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**THE EFFECT OF DRAMA USAGE ON FOREIGN LANGUAGE
SPEAKING FLUENCY OF HIGH SCHOOL STUDENTS**

Adnan ERKUT

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HAKKARİ

Yabancı Diller Eğitimi Anabilim Dalı Yüksek Lisans Programı öğrencisi Adnan ERKUT tarafından hazırlanan Drama Kullanımının Lise Öğrencilerinin Yabancı Dil Öğrenme Akıcılığına Etkisi başlıklı tez 29/05/2024 tarihinde yapılan savunma sonucunda aşağıda isimleri bulunan jüri üyelerince kabul edilmiştir.

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TEZ BİLDİRİMİ

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ABSTRACT

THE EFFECT OF DRAMA USAGE ON FOREIGN LANGUAGE SPEAKING FLUENCY IN HIGH SCHOOL STUDENTS

Adnan ERKUT

Master's Thesis, Department of English Language Teaching

Doç. Dr. Mehmet Recep TAŞ

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This research aims to determine the effect of drama usage on foreign language speaking fluency in high schools through students' opinions. The research was conducted by interview method, which is one of the qualitative research design. The data were collected through semi-structured interview forms by using interview techniques. The study group of the research consists of 24 high school students who study at the 11th grade at a public high school in Van Province in the 2022-2023 academic year. The data collected through semi-structured interview forms then evaluated with descriptive analysis by the researcher and two coders. At the end of the analysis, Miles and Huberman's (1994) reliability formula used and it was found that the consensus of the researchers and coders on the categories and sub-codes was 90%. As a result of the research, the preference of the drama method in foreign language lessons creates individual awareness, discovers students' strengths and weaknesses, increases students' self-confidence, supports social skills between students with group activities and also allows them to cooperate and communicate positively as well as changes their prejudices for foreign language lessons, facilitates memorization of foreign language words. Moreover the drama method is effective in foreign language pronunciation and grammar learning and helps students to improve their self-esteem, supports social skills between group activities and students, facilitates cooperation and improves the fluency of speaking in a foreign language through the opinions of students.

Keywords: Drama, Foreign Language, Learning Fluency, Student Opinions

ÖZET

DRAMA KULLANIMININ LİSE ÖĞRENCİLERİNDE YABANCI DİL KONUŞMA AKICILIĞINA ETKİSİ

Adnan ERKUT

Yüksek Lisans Tezi, İngiliz Dili Öğretimi Anabilim Dalı

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Bu araştırma, ortaöğretim okullarında drama kullanımının yabancı dil konuşma akıcılığına etkisini öğrenci görüşlerine dayalı olarak belirlemeyi amaçlamaktadır. Nitel araştırma deseni kullanılarak yürütülen çalışmada veriler görüşme tekniğiyle yarı yapılandırılmış görüşme formları aracılığıyla toplanmıştır. Araştırmanın çalışma grubunu Van ilinde bulunan bir ortaöğretim kurumunda 11. Sınıfta öğrenim görmekte olan 12 öğrenci oluşturmaktadır. Yarı yapılandırılmış görüşme formları ile toplanan veriler araştırmacı ve iki kodlayıcı tarafından betimsel analize tabi tutulmuştur. Analiz sonunda Miles ve Huberman (1994)'ın güvenilirlik formülü kullanılarak araştırmacı ve kodlayıcıların, oluşturulan kategori ve alt kodlarda görüş birliğine varmaları %90 olarak belirlenmiştir. Araştırma neticesinde yabancı dil derslerinde drama yönteminin tercih edilmesi öğrencilerde bireysel farkındalık oluşturduğu, öğrencilerin güçlü ve zayıf yönlerini keşfettikleri, öğrencilerin özgüvenlerini artırdığı, grup etkinlikleri ile öğrenciler arasında sosyal becerileri desteklediği, iş birliği ve olumlu iletişim kurmalarını sağladığı, yabancı dil dersine yönelik var olan önyargıları değiştirdiği, yabancı dil kelimelerinin ezberlemesini kolaylaştırdığı, ayrıca yöntemin yabancı dil telaffuz ve dilbilgisi öğreniminde etkili olduğu, yabancı dilde konuşma akıcılığını geliştirdiği öğrenci görüşleriyle bulgulanmıştır.

