as well as concept learning;
4. Freedom for language teachers to master new professional skills, particularly those emphasizing communication; and

5. Opportunities for students to act as resources for each other, and thus assume a more active role in learning. (p. 127)

In Cooperative learning, students are actively participating in the learning process and they collaborate with other students. In Cooperative Learning the focus is on student-centered education instead of teacher-centered one. Contrary to the classical methods in teaching, students are given a task and they try to solve it on their own or through the help of others. Cooperative learning is different from the traditional methods as it knows how significant the students' existing knowledge is and set this knowledge to work. With CL, students have both a deeper understanding of the learning process by taking part in the task and a more enjoyable experience during the lesson.

## **2.5. Krashen's Second Language Learning Theories**

Krashen's theory of second language acquisition has been very significant in second language learning. His theory consists of five hypotheses: (1) the acquisition-learning hypothesis, (2) the natural order hypothesis, (3) the monitor hypothesis, (4) the input hypothesis, and (5) the affective filter hypothesis (Krashen, 1982).

The acquisition-learning hypothesis distinguishes between language acquisition and learning; the action of language acquisition is done at a subconscious level whilst the action of learning is done at a conscious level. (Krashen & Terrell, 1983). It can be concluded that there are two ways of developing language ability: acquisition and learning. Acquisition is a sub-conscious process the same as the process of a child acquiring his/her native language. The requirement is to communicate in a meaningful way, in which the learners' focus is on communication not in the form of their sentences. Learning, on the contrary, is a conscious process. The requirement is to progress in a foreign language with the help of language courses and focuses on the form. The learners must know the grammar rules of that language.

According to Krashen 'learning' is not as important as 'acquisition', (Krashen & Terrell, 1983) which means language is learned better through a natural way, as we learn our first language. An authentic environment should be created instead of focusing on the form. By this way, students will acquire the language rather than just learning it.

**Table 2. Learning/Acquisition differences** (Abukhattala, 2013, p.129)

<b>Learning</b>	<b>Acquisition</b>
Conscious process	Subconscious process
Knowing the rules	Picking up the learning
Results in accuracy	Results in accuracy and fluency
Formal, traditional teaching helps	Formal, traditional teaching does not help
Available for correction	Available for automatic production

The natural order hypothesis implies that we acquire grammar in a predictable order (Krashen & Terrell, 1983). Some grammar rules are acquired early while others are acquired late. Therefore language should be taught in an order which will be useful for learning in the easiest way. First, the teacher should introduce the easier parts to the learner, and the more difficult parts should be presented, afterwards.

The monitor hypothesis suggests that there is an error detecting mechanism within the brain, called the monitor that detects accuracies and errors whilst using a second language (Krashen & Terrell, 1983). The Monitor hypothesis emphasizes the relationship between acquisition and learning. The acquisition system starts an utterance and the learning system monitors this utterance, analyzes and corrects the mistakes.

The input hypothesis states that a second language is best acquired when students receive input that they can understand, but is slightly beyond what they already know (Krashen & Terrell, 1983). For the target language to be acquired, the input should be comprehensible. But at the same time as Krashen put forwards, it should also go beyond the learner's current capacity. For example, if a learner is at a stage **i**, then maximum acquisition takes places when he/she is exposed to "comprehensible input" that belongs to level **i+1** (Krashen,1985).

In this hypothesis, it is implied that the learner should be exposed to the language as much as possible. The teacher should create an environment with a rich input and provide opportunities for learners to use the target language in a more effective way.

The affective filter hypothesis states that the attitudes of second language learners affect their language development (Krashen & Terrell, 1983). These variables include self-image, motivations, and emotional state. Language learners who have a

more relaxed demeanor have lower affective filters that allow acquisition to take place. As a result language skills are more easily acquired as they are able to pass through the affective filter to go into the subconscious (Krashen & Terrell, 1983). "...Learner's feeling or attitude as an adjustable filter that freely pass, impedes or block input necessary to acquisition"

3 kinds of effective or attitudinal variables related to SLA

1. Motivation ----- high
2. Self confidence-----high
3. Anxiety -----low (Richards and Rodgers, 2001, p.183)

Krashen claims that learners with high-motivation, self-confidence, a good self-image, and a low level of anxiety are more successful in second language acquisition. Learners with low motivation, low self-esteem and excessive anxiety results in the affective filter to raise and create a 'mental block' that hinders comprehensible input to be used for language acquisition, which means if the filter is up the language acquisition slows down. (Krashen, 1982)

As it is suggested in this hypothesis, it is crucial to organize an accessible and convenient learning environment for the students. Teacher should make the learners feel comfortable. While acquiring a new language, they shouldn't be afraid of making mistakes and they should be able to take risks in learning. To sum up, a positive classroom environment is extremely significant for the learners.

Krashen's hypotheses resulted in Krashen and Terrell's (1983) theory of Natural Approach to second language acquisition. The Natural Approach consists of five main components:

1. The goal of the Natural Approach is communication skills
2. Comprehension precedes production
3. Production emerges
4. Acquisition activities are central
5. Lower the affective filter (Krashen & Terrell, 1983, p. 58)

The primary focus of the Natural Approach is to develop the student's ability to communicate in the second language and to be understood by native speakers (Krashen & Terrell, 1983).

### **2.5.1. Psychological Factors of the Affective Filter**

There are some main psychological factors that can affect the filter of second language learners. By lowering the affective filter second language acquisition can be successfully achieved.

#### **2.5.1.1. Anxiety**

Anxiety is a crucial factor that has an impact on the learners' affective filter. It is one of the remarkable and prevalent emotions that affect the learners. MacIntyre (1999) defined foreign language anxiety as "worry and negative emotional reaction aroused when learning or using a second language" (p.27). Similarly, Gardner & MacIntyre (1993) define language anxiety as "the apprehension experienced when a situation requires the use of a second language with which the individual is not fully proficient", this apprehension being characterized by "derogatory self-related cognitions ..., feelings of apprehension, and physiological responses such as increased heart rate".

As it is very clearly demonstrated by the definition, when learners are anxious, learning is not realized fully. It prevents them to use the target language especially for speaking skills with the fear of making mistakes; the learners tend to build barriers between the target language and themselves. The view that when anxiety is reduced, students can take benefit from it, is very much in line with what MacIntyre and Gardner states as:

Anxious individuals think about their own reaction to a task in addition to the demands of the task itself. The content of their thoughts is negative and centered on self-degradation....If anxious students could focus on positive experiences in the second language, rather than on negative ones, the debilitating effects of language anxiety could be reduced (MacIntyre and Gardner, 1991, p. 297).

Anxiety contributes to the a learner's affective filter so that when the affective filter is high due to anxiety a learner will find it more difficult to acquire the language.

Krashen (1981) states that language input may not reach the acquisition section of the brain if the learner is suffering from high anxiety levels. Krashen (1981) also states that “low anxiety relates to success in second language acquisition” (p. 56). Foreign language learners are often very anxious about learning English, because everything is new to them; the language itself, the classroom atmosphere, the culture of the classroom. Thus, it is very important to create a relaxing atmosphere and reduce the anxiety of the students. Entertaining activities that provide collaboration among the students, can lower the stress, worries, and affective filter of the students.

#### **2.5.1.2. Confidence**

Self confidence is important for learners' achievement and social development. Self confident learners are aware of their own actions and words and how they affect others. Branden (1969) reported that the concept of self-esteem consisted of three parts. The cognitive part refers to a person's being aware of the differences between the ideal image and the perceived image of themselves. "Affective part refers to person's emotions and feelings to these differences, and behavioral part refers to some behaviors such as assertiveness, resilience, respectfulness" (as cited in Karacan, 2009, p.2). Self-confidence has also been defined by many academics.

**Table 3. Definitions of self-esteem** (Malbi & Reasoner, as cited in Habibollah, et al., 2000, p.28)

Nathaniel Branden	The disposition to experience oneself as competent to cope with the basic challenges of life and as worthy of happiness.
H.S. Sullivan	All of those feelings of competence and personal worth that hold a person together.
D. C. Briggs	It is how a person feels about himself. It is his overall judgment of himself- how much he likes his particular person.
Joel Brockner	A trait referring to individuals' degree of liking or disliking for themselves.
James Battle	The perception the individual possesses of his/her own worth.
Denis Waitley	It is that deep-down, inside-the-skin feeling of your own worth.
A. Bandura	The sense of personal worth and competence that persons associate with their self-concepts.

Also, Bogenç (2005) describes self –esteem as:

- Individual's being sensitive to his/her own needs, and giving importance to satisfy those needs,
- Recognizing himself / herself and knowing the borders of his/her competence.
- Refraining from the situation of hurting others' honors while satisfying his needs.
- Giving too much effort to improve himself / herself.
- Evaluating himself/herself positively, being aware of negative sides and having a sense of his or her value or worth despite the negative sides of himself/herself (p.144, as cited in Paksoy, 2008, p.25)

There are different characteristics between people who have high and low self-esteem. People with low self-esteem also tend to consider the new information negatively (Wells & Marwell, 1976).



On the other hand, high self-esteem people appreciate their own abilities, potentials and weaknesses, deal with environmental demands, struggles and stress, have high sense of well-being and security, open to new experiences, opinions, have a sense of humor, cope with criticism, feel respect from peers and significant others (Edwards, 1993; as cited in Karacan, 2009, p.10).

Also, according to Krashen and Terrell (1983), learners who think positively and have a positive self image are better at acquiring a second language as they seek out more relevant means of input.

**Table 4. High and low self-esteem** (Koç and Gün, as cited in Paksoy, 2008, p.30)

<b>HIGH SELF-ESTEEM</b>	<b>LOW SELF-ESTEEM</b>
- trustworthy	- untrustworthy
-happy	-unhappy
-in the control of themselves	-dependent on others
- optimistic	- pessimistic
- vivacious	- dull
- feeling themselves valuable	- has a sense of worthlessness
- decisive	- indecisive
-feeling themselves efficient	- feeling inefficient
- sure of themselves	- unsure of themselves
- initiative	- anxious
	- full of shame and regrets

High self-esteem has been found to play an important role in academic achievement, social and personal responsibility (Redenbach, 1991). Students who have high self-esteem are more successful than those who have low self-esteem. As a result those individuals with a high self esteem can maximize their ability and potential as opposed to those with low self esteem. Self-esteem in a person plays an important role in improving a person's competency and proficiency which eventually can develop the person to his or her full potential (Wen, 2011).

To sum up, for learners to benefit from the language learning process, the importance of self-esteem should be considered. Thus, some activities or methods should be used in language classes to help students improve self-confidence and use their capacity to the highest level. Drama is one of the best ways that can be used to achieve this.

### 2.5.1.3. Motivation

Motivation is one of the most important factors in learning a language. It is essential as without motivation even the very talented students cannot achieve their goals. "To be motivated", means *to be moved* to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated" (Ryan & Deci, 2000, p.1). Brown (1994) defined motivation as, "motivation is the extent to which you make choices about goals to pursue and the effort you will devote to that pursuit" (p. 34). On the other hand Gardner (1985) defined motivation as "the extent to which the individual works or strives to learn the language because of a desire to do so and the satisfaction experienced in this activity" (p.10). He claimed that motivation includes four elements – goal, willing behaviour, desire to reach the goal and positive approach towards the activity. When the individual is motivated, he/she can strive hard to reach the desired goal. According to Gardner (1985) there are two kinds of motivations, integrative and instrumental:

Integrative motivation is concerned with learners' eagerness to learn and participate in their language learning, for example the entire learning process. Instrumental motivation is concerned with learners whose only aims are to obtain good results, to pass an exam or go aboard to travel or study, for example the end result. However both types of motivation can be viewed as both positive and negative in order to learn a language.

To sum up, motivation can be seen as process that initiates, leads and sustains a learner's focus whilst learning. It triggers learners to take responsibility for their actions and encourages taking further steps. "L2 motivation provides the primary impetus to initiate the learning behaviour and later the driving force to sustain the long and often tedious learning process; that is, all the other factors involved in L2 acquisition presuppose motivation to some extent" (Dörnyei, 1998, p. 1). If learners are motivated during the learning process, they can benefit from it to the highest level.

If the previous researches are looked into, it can be seen that motivation had a more significant effect on achievement than the other factors. Four factors were identified as "learner factors", by Jakobovits (1970) which are aptitude, intelligence, perseverance or motivation. These are represented by percentages in the Table 5.

**Table 5. Learner factors**

Aptitude	33%
Perseverance or Motivation	33%
Intelligence	20%
Other factors	14%

The table shows that the highest percentages are for perseverance or motivation and aptitude. This implies that both these factors play a crucial role in the learning process.

Research shows that motivation has a direct and deep effect on students' using foreign language learning. To make the students motivated towards learning, different techniques and activities, which appeal to all types of learners, should be used in foreign language classroom. Thus, the achievement rate and willingness to learn can be increased in learning process. Similarly, Williams and Burden (1997) stated that it is necessary to be motivated so that one can invest their time and energy as well as sustaining their interest in order to achieve the desired goals.

## **2.6. Relationship among Drama, Motivation and Self-confidence in Learning Language**

There is a strong relationship among drama, motivation and self-confidence in learning a language. During drama classes students can participate in drama activities which students enjoy as opposed to simply listening and working in a classroom environment. As a consequence students find the learning process more enjoyable and positive as well as retaining more knowledge with the end result of students being more motivated to learn. Motivation can be said to be the most important factor in learning; as Gaudart (1990) suggests increased motivation results in increased learning for EFL. Also another study shows that "motivation is seen to be the major affective individual-difference variable contributing to achievement in learning another language" (Masgoret & Gardner, 2003, p. 129). As it is seen from these examples motivation is highly important in learning process.

Motivation can be increased through using drama in learning. Using drama in the foreign language classroom can increase students' confidence and self-esteem. Research shows that learning activities based on drama increase students' motivation (Gaudart, 1990). Drama activities are realized in a way that students feel like playing, thus the process of learning becomes more enjoyable and the learning environment becomes more positive. Therefore, the knowledge will be more easily remembered, so the students are more motivated to learn.

Studies show that motivation is connected with self-confidence. For example, in a role-playing activity student use the target language as someone else and this helps to reduce the tension of the student and it develops self-confidence for using the target language. Culham (2002) identified major benefits of using drama in the EFL classroom as drama releases stress and students show increased motivation in learning process and most importantly they show increased confidence.

"In addition to increased motivation, increased self-esteem and accomplishing the aims of CLT, drama in the language classroom provides rare opportunities for students to negotiate their own meaning with language" (Dodson, 2002, as cited in Neal, 2012, p.2). Chauhan (2004) also states in his article that, drama activities provide opportunities for authentic communication and can build learners' confidence in speaking English outside the classroom. (ITESLJ.ORG, 29.03.2014, <http://iteslj.org>)

Students may not be aware of their abilities and capacity thus they need motivation or some external factors to make them know about it. This can be realized via drama classes. In drama classes, the teacher is in the role of a motivator and helps students discover their inborn abilities. The use of drama builds up motivation by creating a comfortable and un-intimidated environment for language production. This can be done through the situations by which students have a chance to experience real events. The aim of the teacher is to be able to prompt the learners to think fresh and motivate them to come out of their shyness and speak English confidently.

Drama helps students to express themselves and to discover their own world easily. In drama, the students are always active and they are the centre of the learning process, thus this allows students to improve a deeper understanding of their world and

of the other students. Exploring their own world provides the learners to build up self-confidence and they want to participate in learning activities more eagerly. Therefore, through taking part in drama activities students experience a significant learning practice and this allows them to reach awareness of their talent and capabilities not available through other learning experiences. Furthermore, the learners develop positive behaviours and acquire significant social skills like self-sacrifice, sympathy and respect for others. Moreover, giving learners opportunities to discuss feelings and experiences through drama activities helps to develop their self-confidence. As students' self-confidence increases through participation in drama activities, students can feel more powerful to express their ideas within the classroom. It is essential, therefore, that teachers create a classroom setting in which everybody's opinion is appreciated and respected, and all students are given time and chance to express their feelings. By this way, students feel supported and valued during the lesson.

Drama can create entertainment, fun and motivation and provides different opportunities for the use of language in context and is useful in teaching and learning cross-curricular content, etc. (Phillips, Hillyard, as cited in Banerjee, 2014, p. 4). (ELTSJOURNAL, 10.03.2014, <http://eltsjournal.org/>). Drama activities allow the learners to improve their practical skills for real-life situations. It gives opportunities for learners to become active participants in the learning process and they can also practice speaking as they are involved in the activities they stop thinking that English speaking is a hard skill to achieve. The fear of speaking in English disappears when drama is used as a learning tool, they will be more willing to speak and therefore they will learn the language easier.

Learning through drama is functional because when the learners are enjoying the lesson they put their fears aside and become less nervous. The learners feel relaxed and they forget about their fears about speaking English. As it is suggested by Pathan (Pathan, 2013, p.22), "drama can help in stimulating the language acquisition process". When a student is not able to communicate, he feels socially withdrawn and becomes nervous. However, when they are able to communicate they feel more confident and they become more motivated to speak. They start feeling that they are talented and have a higher self belief. As a result of this, drama changes the learners' perception of

language learning from negative to positive. Drama, also, encourage learners to use their imagination, thus helps to develop their imagination. Consequently, drama help the learners think independently. As McCaslin(1999) suggests that if students are provided with opportunities to perform they can think beyond the classroom environment and are able to learn freely.

## CHAPTER 3

### 3. METHODOLOGY

#### 3.1. Introduction

This section gives detailed information about the research and how the research was conducted. It also includes information about the participants, settings, instrumentation, and how the data was collected and the methods used to analyze the data.

#### 3.2. Research Design

This study was conducted to look into the effects of drama lessons integrated with the syllabus of prep school at Hasan Kalyoncu University. Its aim was to find out whether drama was effective on developing students' self confidence and motivation towards learning English. It was designed utilizing both qualitative and quantitative data collection methods in order to discover how participants responded to taking drama classes in English. A mixed-methods design is one which incorporates both qualitative and quantitative methods in a single study (Creswell, 2003). This study was primarily a qualitative case study with a quantitative data set to help inform the descriptions of the participants (Creswell, 2003).

The data was collected through a questionnaire which was supported by the interviews that were done with participants of the study. The questionnaire also included 5 open ended questions so that students could write their thoughts without restriction. Additionally teacher diaries were another tool used to obtain data about the efficiency of drama classes. Both the instructions and the questionnaire were given in Turkish in order to prevent comprehension problems and reduce anxiety.

With the help of these instruments, the effectiveness of drama as an alternative teaching technique in ELT on the improvement of self-esteem and motivation was examined.

#### 3.3. Participants & Setting

The participants who took part in the study were English preparatory students at Hasan Kalyoncu University, Gaziantep, Turkey. Of all the classrooms 100 preparatory students at elementary and pre-intermediate levels were chosen for this study. Their ages ranged from 18-20. The participants were selected by random sampling of all the

students. They had studied 24 hours of English per week for a period of 8 weeks, at the time of study. The researcher selected creative activities that could foster their self-esteem and willingness to learn English. In order to prevent differences in terms of lecturers, the students that took part in the study were chosen from the teacher's own classes.