Anahtar Kelimeler: Drama, Yabancı Dil, Konuşma Akıcılığı, Öğrenci Görüşleri

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SYMBOLS AND ABBREVIATIONS

TESL: Teaching English as a Second Language

CA: Communicative Approach

MONE: Ministry of National Education

COP: Communicative Oriated Approach

S: Student

CLT: Communicative Language Teaching

CEF: Commun European Frame Work



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1.INTRODUCTION

In today's rapidly changing social and technological age it is clear that people need more than just collecting information. So in order to survive in a world where competition is increasing, not only memorized information is needed, but also skills such as problem solving, communication and cooperation needed. Therefore, educational systems and methods should be able to respond to these changing needs. That's way this approach helps students gain real world experiences as they live in a social and physical environment in which students turn theoretical knowledge into practice and experience it, while at the same time improving their problem-solving skills as drama is an interactive learning method that includes activities such as role playing, script writing, staging for students (Başbuğ, 2006).

1.1. Background of Study

Drama offers students opportunity to think from different points of view, to empathize, to develop communication and cooperation skills as well as allows students to solve problems by using their creativity and express their own experiences in a creative way. In a way students are given the opportunity to portray real life scenarios as dram provide them with concrete and experiential learning. Since drama activities make learning funnier and impressive it can increase students' motivation. So the use of the drama method in education can help students develop their analytical thinking, creativity and communication skills by encouraging them to actively participate in activities. Thus this approach, instead of just memorizing information, it also allows students to experience situations that they may encounter in the real world and find some effective solutions.

The drama method provides great support for students to socialize within their social circles. Hence with the drama activities , the participation of students in the group, taking on different roles and portraying scenarios contributes to the development of various social skills, because individuals have to express their roles, explain their feelings and communicate effectively with other actors. So this helps to develop verbal and nonverbal communication skills as well as develops the

ability to think from different points of view by portraying different characters and learn to empathize by replacing someone else. Taking part in a group in drama activities teaches someone to understand the dynamics within the group and to work effectively within the group, so it encourages supporting friends, working together and exchanging ideas and drama directs individuals to make decisions and assume responsibility during the creation of roles and scenarios. This also helps individuals see the consequences of their own actions and learn to cope with these consequences.

The creation of scripts and characters for drama activities allows students to use their creativity and support them in learning to cope with unexpected situations as well as helps them to express themselves in front of the crowd and take on roles. Thus this contribute to the development of self-confidence. What is more drama offers the opportunity to understand different cultures and lifestyles through different roles and scenarios, increase cultural awareness and contribute to the socialization of studentss in a more effective and healthy way within their social environment. So taking a role in a group, communicating, collaborating and looking from different perspectives help students to be more successful in social life.

The drama method not only support the development of communication or social skills, but also increase individual's self-confidence, draw attention to social dynamics, and improve problem solving skill. Taking on different roles in drama activities and performing in front of the stage increase self-confidence of individuals and being able to express himself in front of crowd and develop self-esteem and encourage students to think about social relationships, power dynamics, and group behavior. In this way students better understand various aspects of society as well as help develop the skills of reacting to scenarios encountered on the stage and solving problems. These skills and experiences can be helpful in overcoming the difficulties encountered in the real world.

In drama activities students express their thoughts and ideas by participating effectively in the stage performance. At the same time, they learn to think independently and make decisions by taking on different roles, hence by this way they discover and develop their talents. Additionally dram offers the opportunity

to explore new aspects by expressing themselves on the stage and portraying different characters, encourages understanding and acceptance of different points of view and contribute to individuals as being part of a democratic society.

Drama is not limited to developing communication or social skills. It also offers a number of positive sides such as self-confidence, social dynamics, problem-solving abilities, independent thinking and competency as well as develop individuals in many skills from effective communication to independent thinking, from problem solving to social awareness, and allows them to create their own unique experiences.

1.2. Statement of the Problem

Many teachers who are concerned about their students' success in learning foreign languages tend to use various teaching tools and tactics. Thus anything that improves students' language proficiency and fluency, increases their self-confidence, and motivates them to deepen and expand their knowledge is welcomed by teachers. By this way in order to convince teachers about the importance of drama and provide various perspectives on the role of drama in language teaching, the purpose of this article is to convince them about the capacity of drama to motivate students and provide interesting language practice. In addition this study was conducted to provide realistic recommendations to instructors on how they can use drama in their classes to conduct important "using skills" exercises and how to improve their fluency, competence or solve problems when using drama in the classroom.

So far, there has been a lot of research that develops drama, oral techniques and skills, however it is clear that for high school students, the relationship between drama, communicative approach and speech skills has not yet been considered together. So it will be useful to find out whether drama has a significant impact on the verbal development and self-esteem of high school students. Also, many English teachers who are aware of the benefits and importance of drama for a more successful teaching and learning process do not use dramatic approaches in their classrooms because they are not sure how to prepare drama exercises since they believe that they cannot participate in drama events without acting experience.

Sometimes they think that they don't know what to do. So some teachers think that even if they describe activities in detailed they will not be able to do the activities effectively or explain the purposes of the activities to pupils.

This study will help anyone who wants to use drama in the classroom to make the teaching and learning process more engaging and meaningful for high school students and also give information about the value of drama in foreign language teaching because teaching language skills through drama provide children with the context for listening and creating a meaningful language, while at the same time providing opportunities for reading and writing development and guides them for reading and writing as a comprehensive and meaningful communication process, hence dramatic exercises are thought to improve meaningful communication and fluency in the target language and dramatic teaching in English patterns will result in more fluent speaking skills for students.

1.3. The Purpose of the Study

The aim of the study is to determine the effect of drama use on foreign language learning fluency of high school students through student opinions.

1.4 Research Questions

(1) What are the perception of participants about drama and do they believe that it has some effects on their fluency?

(2) According to the participants, does drama have a relationship with learning English? If so, how?

(3) What do the participants suggest in terms of activity types and teaching techniques for learning English?

(4) According to the participants, can drama be used effectively to improve fluency? If so, how?

In Turkey teachers usually accept the idea of drama techniques in foreign language teaching, but drama techniques have not always been used effectively, partly due to the inability of teachers to set aside certain prejudices in this regard.

These misunderstandings should be corrected with this effort, and this should also make it easier for teachers to meet the linguistic demands of their students. So the information in this study can be used as a starting point for developing and experimenting with similar methods by anyone interested in giving someone the chance to learn English through drama activities. In addition some of the suggestions may give teachers the courage to create their own activities with their unique teaching context and goals.

As drama used in classroom "doing" is emphasized more than "presentation" when teaching a foreign language. In other words, students work on dramatic themes. So concepts of research and pupils in target language is very important because it involves "speaking English and making full use of different elements of oral communication. By this way teacher can observe how each person behaves when get in touch with others as they are practicing the language they learning.

1.5. Significance of the Study

This research will be conducted to investigate the effect of drama on the fluency of high school students' foreign language learning since teaching English to non-native English speakers is one of the main challenges faced by teachers in today's schools, thus if effective and appropriate methods are not used in the classroom the language teaching and learning process can be challenging and demotivating for both teachers and students. That's why The communicative method of "teaching English as a second language" (TESL) has received much attention recently. Now in the classroom language acquisition is possible as learners actively take part in activities.

Teachers who support the Communicative Approach (CA) are expected to provide exercises that encourage peer teaching, group participation in real world settings, and self-directed learning. In short, this study will help anyone who wants to benefit from drama in their classrooms to make the teaching and learning process funnier and meaningful for their students with drama techniques and raise awareness about the necessity of drama in foreign language teaching.

2. LITERATURE REVIEW

2.1.Drama

The concept of drama has an important place in the science of theater and has different meanings in different societies and languages. French Turkish term "dram" originally came from the French term "drame", but in Turkish culture and vernacular it is used to express pathetic games. However, the concept of situations or drama that are dramatic is a concept that exists not only in the performing arts, but also in the interactions, relationships and actions of people in everyday life. So drama in a way refers to all kinds of action situations involving people's interactions with each other, emotional reactions, internal conflicts and relationships, hence this can be applied not only to theatrical plays that performed on stage, but also to the difficulties, joys, sorrows and relational dynamics that people face in real life.