### **3.4. Data Collection Tools**

The data was collected from 100 prep school students. It was collected by a questionnaire (adapted from Ho, C. 2007) semi- structured face to face interviews and teacher diaries.

#### **3.4.1. Questionnaire**

The first part of the data collection was questionnaires that were answered by 100 students at the end of the first level. The questionnaire was adapted from an M.A. Thesis by Chun-yun Ho from The Universtiy of Hong Kong. It contains 20 five-point-scale questions, and five open-ended questions. The frequency (f), the percentages and the means of each subscale obtained from the questionnaire were calculated based on five-point Likert scale and five open-ended questions were asked and analyzed. Students were asked about their feelings towards the drama course, how effective they used and learned English through drama, and whether the course could help them build up their confidence and creativity. Students were also asked for suggestions for improvement and to give comments on the course in general. All the questionnaires were completed anonymously (see Appendix 1).

#### **3.4.2. Teacher's Diary**

The second part of the data was gathered through a researcher diary which was kept by the teacher and this diary had some questions that directed the teacher to evaluate the ongoing drama classes and students' reflections. The questions were:

- 1- Which activities work best with the students?
- 2- Which activities are problematic?



- 3- How was the participation of the students?
- 4- What did the students like or dislike? (see Appendix 2).

### **3.4.3. Student Interviews**

The third part of the study consisted of interviews with the students at the end of the eighth week that they took drama classes. Face-to-face interviews were conducted to explore the learners' perceptions of drama courses in learning English.

The questions of the interview:

1. Out of all the activities you did at elementary and pre-intermediate levels, which was the most helpful to you with learning English?
2. Out of all the activities you did elementary and pre-intermediate levels, which was the least helpful to you with learning English?
3. Do you think the drama program was helpful in improving your English speaking skills? Yes/No
4. If you feel the drama program was helpful, how did it help you?
5. How comfortable are you with participating in the drama activities?
6. How do you feel about the class atmosphere during these lessons?
7. Did the use of drama affect your feelings/ attitudes towards English lessons?
8. How seriously did you take the drama activities? Why?
9. Would you want to participate in another drama program in the future? Yes/No
10. Is there anything else you'd like to say about the drama program and your experience?

### **3.5. Drama Course Procedures**

The drama course was conducted in 2013-2014 academic year. This course lasted for 8 weeks. The students took 2 hours of drama classes each week during those 8 weeks.

The procedure for the study was as follows:

- The participants were exposed to the drama-based instructional program. The researcher recorded her observations after each drama session.

- The post survey was administered to the participants reporting their motivation, anxiety and confidence about learning and using English at the conclusion of the drama based instructional program
- Interviews were conducted with 100 participants at conclusion of the drama-based instructional program.

A drama lesson programme was designed for all classes. Drama curriculum consisted of a variety of drama games and activities, including warm-ups, movement exercises, pantomime, improvisation, role-play, storytelling, story dramatization and process drama. Emphasis was placed on activities that required students to cooperate with each other in order to develop team working skills, required oral communication, and that would be appealing and motivating to the students. The curriculum was developed using resources from a variety of sources from a variety of online websites and Maley and Duff (2005). Classes were conducted in English. The skills which aimed to be developed, the materials used, allocated time for the activities, grouping of the students were described in the lesson plans (see Appendix 3).

### **3.6. Data Collection Procedures**

At Hasan Kalyoncu University preparation school there are four modules. These modules represent the levels of English. Students had drama lessons for two hours a week for 8 weeks in elementary level and for 7 weeks in pre-intermediate level. The drama teacher prepared different lesson plans for each level beforehand regarding the objectives. The last week of each module was for final projects. There were no further drama activities related to the programme. After each week, the researcher kept diaries. Lastly, when the teaching periods ended, the students were interviewed individually in order to see their attitudes and reflections on drama lessons and if it had any effect on their motivation towards learning English.

*Qualitative data* There were three sets of qualitative data: the drama curriculum and the researcher's reflective notes on teaching it; noting perceived levels of the participants' motivation, anxiety and confidence; the open-ended questions that were the second part of questionnaire. There were also interviews with students asking them

what they thought of the drama program and how it affected them. Interviews were conducted in Turkish.

*Quantitative data* The quantitative portion was a Likert scale survey administered to the participants asking them about their motivations, anxiety, and confidence speaking English. Questions were adapted from Ho, C. 2007. The Likert survey was not pilot tested prior to the research. The questionnaires were administered after the 8 weeks of the drama program. They were translated into the students' first language, Turkish.

A quantitative survey was used instead of a simple qualitative procedure for the following three reasons. Firstly the survey could establish a baseline to investigate the attitudes, motivation and anxieties of students whilst they were learning English. Secondly it was anticipated that quantitative data would confirm the qualitative data findings. Lastly the survey findings would mitigate against the effect of the researcher on participants responses that could occur whilst conducting the interviews. As the interviews were coded and the names of participants were not included on them, this conferred a degree of anonymity which was absent when face to face interviews were conducted.

### **3.7. Data Analysis**

The qualitative data from the curriculum, the reflections on teaching, and interviews were transcribed, organized, given to support the statistical results. Scores from the surveys were analyzed using SPSS software. The quantitative analysis was then compared to the qualitative analysis to further enhance the description of the participants. Following this line, the qualitative and quantitative data was integrated in the final interpretation of the data.

## CHAPTER 4

### 4. DATA ANALYSIS AND FINDINGS

#### 4.1. Introduction

This chapter aims to present the findings obtained from the data collection tools in the study. First, the analysis of the questionnaires is provided to evaluate to what degree drama lessons affected students' motivation in language learning and whether it increased students' self-confidence or not while using the language. Next, the teacher's diary was analyzed to see how effective were the classes in reaching the stated goals, and finally, the student interviews were analyzed to provide more clear data about students reflections obtained through the level they took drama classes.

**Table 6. Summary of the questionnaire results**

<b>All participants (N = 100)</b>							
<b>ITEMS</b>	<b>FREQUENCIES</b>					<b>Mean</b>	
	<b>SD</b>	<b>D</b>	<b>N</b>	<b>A</b>	<b>SA</b>	<b>M</b>	<b>SD</b>
1. The drama course motivated me to learn English.	8	6	11	34	41	3.94	1.221
2. The course helps me to learn English in an entertaining way.	3	5	10	35	47	4.18	1.009
3. I find it easier to speak English to classmates in drama classes.	7	4	22	32	35	3.84	1.161
4. I enjoy learning English through drama.	4	5	13	35	42	4.07	1.062
5. I have more chances to speak English than usual in class by doing drama.	1	16	14	31	35	3.86	1.118
6. I am more confident in speaking English after I take drama classes.	3	12	12	39	34	3.89	1.100
7. I learned how to create a play and it helps me to improve my English	1	8	15	34	42	4.08	.992
8. I find it easier to use English in drama classes.	1	13	8	44	34	3.97	1.020
9. The drama activity makes me more motivated to use English than in a normal class.	2	4	16	39	38	4.08	.944
10. I enjoy working more with my colleagues in drama classes.	2	5	4	44	45	4.25	.903
11. I know the criteria of performing a good drama and this motivates me to learn more.	1	8	10	50	31	4.02	.910

12. I can use appropriate tone, voice and body language in drama confidently.	2	7	17	31	42	4.05	1.034
13. I learnt how to use my voice and tone in drama to express my feelings easily.	1	6	8	41	42	4.19	.904
14. I believe I can understand a drama script in English better after taking the course.	1	6	18	33	42	4.09	.965
15. I can unreservedly express my imaginative ideas through drama.	1	6	14	31	48	4.19	.961
16. After starting drama classes, I find it easier working with my classmates.	3	7	8	37	45	4.14	1.035
17. My drama classmates help me when I do not know how to express myself.	10	4	9	40	37	3.90	1.235
18. Through cooperating with others, I can plan, organize and present the drama better.	1	5	8	40	46	4.25	.880
19. I can understand the instructions and guidelines in English in drama classes.	5	7	23	32	33	3.81	1.125
20. I want to have more drama activities in the future.	9	4	17	23	47	3.95	1.274

Table 6 provides the overall mean scores for the all participants (n=100). The responses of 100 target students were analyzed by means of SPSS. Each item was rated on a 5 point Likert Scale allowing for a score ranging from 1 to 5. If the figure is 3 to 4, it is considered to represent a positive stance in comparison to a score of 2 representing a more negative position. Table 6 shows that the general perception towards drama among 100 participants in this study ranges from high (M=4.25) to moderate (3.81). As for the total percentage of two positive answers, agree and strongly agree, it ranges from high (89%) to moderate (65%).

#### 4.2. Perceptions of students towards drama in language classroom

From the feedback given by the students through the questionnaires, it was found that most of the students gave positive comments and feedback about the drama

course. Most of them enjoyed taking drama classes and they could improve their English with the help of the course. They can be categorized into a few areas, including motivation for language learning, opportunities for language learning, opportunities for collaboration, development of confidence, and future plans. The responses were analyzed according to overall mean scores, so that the results could be seen more clearly. Besides, the open-ended questions gave more detailed responses from the students on different areas and students' feedback was stated according to these separate areas. In this section the results were sorted into 5 different categories, and the questions were grouped accordingly, so as to analyze each subcategory in detail.

#### 4.2.1. Motivation for language learning

Questions 1, 2, 4, 9 and 11 of the questionnaire asked students if drama is an appealing tool for them to learn English. Table 6 summarizes the results obtained from the questionnaires.