The concept of drama aims to capture the richness of a person's inner world and interaction with the outside world as people's emotional reactions, conflicts, solutions and changes are included in the concept of drama. By this way, the situations we experience in daily life as well as the dramatic plays on the theater stage can be evaluated within the concept of drama. Moreover the concept of drama is not limited only to the performing , but is a concept that is found in all kinds of actions and relationships of people as emotional world, relationships and internal conflicts of a person find meaning in the concept of drama, and this concept forms an important part of art as well as everyday life (Çalışkan & Karadağ, 2014).

The drama method is really a versatile and effective teaching method in the field of education because it helps students to develop their social skills and successfully keep up with the real world in which they actively learn as well as helps students to work in a group, interact with each other and develop communication skills. So in a way it aims to provide students not only with the transfer of knowledge, but also with vital skills (İlgaz, 2014).

The drama method is a teaching approach that makes positive contributions to the social, emotional and cognitive development of students and it is not only

limited to theatrical performances, but also develop many valuable skills and perspectives since it encourages students to collaborate in a group, share roles and interact with others. It also helps students learn to express their feelings, explain their ideas, and communicate effectively with others and provide students with many skills and opinions that can be useful throughout their lives, and while this method encourages students to learn through active participation and experimentation, it can also contribute to their personal and social development (Gülakan, 2019).

2.2. Concepts Related to Drama

2.2.1. Interaction

The concept of interaction refers to an integrity in which the relationships and influences formed between and within communities occur in a mutual and continuous manner. This concept indicates that different components are interdependent, and changes create effects of one component on another. Interaction emphasizes that something or event is related not only to itself, but also to its environment and other influencing factors. So this concept can be observed in nature, in social relations and in many different areas, and the concept of interaction allows us to understand the complexity and dynamics of communities and systems. That is why the change of one component or factor affect other components or factors, and as a result a holistic change occur, therefore interaction helps us to understand that everything is connected and interacted with each other, not in an isolated way but by expanding our way of thinking and perspective.

Interaction allows people to get into different characters and relationships through role playing and creating scenarios. In this way students express themselves through different role and relationship, so it helps people learn how to communicate with others and experience different types of relationships. It also provides an opportunity to collaborate and come together within the group, sharing roles within a group, creating scenarios, and staging thus it helps students improve their social skills and interact with others (Aladağ, 2009).

Interaction helps students to experience both their individual identity and group identity, in this way individuals can better understand their own inner worlds and others by taking on different roles. This balance improve the ability to combine personal identity with social identity. What is more interaction offers students the opportunity to think freely, imagine and use their creativity as they create their own scenarios, portraying characters and experiencing different scenario, expand the thoughts and imaginations as well as allows individuals to explore their inner worlds and interactions with their surroundings, use their creativity and improve their social skills (Kara, 2010).

2.2.2.Creativity

Creativity refers to the ability that not only to cross boundaries and go out of the ordinary, but also to generate new thoughts and make changes as the drama method stimulate creative thinking process, and creativity requires the ability to step outside of traditional thought patterns and push boundaries since it supports students with this flexible thinking ability through activities such as role-playing, scenario creation, and thinking from different perspectives.

Creative thinking begins with curiosity and a desire for discovery, this is possible with drama as it stimulates a sense of curiosity by providing students with the opportunity to experience different roles and explore different scenarios. Creative people look for new solutions by going out of the usual ways. So drama develop this ability to deviate by giving students the chance to experience the perspectives and solutions of different characters. As creative thinking requires producing original and innovative ideas it develops the ability of originality by providing students with the opportunity to express original thoughts within different characters and scenarios because creative thought process involves creating different hypotheses and trying them out.

Drama improve students' skills of generating hypotheses and experimenting by portraying different scenarios, taking on different roles on the stage, portraying different scenarios and looking for alternative solutions and develop students' creative thinking abilities (Asik, 2019).

2.2.3. Action

Action refers to the things that people consciously behave in accordance with their wishes. Without external dependence this expression emphasizes the ability of students to act on their own volition without needing external factors or guidance from others. So students engage in activities with their own wishes when carried out in a thought out and planned way, by this way they can minimize negative consequences and this statement emphasizes that actions carry regularity, controlled behavior and purposefulness.