**Table 7. Motivation for language learning**

ITEMS	Mean	Std. Dev.
1. The drama course motivated me to learn English.	3.94	1.221
2. The course helps me to learn English in an entertaining way.	4.18	1.009
4. I enjoy learning English through drama.	4.07	1.062
9. Drama makes me more motivated to use English than in class.	4.08	.944
11. I know the criteria of performing a drama and this motivates me.	4.02	.910
<b>Grand Total Mean Score</b>	4.058	

75% of the students found the course motivating and 82% of them showed that the course was fun and interesting as shown in Table 6. They enjoyed learning English through drama. The lessons were appealing and not boring as they could actively participate in a variety of activities, being part of the learning process. Students also stated their opinions by answering 5 open-ended questions at the end of the questionnaire. Their answers supported the statistical results of the study. When they

were asked what they liked and disliked about the drama course the most, many of the students answered games and activities and the course's being entertaining and motivating.

"I liked all the activities we did. Especially moving around all the time during the activities because this affects me positively and I had fun. There is nothing that I didn't like about the course. If we had drama class every day, I would attend it without complaining."

"It's a recreative lesson. I think normal English classes should be like drama class. There is a cosy classroom atmosphere. Also the activities are funny and delightfully amusing and the English that is taught is understandable. As we did more entertaining stuff differently from normal English lessons, I benefited a lot from drama classes."

"I liked planning a performance and acting it out. Having drama classes made learning English more fun. I had a chance to do more practice rather than theory. We can be given more opportunities to practice English by having more drama classes."

On the other hand, the mean score for a question within the group is below the average mean score. The mean score for the first question ( $M= 3.94$ ) is relatively lower than the grand total mean score ( $M= 4.058$ ). Looking at the Table 1 (summary of the results), it can be seen that 14 students disagreed with this statement and 11 students were neutral. This can be explained by several reasons. First of all the statement asks if drama motivated them to learn English. Students enjoyed the drama lesson itself and using English in the drama lesson. However it might not have changed their opinion about learning English totally. 3 students wrote that they had fun in drama lessons, but they didn't believe that drama improved their English as in other lessons. In addition some of the students' had negative attitudes towards the lesson itself. These students wrote in their comments that they didn't have any talent for acting. Also they had a fear of being laughed at by the other students.

"Sometimes when we were doing the activities, my friends made fun of us."

"Because of the undesirable attitudes of some students and behaviour in the classroom, I didn't enjoy some parts of the lesson. Also, I think no one wants to do the activities when they are laughed at."

"Sometimes the activities are really childish. I don't believe that these are appropriate for our age."

"I don't want to perform because I don't have a talent for this. It's not something for me."

As it was put forward by Wessels, "Drama demands enthusiasm- not only for the lesson, but also for the students" (Wessels, 1987 p.15).

#### 4.2.2. Opportunities for language learning

Questions 3, 5, 7, 8,14 and 19 of the questionnaire attempted to find out whether drama could benefit students' language development, such as providing opportunities for students to use the language. Table 8 summarizes the results obtained from the questionnaires.

**Table 8. Opportunities for language learning**

ITEMS	Mean	Std. Dev.
3. I find it easier to speak English to classmates in drama classes.	3.84	1.161
5. I have more chances to speak English in class by doing drama.	3.86	1.118
7. I learned how to create a play and it helps me to improve my English.	4.08	.992
8. I find it easier to use English in drama classes.	3.97	1.020
14. I can understand a drama script in English better after the course.	4.09	.965
19. I can understand the instructions and guidelines in English in drama classes.	3.81	1.125
<b>Grand Total Mean Score</b>	<b>3.94</b>	



As could be seen in Table 8 the drama course could provide opportunities for them to use and learn the language. The findings of this study shows that 66% of students found the course provided them with more chances to speak English through doing drama (see Table 6). The statistical results are also supported by their answers given to open-ended questions. When they were asked why they liked drama lessons, they stated that they didn't learn grammar itself and it was more like using daily life language for communication. 78% of the students answered that they found it easier to use English (see Table 6). In their answers for open-ended questions some students wrote that drama lessons were helpful for them to speak daily English fluently. They took a more active role in drama lessons and they had more chances to speak as well. They pointed out that there were a few reasons that they could use more English. First of all, as the teacher gave them more opportunities to speak. In addition, they had more chances to work in groups and that allowed them to take a more active role in learning. Last but not least, the activities provided a rich context and they could remember what to say in various situations easily, even after the lesson.

"There are a lot of things that I like about drama classes; speaking English during the games and activities and the music played in the background in some activities as these were all motivating reasons to learn English. It changed the way I see English."

"I learned effective speaking skills and using intonation. I learned why pronouncing the words correctly are important besides how to use stress in sentences."

"I have seen that I can speak English. I am more comfortable while speaking English now."

"I learned lots of things like expressing myself easily in English, improvisation and using English spontaneously."

"We have transferred the things we have learned as language is a living being, it should be practical all the time."

"It helped me a lot as we were also having fun. There were always games, visual elements, and many kinds of activities. English is not boring in this way knowing that we are doing something different while learning."

However when compared with other sections, the scores in this part show a slight difference. Grand total mean score for this section is (M=3.94). Total mean scores for the questions 3 (M=3.84), 5 (M=3.86) and 19 (M=3.81) are lower than the average. As shown in Table 6 that 22 students neither agreed nor disagreed with the statement 3 while 11 students disagreed. This indicated that they didn't find speaking English easier with their classmates in drama classes. This can be explained as students took drama classes at elementary level and their level of English was not good enough to claim that they could really speak English easily. When they were asked this question, they might have the misconception that they could speak English smoothly without having any problems. Furthermore, for the statement 5, while 16 students disagreed, 14 students were neutral about it. The first reason why some students provided this answer was due to the fact that there were a few stronger students in the classes who took part in most of the activities. Those students who had a leadership spirit would tend to take part in every group activity voluntarily and enjoyed taking a greater role than their classmates in group activities. Another reason is that they only had 2 hours of drama classes per week compared with 22 hours of normal English classes.

In this respect, it is natural that some might think they did not have the opportunity to speak English more than they usually did in the other classes. Lastly for statement 19, 'I can understand the instructions and guidelines in English in drama classes', 23 students were neutral and 12 students disagreed. Similarly having just started learning English at elementary level, some students found it comparatively hard to understand all the instructions in English. They had different kinds of activities in the drama lessons and instructions could be understood by modeling most of the time. In general, students had opportunities for language learning by doing drama, but some expected more from drama in terms of improving their English pronunciation and speaking English fluently. For example a student stated that he/she would like to do more activities during drama classes for example writing a play script in English and then perform it thoroughly. Correspondingly, by analyzing the open-ended questions, it

is seen that 5 students reflected that they did not like the drama classes as they didn't learn English like in normal English classes. They said that they would like to learn English grammar and other skills, in drama lessons.

"Sometimes I find the lesson unnecessary. I think we spend time in vain. I don't think that it is totally useful for learning English."

"Drama doesn't make a great difference in learning English."

"It doesn't help me to learn English because they don't teach us grammar rules."

It can be concluded from their answers that some students did not understand that using the language is also a part of the learning. Another reason can be that, students did not get any extra marks for their performances and anything they performed in the lesson did not affect their total course marks. Therefore, it seems that some students underestimated its importance as a helpful tool to improve their English.

#### 4.2.3. Collaboration

Questions 10, 16, 17 and 18 of the questionnaire asked students if they liked working with others and this helped them to learn from each other. Table 9 summarizes the results obtained from the questionnaires.

**Table 9. Collaboration**

ITEMS	Mean	Std. Dev.
10. I enjoy working more with my colleagues in drama classes.	4.25	.903
16. After drama classes, I find it easier working with my classmates.	4.14	1.035
17. My drama classmates help me about expressing myself.	3.90	1.235
18. Cooperating with others, I can plan and present the drama better.	4.25	.880
<b>Grand Total Mean Score</b>	<b>4.13</b>	

Most of the students gave positive feedback to all questions related to working with peers. Also, the findings reflected that the students appreciated the fact that they could cooperate with others. Around 90% of the students enjoyed working with their classmates (See Table 6). This section is where the highest scores were gotten. The mean score for questions 10 and 18 (M=4.25) shows that through cooperation, they could plan, organize and present their drama product better. They could also help each other to express themselves in the target language as stated by their answers in the questionnaire.

"I can speak English at ease with my friends. Maybe, the best thing I liked about the lesson was learning English working in groups. We had a really good atmosphere in drama classes."

"I built close friendships with the people I had just met. We had a lot of fun while learning English."

"I had more enthusiasm to learn English because having fun with my friends helps me more to learn English easier. Every week I was counting the days until we had drama classes."

"I learnt collaboration, sharing and friendship. I had intimate friendships."

Notwithstanding the high average mean score (M=4.13) for this section, the mean score of statement 17 (M=3.90) is lower than the average. The statement asked if their classmates helped them to express themselves when they could not and 14 students disagreed with this statement, while 9 others were undecided. Although most of the students worked efficiently with their group members and did not have any problems, some students were observed during the group work, not helping the others but working individually. This may be explained by characteristic differences of students and not being aware of team spirit and sharing. A few students commented similarly by saying:

"Everyone doesn't try their best and go above and beyond the drama lesson. They don't help us sometimes. Sometimes our success as a group was affected because of not helping each other."

"Some of my friends didn't take the activities serious, and they didn't want to attend the group work. I don't like their incoherent and selfish manners."

#### 4.2.4. Development of Confidence

Questions 6, 12, 13 and 15 of the questionnaire asked the students if drama improved their self-confidence. Table 10 summarizes the results obtained from the questionnaires.

**Table 10. Development of confidence**

ITEMS	Mean	Std. Dev.
6. I am more confident in speaking English after I take drama classes.	3.89	1.100
12. I can use appropriate tone, voice and body language in drama confidently.	4.05	1.034
13. I learnt how to use my voice in drama to express my feelings easily.	4.19	.904
15. I can unreservedly express my imaginative ideas through creating drama.	4.19	.961
<b>Grand Total Mean Score</b>	4.08	–

For these section students answers were positive in general about how effective drama was to build up their self confidence. Grand total mean score (M=4.08) shows that the course helped the students to improve their confidence in expressing themselves, speaking English and using their body language and tone of voice appropriately while expressing themselves. That could be explained easily as they had more chance to collaborate with others and they had less anxiety during the lessons to speak English with each other. The mean scores for statements 13 and 15 (M=4.19) are relatively high. The activities that were conducted in the activities related to the use of mimics and body language also helped students to improve their self-confidence. Every week they had to come in front of the class, where was called the stage, and perform

something different knowing that the other students were watching them. During the first weeks they were hesitant to do the activities. Some students were shy and did not want to participate in the activities. However, as weeks went by, the improvement in students could clearly be seen. After some time they got used to the idea of drama and they acted confidently. They came up with more creative ideas and they laughed together rather than laughing at each other. In their responses to the open-ended questions, the students commented in the same way with the statistical results.

"There were countless benefits of drama class for me. We moved around comfortably. We had to use our body language to express ourselves. We were active during the lesson and we had self-confidence after taking part in all those activities."

"We were free. There were no rules restricting us and we could express ourselves as we wanted without having the fear of making mistakes."

"Drama relaxed us after a very busy programme."

"I learnt how to be self-reliant. I overcame the fear of speaking English."

"Before I thought that I couldn't speak English reflecting my feelings, but with the help of drama I saw that I could speak English. The most effective part of drama was that. I can express myself unreservedly now."

"Expressing my opinions freely and performing in a relaxed manner are the things I have gained after drama."

"Drama classes encouraged us to behave comfortably in front of a crowd. As we were in a stress-free environment, we could speak English with ease. What I have learned through the drama course is "self-confidence, trust and courage."

Differently the mean score for statement 6 (M=3.89) is lower on a small scale than total average mean score (M=4.08) of this section. When the summary of the percentages are analyzed, 12 students were neutral about the statement and 15 students were negative (see Table 6). As explained above, this may be because their level was not high enough to express themselves in English easily. For example, when a student was interviewed, he said he did not attend the drama classes regularly, because of his level of English and he thought that drama was hard when he could not speak English. Also he added that if he attended, maybe it could have been useful. If this study was conducted for intermediate and upper-intermediate level of students, the results might have been different.

#### 4.2.5. Future Plan

Question 20 of the questionnaire asked the students if they would like to have more drama activities in the future. Table 11 shows the results obtained from the questionnaires.

**Table 11. Future plan**

	<b>Mean</b>	<b>Std. Dev.</b>
20. I want to have more drama activities in the future.	3.95	1.274

As shown in the Table 6, 70% of the students were positive about taking drama classes which was also reflected by the mean score (M=3.95) in Table 11 which is a strong evidence of students' desire to have more drama in the future. Similarly, the students' answers for open-ended questions supported this result. When they were asked about what things they disliked about the course, some students answered as its being only 2 hours in a week. They also stated that they would like to have drama classes not only for two terms but all the four terms including intermediate and upper-intermediate. A student wrote that he/she thinks drama is really necessary in learning English. Some examples from students' comments are given below:

"The only negative point about drama lesson is that we have 2 hours a week. At least there should be 4 hours."

"I think all prep-classes should take drama classes every year."

"At the beginning of the term, we were prejudiced against drama as we found the activities unhelpful and childish, but now I can see what all these were for and we benefited from this lesson a lot. I would like to go on taking drama classes in next terms and I can learn more about how to express myself better in English also using mimics and body language."

"The time passes quickly in drama lessons. I think this is because we do the activities willingly. I love drama. I would like to thank you for this."

#### **4.3. Analysis of Student Interviews**

In relating the overall mean score for the entire group to students' responses to the questions asked during interviews, students expressed similar reasons for their positive attitudes towards learning English through drama. As for the effect of drama on motivation in language learning, it can be concluded from the answers of 9 of 10 interviewees that they enjoyed the activities in drama classes. S5 made it more specific by giving an example from the activities. Rather than giving names for the activities, they explained the benefits of the activities for them. Particularly they mentioned about the activities helping them to speak English more comfortably and actively.

"Once we were in the class, we played.....let's call it a 'game'. It was like.... without having any written script, we tried to speak. We acted like we were in the stone age and discovered "the fire", then "paper" and then "English!". Actually, in reality, people discovered "the fire" and "paper" but communicating! This activity made me think creatively and in a different way. My friends were looking forward to Tuesdays for drama... They also say: 'Drama is very useful' ...When I asked how does drama help, they answer as it affected their speaking skills positively" (Student 5)



"The theater performances helped me a lot. Every week we did something different. We tried to speak daily English. OK, we couldn't speak English very well, but we pushed ourselves to make it perfect." (Student 3)

"We couldn't express ourselves comfortably enough in other classes, but drama class had a different atmosphere. We did different activities and these made us feel comfortable." (Student 4)

In the first place, what motivated students to speak and use English during the Drama classes was the classroom atmosphere. Secondly students underlined the effectiveness of the activities in the lesson. Almost all the students used the word 'fun' when they were talking about the activities. When they had a good time while conducting activities with their classmates, their motivation for learning English increased.

When it comes to the effects of drama in providing opportunities for language learning, all the interviewees except for 1 agreed upon its having positive effect on their attitudes towards learning English. This student commented on the question by saying he could not benefit from drama lessons, instead he said that he could learn better in writing classes.

"Some activities were not helpful for learning English. For example, in writing classes, I wrote paragraphs and learned some sentences to be used in daily speech, but the activities in drama weren't as useful as the writing tasks for daily speech." (Student 10)

Whereas 9 students commented positively what were in the same direction with the statistical findings of this study. When they were asked what was the most useful activity for them a student answered as below:

"I can't differentiate among the activities but in general drama activities made English easier as speak and understand... The activities were carried out like a game and this was a great way to learn English for us. I think drama has shown that English can be more fun. It had a positive effect on the way I perceive English." (Student 4)

"I studied English in primary school and high school. In fact nothing is similar to Drama Classes. Teachers taught the same units, random stuff. Drama Classes have shown us how useful and important English can be." (Student 2)

"At the beginning, I did not care. I thought it was a class that was for us to sleep. After the performances we carried out, we asked questions to friends, and also after speaking English and doing all those activities etc., we realized that these classes improved our English a lot, so that I began to be more interested in the class. I believe everyone thinks the same." (Student 3)

On the other hand, as an answer to the question 'What was the least useful activity for you?' 2 of the participants said they did not enjoy the drawing activities stating that could not see a connection between English and drawing. As stated in teacher diaries some students complained about drawing activities during the classes. They did not want to draw anything as they found this activity childish. However, they did not think see its instrumental gains that it was a preparatory activity to make them feel relaxed by letting them express their inner side with drawing. Following these activities, students worked on pantomiming and building up dialogues. Also, S3 said he did not enjoy working on mimics and facial expressions. In every activity students wanted to use English and some students considered the activities that they did not use English, but worked on drama skills like mimics and gestures, posture and pantomiming as unnecessary. It can be said that it was natural for some students not to see how relatively useful these kinds of activities were to make them act and use English confidently. The other 6 students stated that they found all the activities useful for improving their language learning skills.

In addition for the statements that emphasizes working together, learning from each other, a higher total mean score (M=4.13) was obtained. As a result of the study it was seen that students enjoyed the activities that they planned, organized and performed together with their peers. They also underlined the fact that they learned better this way as it can be seen from their answers.

"At first, we were shy and we didn't know each other well, but later the activities and games made us closer to each other. We had to come together and create

something. There were great ideas generated by my friends even if we could not translate them correctly in English, we helped each other and came up with alternatives. The atmosphere was very entertaining for me when we worked together. For example, we played a marriage with one of my friends who was a bit fat and, we danced madly. I was the groom and he was the bride in the game. I would never play such a game normally. We laughed a lot that day and I tell this funny story to all the people I meet." (Student 6)

"Drama class was warm. Everyone was doing their own activities differently and when they were performing, all of us had fun besides learning from each other. We learned how to create new ideas, how to be creative and how to reply somebody in a conversation comfortably by playing games and preparing activities all together." (Student 1)

"Especially I liked the activities that we worked on together with my friends and the ones that we had a chance to get prepared earlier and then performed." (Student 7)

"Well... thanks to drama classes my perspective towards people has changed positively. I express myself well and my relationships with other people improved. By the way, during the lessons, I spoke English with people that I just met. I saw that alongside my mother tongue, I can communicate well with people in a foreign language." (Student 5)

When the students were asked which activities they liked most, all 10 students answered that they enjoyed the activities where they worked in groups, which confirms what *Bowell and Heap (2001)* wrote that the some of the advantages of drama includes encouraging social interaction and peer-learning activities. They also answered some questions as they shared their English knowledge, so they improved themselves by interacting and learning from each other. None of the interviewees replied to the questions about collaboration negatively. Apparently drama helps students to communicate with others easily and students can benefit from it. Drama not only to helps the students learn English better, but makes them gain the necessary skills to be

used in language learning and their social life. They said that these skills were reflected in their real life.

For the fourth section about the effects of drama classes in improving students' self-confidence, 9 of 10 interviewees answered positively to the questions. Total mean score for this section was quite high ( $M=4.08$ ). As shown by some of the examples taken from the interviews, students gained self-confidence by doing activities although they were apprehensive about performing in front of others during the first weeks; they became more confident in the following weeks.