Actions have the purpose of changing the current situation and ensuring development so people can try to make the situation better and move forward with their actions. This can happen in personal development, social progress, or other areas hence these concepts summarize the ability of people to act effectively, purposefully and consciously (Aslan, 2014). People's actions are influenced by mental processes and inner thoughts as well as shaped by the thoughts, beliefs and emotions in their inner world. For example, when a person decides to do something or gives up, it is closely related to mental processes. So thoughts and emotional states are the forces behind movements. The inner will of man has the power to shape these actions. As a result these statements indicate that human decisions and intentions direct physical movements, while at the same time emphasizing internal obstacles (for example, fears, hesitations) can affect this process.

2.2.4. My performance

The term "performance" is of Greek origin and is derived from the word "energeia". "Energeia" means "power" or "activity". This word was used by the Greek thinker Aristotle and was used to express the philosophical terms of philosophers. Also the term "act" means "power" or "energy". While this term refers to the realization of a potential situation, it also describes the transformation of an existing force into a concrete activity or situation (Akyel, 2013).

According to Aristotle, an act means the realization of something. This term refers to the transformation of a hidden force or potential contained in something into a concrete situation by coming out. For example, situations such as the

transformation of a seed into a plant or the transformation of marble into a sculpture are examples of the concept of performance while an act refers to the realization of a power or potential that is available. Additionally this term refers to the transformation of the ability or energy contained in something into action.

Acts refer to more specific and focused actions. Acts are activities performed consciously to achieve a specific goal or purpose. Therefore, actions involve mostly cognitive and mental processes. For example, activities such as completing a project or preparing a presentation can be called acts. What's more difference between action and act, expressions emphasize that acts are more focused and purposeful than actions. In actions, the process of making a conscious decision and making a plan for the realization of the activity is at the forefront. Actions are mostly related to mental and cognitive activities. Relationship between act and drama, as stated in the expressions, the term act is closer to the concept of drama. To sum up drama is a form of staging in which characters make conscious decisions and perform actions in line with certain goals. For this reason, the term "act" is frequently used in the context of drama or staging (Başbuğ, 2006).

2.2.5. Communication

Education and training activities are activities in which knowledge and skill transfer takes place and students participate in the learning process. Communication Oriented Processes, expressions, education and training activities basically express that there is a communication process, hence students interact with teachers, with each other and with their surroundings during these processes. In educational and training environments, the people with whom students interact are teachers and other students. This interaction can take place in different ways, such as oral communication, written communication, visual communication. It is important to share the affective (emotional), mental (intellectual) and physical (bodily) movements of teachers with students during the communication process as teachers' expression style, body language and emotional tones affect communication. According to the expression, the goal of communication is the development of the previously determined movement. This refers to the effective use of communication for the realization of learning goals (Dundar, 2018).

In the drama method, it is found that students are actively involved in the communication process and communicate by using their own ideas, feelings, movements and body language expressions in this process. In other words the drama method is a learning approach in which students participate in an interactive and active way as well as it is a process in which students act out scenes by taking on roles, communicate and interact, because during drama activities students are in constant communication with each other, and this communication takes place through activities such as staging, role playing, dialogue making and expressing emotions, at the same time students realize their own emotional experiences when trying to understand the emotions of the characters while portraying the roles, and also students express their feelings and thoughts by using visual and bodily communication tools such as body language, facial expressions, gestures and facial expressions. While they experience different personalities through their roles, they also express their own thoughts and feelings (Adigüzel, 2006).

The drama method is used to provide students with communication skills as well as provides students with the opportunity to communicate effectively and develop mutual understanding. Students experience different communication styles through the characters they play and learn to understand these styles, and they also learn to show respect to the other person while trying to understand the feelings of the characters they are playing so during the staging, students learn to carefully listen to the conversations of other characters and understand them as well as learn to communicate clearly while playing a role, and interact mutually. What's more students learn the different elements used in communication by experiencing them on stage (Yıldırım, 2019).

2.2.6. Dramatic

It is defined as dramatic, impressive and suddenly realized moments. Dramatic moments are events that attract people's attention, evoke an emotional reaction and excite them. At these moments, opposites and tensions may be experienced from time to time, and situations in which people show different emotional reactions can be dramatic, so dramatic moments can metaphorically stimulate people's emotional reactions. These moments activate the emotions of

people and activate them in an impressive way. Dramatic moments can also arouse excitement and curiosity as such moments stimulate people's imaginations and encourage them to predict the outcome of events (Tutuman, 2011).