"In drama classes, all the activities were useful for me and the activity that we enjoyed the most was when we asked different questions to the person sitting in the middle of the circle. We had great fun and practiced English. Beside the activities, Drama classes made me more confident and relaxed in front of other people. Now, I feel that I can express myself easier. My way of thinking has changed after I took Drama Classes..." (Student 1)

"We wrote small scripts to act out, and this improved my writing skill and speaking skill. I was a withdrawn person, but now I am more social because these activities urged me to speak in English in front of my friends. That is why I want to take more drama classes. I would really want to take these classes if there was an option to be taught in intermediate and upper." (Student 2)

"Yes; actually, the classes helped me to a great degree. How can I say? In the activities, we tried to say what we thought at that time. We succeeded even when it was true or false. In fact, we started to control our excitement about speaking English. For my part they helped me to gain self-confidence. As a result I also started to become more interested in English after I saw that I could speak in English." (Student 6)

All these examples and the statistical analysis of the questionnaire showed that drama lessons helped students in the areas that were studied. These areas are all related to each other and students' responses to the interview questions supported the findings. Students thought that drama lessons helped them to improve their English especially in speaking skill. Furthermore students said that they were more motivated to study and

learn English as they could see that it was not as hard as they thought when they went out of the classroom and practiced their knowledge with others in a relaxing environment. They had a chance to use the language they learned in the classroom and they realized that it was not impossible for them to speak English. These are all interrelated areas. The last question during the interview, when they were asked whether they would like to have more drama classes in the future, they answered positively supporting the statistical result of the last item on the questionnaire which showed 70% of the students said they would want to take these classes for the next levels. Below are some examples from the interviewees' answers.

"We were learning English by trying. I wish I had Drama in the next level as well. It was fun. I couldn't say it made my English perfect, but it affected me positively in many ways." (Student 6)

"I think Drama class is a class which pushes students to speak English. There should be drama classes in all prep schools and universities..." (Student 4)

"We wrote stories, and this improved my writing skill and speaking skill. I was a withdrawn person before, but now I am more social. That is why I want Drama Classes. I would really want these classes if there was an option to be taught in intermediate and upper." (Student 7)

"Definitely! I would not lose the chance." (Student 2)

"Yes, I wish every university had these classes. Students leave their troubles in the class. I am really looking for the drama lesson in intermediate level." (Student 10)

#### **4.4. Analysis of Teacher Diary**

This year prep school at Hasan Kalyoncu University has started Drama classes as part of the curriculum. Integrating two hours of drama classes to the weekly programme was decided. Below are the comments from the teacher on the process.

Before starting to apply drama in prep school, we took into consideration our students' complaints about the total number of English classes and we wanted to provide an alternative for them, so that they could have something different and could enjoy themselves while learning and as a result increase their motivation towards learning

English. I had some questions in my mind before the study for example what if students do not enjoy doing the activities and they find them immature. Can drama suddenly make students interested in learning English and how does teaching of drama impact on students' motivation and attitudes to English classes? Surely drama can't be the only tool to solve the entire problem. However I felt the need to look into this subject closely to understand to what extent drama can help our students. The work we have been doing this year provided some answers to these questions in my mind.

For the first week, students kept on asking questions about the aim of doing all those activities and I answered as first aim was building a stress free environment and then stretching their muscles to make them feel relaxed and to adapt them to the idea of doing drama. Some students criticized and complained about how childish those were. They were unwilling to do them and 3 of them did not join the activities but sat in the corner. I told them just to watch their friends and asserted that if they carry on coming to the classes they would have fun and enjoy it. I asked them to at least try it one time, so they participated in the activities unwillingly. Some others said somehow they enjoyed these activities as they entirely different from what their normal classes and I was asked many questions about the next time they were going to have drama classes. They seemed very excited and even asked what activities they were going to have in the next class often stopping me in the corridor. We had a short conversation with one of the students as below:

Student: How many hours a week do we have drama a week?

Teacher: 2 hours.

Students: Why don't we have more drama classes?

Teacher: You would like to have more? Why is that?

Student: It's fun. I liked it. I laughed a lot today.

However one of the students did not have the same opinion and she said: "What can this drama do about learning English? All we do is to have fun here." I liked her idea, because there were a minority of students who criticized the lesson during the first two hours. They seemed to be shy and they said that they were not children and did not

want to do these types of activities. However during the first week, we mostly used physical activities with very simple instructions in English. As a consequence the students may have assumed that the drama classes were not related to learning and practicing English. Moreover the comment from the student, "All we do is to have fun here" relates to one of the aims, so does this mean that they will not learn anything if they are having fun. Still a majority of the students thought that they were learning as well as having fun. It can be concluded from the comments that students liked the activities, but some of them were hesitant as they were not used to doing these types of activities before. It was a new concept for the students. Even if they found drama useful for the first week or not, their comments showed that they had fun and we could accomplish our goals starting with this positive side of the course.

For the second week we mainly aimed to develop trust in students in the classroom and make them feel relaxed about the idea of drama lesson. The main element of doing drama is feeling confident and relaxed in front of others. We thought that we could achieve this with the help of some activities. We carried out a trust walk activity and asked students how they felt about their partners while they were walking with their eyes closed. Some of them said that they felt afraid and they felt that they were going to fall. They wanted to open their eyes and they had a fear of bumping into others. Later I expressed why we need to trust each other in our lives and in drama class. We had another activity about trust and we aimed to improve the confidence besides building the team work. I did not hear any complaints about the activities this week and students had fun as far as I observed. However I got a few questions about how the course would help their English and I answered as regarding their present level, we could use a little English, but we would start using basic sentence structures starting from the following week. The last activity for the week aimed at developing careful observation and isolating movements. We needed to prepare students for drama for the first two weeks. They needed some basic skills to be competent in acting comfortably in the following days. Although students could not see the rationale behind the activities, they will improve their skills as time goes by. Lastly I can conclude that even the ones who objected doing the activities started to enjoy taking drama classes.

During the third week we worked on feelings. Among our course objectives were, expressing feelings, understanding others' feelings and using mimics and gestures. Students also learned the adjectives on feelings in their English classes. I started the week by revising the adjectives and showed students a video about a girl using her mimics and changing her face for each feeling. Afterwards students wrote 3 different sentences with simple present tense and they said these sentences showed different types of emotional states such as, angry, happy, frustrated, excited etc. Some students were really good at reflecting their feelings even with an irrelevant situation. Some were shy and they couldn't change their facial expression according to the given adjective. Also they performed these in front of all the others and I gave the class a chance to evaluate each other. We asked questions like "Which feeling is he/she is showing off now?", "Can you understand her feelings?" As a result, they gave feedback to each other and in a way we could realize the outcomes for this week. This week students' gratitude for drama lesson was the highest compared to the previous two weeks. They liked the activities and the ones who wanted to learn and use more English in the lesson seemed to be happy about the course. When interpreting the diary of the third week, I can conclude that students felt more comfortable after the third week and they also reflected this during the interviews and open-ended questions. Referring back to third week mostly, they said that they learned how to show their feelings and use their mimics and gestures while communicating with the others.

In week four, I started with a brainstorming activity and eliminated answers from students about the everyday activities. It was in the same direction with the students' weekly English programme. After revising the vocabulary used for everyday activity, I introduced this week's first activity which was also named as 'everyday activities'. Among the outcomes were using mimics and gestures, using imagination and developing pantomime. It was a group work and students used present continuous tense while showing each action to the group. For instance they acted as if they were sweeping the floor but they said something different instead of saying what they were doing at that time i.e. like playing basketball. The next student acted what was told by the previous and said something different. They all acted one by one in a row. Meanwhile they revised all the vocabulary related to the topic. Students also enjoyed this activity and some of them were really creative in finding different movements while



they were acting. For the next step we made it more complicated by doing two actions together and combining two sentences with and or while. Each week I realize that even the shy ones wanted to participate in the activities willingly without asking them to do so. Another important point is that they seemed to be more confident and relaxed. They could laugh together instead of laughing at each other and they asked for others opinions before and after their own performances. Sharing their ideas is another reason for them getting better week by week. The second activity was making an advert. This can be said to be the first activity that they needed to perform as a whole. Amongst the aims there were developing cooperation, developing acting and working as a group. First we formed groups of 4 or 5. Students had large sheets of papers and crayons to prepare a poster to advertise their products. Each of the groups was given a topic. I wanted the topics to be interesting enough to foster their creativity. For example; advertising for, "toilet paper, socks, nappy etc." First some groups asked for a different topic saying that it would be difficult and they said they could not come up with different ideas. I helped them when they were stuck and they could produce very creative advertisements for their products. After they planned how to perform, groups came on the stage and advertised their products. I watched with the rest of the class and students gave feedback to each other about their performances. I can comment that everybody enjoyed this activity and they started to perform well using their English knowledge with the exact words in the fourth week. Also we had no problems about group works. Each student in each group was active and helped their group members as far as I observed. This means that we could manage the outcomes for this week.

The objectives of the fifth week were using mimics and gestures, developing pantomime, using imagination, developing oral fluency, using specific language, using improvisation, developing conversation skills and conveying feelings. We had a warm-up activity and two main activities. The warm up activity was to revise the present continuous tense that they learned during the week. The first main activity was "strangers on a train" for which students formed groups of four and they were given some funny phrases and situation was also given. They acted like they didn't know each other beforehand and they were four strangers who just met. They thought about their roles in the activity for five minutes and they needed to use the sentences in the middle of their speech naturally. Others tried to predict which sentence was actually written on

the paper. Some sentences were "Why do you have blue eyes?", "Do you have to go to the toilet?", "My cat is black and white" etc. They were really creative during the acting. They needed to create a context to use their sentences and it needed to sound natural so that others wouldn't know exactly what the sentence was. Students enjoyed it a lot and they also observed their classmates' performances carefully not to miss anything. It was very successful. As for the second main activity students were grouped into four groups and each of the groups was given a different season. First they painted the seasons as they wished while listening to Vivaldi "Four Seasons". Then I asked students to pantomime the activities related to each season by listening to the symphony for each season. Later I eliminated their thoughts about the activity with this activity; we aimed to help students convey their feelings easily without hesitation. They were more motivated to do these activities than the previous weeks. However the only thing they complained about was the drawing part. Some students didn't find the drawing necessary, but it was the brainstorming part of the activity which also aimed at relaxing the students. Except for this, every activity was carried out smoothly. I think these activities and the outcomes of them are reflected by the students' attitudes towards the drama lesson. They seemed to be more motivated to carry out the given tasks and their fear of negative evaluation by the others seemed to disappear each week. When their reactions and positive comments about the activities were considered, it could be concluded that we have come to a good point in acting out.

The sixth week, we had two different activities for drama and several outcomes were aimed such as seeing the parts of the whole and developing interaction within group members. For the first activity, students were asked to bring their childhood photos reminding their friends or some family members. During the previous weeks, I kept reminding the students not to forget their photos as this was the base of the activity. I also warned them not to show their photos to each other before the lesson. When they brought their photos into the class, I chose one for each student and stuck them on the board. First we made a gallery walk where students looked at the photos and predicted which friend was in the photos. We made a small discussion before the activity. We formed groups choosing five different photos to be acted out. After giving the instructions, I gave students some time to think about what may have happened before and after the photos were taken. Later, students shared their ideas within their groups

and came up with different scenarios. We took the current version of the old family photos. This activity worked well. Students enjoyed sharing their memories and watching them from their friends' point of view. With the help of the activity, I could see that they were collaborating and exchanging ideas with the group members. They also helped each other in English. In order to do their best they always tried to find the best words and interesting situations for their own parts in the activity. The second activity was similar to the first one. It was revising the prepositions which were last week's topic of the in the normal English classes. I chose this activity both to revise it and make a connection with the first activity. Students formed a picture by taking different roles in the picture. Some wanted to be trees and some wanted to be the bench under the tree. They all had roles in the picture. It was a whole class performance and aimed at developing instant acting techniques. Drawing upon what I observed this week, I can comment that even if they all took roles that could be considered amusing in earlier times, they were not shy or hesitant to bark like a dog and meow like a cat or trying to be in the shape of a bench. I concluded that their confidence improved by means of drama activities. They act without thinking now. I could easily say after these six weeks a lot changed about students' manners and motivation towards the drama.

In the seventh week, we had two different types of activities in addition to preparing for the final project. The possible outcomes were like the previous weeks such as improving acting, improvisation, using mimics and gestures, building a scene and using creativity and imagination. This was the last week that students acted out activities. They performed really well in both of the activities. The second activity especially utilized the basic skills they had learnt. The activity 'freeze', was an improvisation game which was a great drama exercise for students. The students were given enough time to create an interesting situation; the performers sitting in the audience part could participate later. They needed to shout, "Freeze!" The actors on stage then stood motionless. Whoever called out "freeze" entered the stage space. He or she took the place of one of the actors, recreating the exact same pose. Most of the students proved that they could achieve the goals of drama lessons by easily performing at ease even for this type of an activity. To conclude, after completing our 7 week programme for drama lessons, I can easily say that both the students' motivation and self-confidence improved to a great degree. The change from the beginning to the end

could be seen clearly. From my observations, I can argue that students benefited a lot from drama activities and they reflected the change into their behaviours.

Lastly during the eighth week students performed their final projects. They made paper masks earlier and formed their own groups. They wrote simple scripts themselves and acted them out. We had very creative plays. Some used their papers in a party concept while others preferred to act out a bank robbery. I felt proud of my students whilst observing their performances.

The data gathered from the teacher diaries provides convincing evidence that drama lessons were effective for most of the learners. Some commented as it helped to boost their confidence as they had to perform activities in front of the others even if they did not know each other very well. Some said that it changed the way they see English and they overcame their fears of speaking English. They were more motivated after they attended drama lessons for a few weeks. They developed a positive point of view towards drama and English. As a result, it can be claimed that the study reached its aims and contributed students' motivation and self-confidence about learning English.

## CHAPTER 5

### 5. CONCLUSION

#### 5.1. Introduction

This chapter consists of the conclusions of the findings obtained from the questionnaires, teacher diary, and student interview. It also expresses limitations of the study and gives suggestions for further research.

#### 5.2. Summary of the Study

The aim of this study was to evaluate if drama classes have an effect on students' motivation and self-confidence in learning English at the Preparatory school of Hasan KALYONCU University. In order to achieve this, an 8-week lesson plan was designed to integrate the drama in English teaching programme in prep classes. The following research questions were asked:

1. Is using drama activities effective for developing students' self confidence and motivation?
2. What are the students' perceptions towards using drama activities?

The participants of the study were 100 elementary level students who were at the preparatory school. In order to find the answers the research questions, questionnaires, teacher diary, and student interviews were used to collect data. At the end of each week the teacher wrote and kept a diary (the teacher diary). At the end of the term students completed a questionnaire which consisted of 20 questions and also 5 open-ended questions. Afterwards the teacher conducted an interview with 10 students. The qualitative and quantitative data were integrated in the final interpretation of the data.

#### 5.3. Conclusions

The results showed that applying drama in English classroom has a significant effect on developing self-confidence of students. This was indicated both by their responses to the interview questions and the results of the questionnaire, their self-confidence increased compared to the beginning of the term. Also, it was possible to observe that in later stages of drama classes they were more enthusiastic to participate

in activities, they were not shy to act in the classroom and were not afraid to make mistakes. They were more self-confident and began to appreciate their friends' performances and the idea of doing drama itself.

The activities in their drama classes were very different compared to their normal English classes. They needed to move around, generate ideas, cooperate with others and actively take part in the activities. During the first week, they were not willing to participate in some of the activities which they found immature. However, drama lessons helped students to change their attitudes positively towards English and doing drama. When the students started to realize that the activities were enjoyable and useful for their English, they began to participate more willingly. As a result, they enjoyed themselves as well as learning by being a part of an active and creative classroom atmosphere.

The data gathered from the questionnaires suggests that there was a significant effect of drama on developing students' motivation in learning English. Students were more enthusiastic about using English. They could use English without hesitation. They spoke English with their classmates while performing and they expressed themselves easily using the words and structures they knew. They could overcome their fear of making mistakes in using English. They were confident and relaxed. They were motivated to learn and use more English in the activities. They also learned from each other by working in groups and they built good relationships with their classmates. This was reflected in their success while performing and they took great advantage of good communication and cooperation.

Lastly the data gathered from student interviews and the teacher diary supported the statistical results of the study in that students were more motivated and enthusiastic to participate in drama activities and learn English. They indicated that the activities were enjoyable and educational for them, as a result they started to enjoy learning English. Their point of view towards learning English changed positively. Also, they could use English easily while acting and they had to take part in activities in a way, so their confidence improved and they started to believe in themselves more.

The questionnaire results showed that for each sub-category, the students gave high percentages. As for the questions regarding "motivation" 78.4 % students in total answered positively while the grand total mean score for this section was 4.058 which is

high, and we can conclude that students benefited from drama lessons as they were motivating and enjoyable. Secondly for the category "opportunities for language learning" 71.1 % of total students agreed with the statements asking if drama helped them to learn English. For this part the total mean score was 3.94, it shows that the drama lessons were successful and helped students learn English. When the category "collaboration" was analyzed, it can be seen that students enjoyed cooperating with each other and 83.5 % of the students in total agreed with the statements about this sub-category. In relation to the total mean score 4.13 for this category, it can be suggested that drama lessons provided students with more chances to work in groups and develop strong bonds with each other, which students took advantage of. Lastly, when it comes to discussing the effects of drama on students' self-confidence 77% of the students in total replied positively to the questions with the mean score 4.08. In addition, the answers obtained from student interviews and teacher diary indicated that drama was very influential on developing students' self-confidence and motivation in learning English.

#### **5.4. Implications**

This study explained what drama, motivation and self-confidence were and how they were used to make use of learning English effectively. It focused on whether drama had a significant effect on the enhancement of self-confidence and motivation of participants. The study took eight weeks to conduct and it was identified that no previous research had been done before in terms of investigating the relationship between drama, self-confidence and motivation in English language learning at prep school at university level.

The results of the study indicated that students who had low motivation in learning English could be supported by drama as Neal (2012) states DIEFL (drama instruction in English as a foreign language) is well suited for the mixed-ability classroom. It allows flexibility in a learner-centered environment that could not be achieved with traditional methods. The students were more motivated as they had a free space to move around and they were in the centre of learning. Research on Efficiency and Effectiveness of Drama Techniques in the English Classroom by Conejeros &

Fernández (2009) supports the view that drama can be used to increase the motivation of students in language classroom. According to them students are more motivated and learn in a realistic communicative environment as a drama classroom offers plenty of opportunities to use language meaningfully (FINCHPARK, 5. 5. 2014, <http://www.finchpark.com/>).

Another result obtained from the study showed that drama helped students who had a low self-confidence. If drama is applied effectively in English language classrooms, it can help students to improve their confidence both in their social relationships and in learning English. Similarly Zyoud (n.d.) stated "Drama in the English language classroom is ultimately indispensable because it gives learners the chance to use their own personalities. It draws upon students' natural abilities to imitate and express themselves, and if well-handled should arouse interest and imagination" (p.9). Drama is a powerful technique to be integrated into language classroom, as it is helpful for some other skills alongside acting and practicing English. The results of this study appear to validate this view in that students enjoyed collaborating with each other and they claimed that their attitudes towards English have changed remarkably. Likewise, Ashton-Hay (2005) puts forward that drama is an appealing teaching strategy which promotes cooperation, collaboration, self-control, goal-oriented learning as well as emotional intelligence skills.

On logical grounds, there is no compelling reason to argue if drama can be helpful to use in English language classroom. The data yielded by this study provides convincing evidence that instructors can use drama to foster learning English and some other skills as a motivating tool.

The results of this research showed that using drama as an alternative tool in teaching English had a crucial impact on the students' self-confidence and motivation in learning foreign language.

## **5.5. Limitations**

As to limitations to this study it was based on a sample of 100 prep school students out of 220. There were 10 Elementary classes in our university and 1 pre-intermediate class. Although the sample size in this research was enough to understand the effects of the drama on students' motivation and self-esteem in language learning, a



larger numbers of samples may give the researcher more reliable results. Also there were 3 teachers conducting drama classes including myself. I had the chance to carry out this study for my classes. However there may be some other variables among the way each teacher conducts drama classes. Therefore, the results may not be used to make generalization for all the classes. One other important point is that there may be some factors affecting the results concerning exhibition, inhibition, lack of motivation. These could be eliminated with the help of different kind of activities.

Another limitation of the study was the differences between high and low achievers' motivation towards English and drama classes.

Lastly, all the lesson plans for drama classes are prepared by me. As I am not a professional in this field, there may be some missing parts in my lesson plans and organization of the activities.

#### **5.6. Suggestions for Further Studies**

This study was carried out for Elementary level of students, just for one term. However this time was not long enough to investigate the effectiveness of using drama techniques in ELT. For further research, the time of the study should be prolonged.

Another suggestion is that researchers can conduct similar research for higher levels of students. As this study was conducted with Elementary level of students, their level of English was quite low to apply some of the activities effectively.

Lastly, further research can be done by conducting a motivation scale with all the students before the study to see the differences between the students, and their earlier perceptions about English lessons.

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## 7. APPENDICES

### 7.1. APPENDIX 1: QUESTIONNAIRE

#### Questionnaire

Dear students,

The drama course has been running for a term. You are invited to give some feedback towards the course. Please complete the questionnaire below, by putting a (x) in the appropriate boxes. “5” represents you strongly agree with the sentence while “1” represents you strongly disagree with the sentence. The last five questions are open-ended questions and please feel free to give your comments.

Thank you very much.

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)
1. The drama course motivated me to learn English.					
2. The course helps me to learn English in an entertaining way.					
3. I find it easier to speak English to classmates in drama classes.					
4. I enjoy learning English through drama.					
5. I have more chances to speak English than usual in class by doing drama.					
6. I am more confident in speaking in English after I take drama classes.					
7. I learnt how to create a drama and that helps me to improve my English.					
8. I find it easier to use English in drama classes.					
9. The drama activity makes me more motivated to use English than in a normal class.					
10. I enjoy working more with my colleagues in drama classes in drama classes.					
11. I know the criteria of performing a good drama and this motivates me to learn more.					



12. I can use appropriate tone, voice and body language in drama confidently.					
13. I learnt how to use my voice and tone in drama to express my feelings easily.					
14. I believe I can understand a drama script in English better after taking the course.					
15. I can unreservedly express my imaginative ideas through drama.					
16. After starting drama classes, I find it easier working with my classmates.					
17. My drama classmates help me when I do not know how to express myself.					
18. Through cooperating with others, I can plan, organize and present the drama better.					
19. I can understand the instructions and guidelines in English in drama classes.					
20. I want to have more drama activities in the future.					

21. What do you like/ dislike the drama course most? Why?

Like :

Dislike:

22. What have you learned most through the drama course? Please specify.

23. What do you want to learn more through the drama course? Please specify.

24. Do normal English lessons or drama lessons help you more in English learning? Why?

25. Do you have any other comments about the drama course? Please specify.

## **7.2. APPENDIX 2: TEACHER DIARY**

### **Week 1**

- 1- Which activities work best with the students?
- 2- Which activities are problematic?
- 3- How was the participation of the students?
- 4- What did the students like or dislike?

## **7.3. APPENDIX 3: LESSON PLANS**

### **Week 1**

#### **Warm-up:**

##### **Name Chain**

**Participants:** Whole class

**Duration:** 15mins or less

**Skills:** - Getting to know each other  
- Improving retention skills

#### **Main Activities:**

##### **1. Mirror Mirror**

**Participants:** Pairs

**Duration:** 20-25 mins

**Skills:** - Developing concentration skills  
- Developing careful observation skills  
- Developing instant communication  
- Developing accurate and believable characterizations

##### **2. Movement Telephone**

**Participants:** Whole class

**Duration:** 20-25 mins

**Skills:** - Developing concentration skills  
- Developing careful observation skills  
- Discussing similarities with real life situations  
- Understanding how ideas can change so much in transit

##### **3. Fish in the Fry pan**

**Participants:** Whole class

**Duration:** Up to 10 mins

**Skills:** - Interacting with the others  
- Creating strong bonds within the group

## **Week 2**

### **Warm-up:**

#### **Look-up**

**Participants:** Whole class

**Duration:** 10 mins

**Skills:** - Focusing,  
- Developing psychic bonds  
- Using eye-contact  
- Evaluating how well an ensemble is working

### **Main Activities:**

#### **1. Trust Test**

**Participants:** Pairs

**Duration:** 15 mins

**Skills:** - Improving confidence  
- Working as a team  
- Developing spatial awareness

#### **2. Trust Fall**

**Participants:** Pairs

**Duration:** 15 mins or less

**Skills:** - Improving confidence  
- Working as a team

#### **3. The Jeffrey Game**

**Participants:** Whole class

**Duration:** 35-40 mins

**Skills:** - Learning to isolate movements  
- Learning to really look and see  
- Developing careful observation

### **Week 3**

**Warm-up:** Revising the adjectives on feelings.

**Duration:** 10 mins.

#### **Main Activities:**

##### **1. Letting Loose**

**Participants:** Whole Class

**Duration:** 30mins + revising vocabulary

**Skills:** - Using mimics and gestures  
- Expressing feelings  
- Understanding others' feelings

**Materials:** Vocabulary cards/chart, Score cards.

##### **2. Emotion Walk**

**Participants:** Whole Class

**Duration:** Up to 40 mins.

**Skills:** - Using mimics and gestures  
- Showing feelings  
- Getting the idea of "movement"

**Materials:** Board, board marker

### **Week 4**

#### **Warm-up:**

Brainstorming with the class earlier on everyday activities and getting the students ideas not to create hesitancy during the activity.

**Duration:** 10 mins.

#### **Main Activities:**

##### **1. Everyday Activities**

**Participants:** Whole Class

**Duration:** 30 mins

**Skills:** - Using mimics and gestures  
- Using imagination  
- Developing pantomime

**Materials:** Different kinds of objects to be used during the activity.

## **2. Advertising**

**Participants:** Groups

**Duration:** Up to 40 mins

**Skills:** - Using imagination  
- Developing cooperation  
- Working as a team  
- Developing acting

**Materials:** Papers, crayons

## **Week 5**

### **Warm-up:**

**What are you doing?**

**Participants:** Whole Class

**Duration:** 15 mins

**Skills:** - Using mimics and gesture  
- Developing pantomime  
- Using imagination

### **Main Activities:**

#### **1. Strangers on a train**

**Participants:** Groups

**Duration:** 25 mins

**Skills:** - Developing oral fluency  
- Using specific language  
- Using improvisation  
- Developing conversation skills

#### **2. Painting the Music**

**Participants:** Whole Class

**Duration:** Up to 40 mins.

**Skills:** - Using imagination  
- Conveying feelings

**Materials:** Papers, crayons, audios

## **Week 6**

### **Warm-up:**

- Preparation for the activity (5 mins)
- Stick all the pictures on the wall.
- Share photos with the class, have students predict which picture is who.

### **Main Activities:**

#### **1. Family portrait**

**Participants:** Groups

**Duration:** Up to 40 mins

- Skills:**
- Seeing the parts of the whole
  - Developing improvisation
  - Using imagination
  - Developing interaction with the group members

**Materials:** Family photos of the students

#### **2. The Martha Game**

**Participants:** Whole class

**Duration:** Up to 30 mins

- Skills:**
- Thinking creatively
  - Developing instant acting
  - Developing improvisation
  - Using imagination
  - Working with the group

## **Week 7**

### **Warm-up:**

#### **Entrances and Exits**

**Participants:** Whole class

**Duration:** 15 mins

- Skills:**
- Using imagination
  - Developing acting
  - Developing improvisation
  - Using mimics and gestures

**Materials:** Slips of paper for students to act the given situation

**Main Activities:**

**1. Improve / Freeze!**

**Participants:** Whole class

**Duration:** 25 mins

- Skills:**
- Using imagination
  - Developing acting
  - Developing improvisation
  - Using mimics and gestures
  - Building a scene
  - Using creativity

**2. Paper Masks (for the final project)**

**Participants:** Whole class

**Duration:** Up to 40 mins.

**Materials:** Carton paper, scissors, glue, any other material to make masks

**Week 8**

**Final Project**

**Duration:** 40+40mins.

- Skills:**
- Using imagination
  - Using mimics and gestures,
  - Developing acting
  - Developing confidence
  - Using creativity
  - Creating a script
  - Cooperating with the group members

**Materials:** Costumes, paper masks, any material included in the script

**Evaluation:** Students were evaluated according to their performance, harmony within the group, and being able to use the skills gained during the term. Their preparation process for the project and completing other tasks along the term besides attendance were also taken into account.