Direct relationships between people are shaped by the way one influences and reacts to the other decently. This exchange of influence reactions take place not only in big events, but also even in small moments in everyday life. So even a simple conversation, a look or a gesture between two people can create a dramatic moment and even a simple interaction between two people can take on an unexpectedly dramatic turn.

2.2.7. Empathy

It is stated that the term empathy is based on the words "einfühlung" in German and "empathia" in Ancient Greek. These terms include concepts that refer to trying to understand someone else's emotional experience, so empathy is possible when a person tries to understand his feelings and thoughts by putting himself in someone else's shoes. This means trying to understand the experiences of another person and understand his point of view. In other words empathy is a behavior in which people try to understand each other and feel together, thus empathy helps to communicate better between people, develop empathetic relationships and better understand the needs of others (Bahadır Nal Decacı, 2019).

Empathize means that a person tries to understand someone else's feelings and look at them from his perspective. This process involves developing a person's ability to put himself in someone else's shoes, and supporting the process of learning and developing empathy make them more understanding and sensitive about the emotional experiences of others so experience is important for the development of empathy as a person encounters different people and different experiences, Therefore various life experiences make empathetic processes more meaningful. So it is emphasized that both gaining empathy and teaching empathy to others is a long process and can be improved with experiences (Can Akkoç, 2019).

Empathize means trying to understand the emotional experiences and perspective of another one. This includes evaluating events through the eyes of the

other one and entering his world of thought, so while empathize it is necessary to enter into the "phenomenological field" of the other person in order to understand their inner experiences. That is, it is important to make an effort to understand his feelings, thoughts and experiences. When empathize it is also important to take on the role of the other person and try to understand his point of view. This means putting ourselves in that person's shoes and trying to experience his thoughts and feelings. (Tanrıseven, 2013). Empathy also involves understanding the other person's bodily expressions and body language. For example, one aspect of empathy is trying to understand what someone is feeling from their facial expression as the lines or expressions on the face of the other person may reflect the experiences they have experienced. So mutually understanding emotions and experiences makes relationships more understanding and supportive (Nakash, 2020).

2.2.8. Dramatization

The drama method is usually created from written texts such as stories, jokes, newspaper and news, thus the teacher determines the basis of the drama forms and guides the students. While helping students with character choices, they take into account their age and developmental characteristics. Students choose the characters they want to portray so teacher guides and directs them when they choice character. At this stage, he offers students some ideas on how to portray their characters. It is ensured that each student chooses characters that are appropriate for their age and development level. This story or topic provides students with a basis for animation since the teacher tells the story to the students or show them with pictures, by this way it allows students to understand events and characters.

The dramatization method gives students the opportunity to understand events and characters in depth. By portraying the characters, it allows them to better understand the events by getting into them. Additionally dramatization makes learning funnier and effective. By this way students remember information more easily because they learn by experiencing real lives.

Dramatization develops both physical and cognitive skills of students because the use of body language, movement, gestures and facial expressions

develop students' motor skills. At the same time, it develops cognitive skills such as thinking, analyzing, creative thinking while portraying characters and encourages students to work in a group as well as provides an opportunity to understand and empathize with different cultures and gives students the opportunity to experience and internalize different situations besides provides a multifaceted learning experience because it is based on the active participation, experiences and interaction of students. These experiences support students' emotional intelligence, problem solving skills and personal development (Arslan, 2014).

2.2.9. Dramatic play

Dramatic games are games in which participants explore freely, role playing and improvisation take place frequently. In such games, participants imitate the thoughts, emotions and behaviors of the characters they have while interacting in a way that includes the events around them. Participants also have the freedom to explore what is happening around them while portraying the characters in the game. This encourages creative thinking and allows students to experience the role in a more realistic way, and participants assume different roles within the game by portraying the characters they have determined. This allows them to develop their empathy abilities and think from different points of view as in dramatic games it is often seen that players give instant reactions and improvise (Çelik, 2017).

Dramatic plays can be based on situations, events and relationships taken from everyday life. Such games allow players to bring real-life experiences into the game. These are games in which participants behave and interact in accordance with their own internal motivations, developing in a natural way rather than a mandatory configuration. Such games are also an effective learning method that allows participants to express themselves, gain different experiences and discover themselves by using their creativity (Erdogan, 2016).

The goal of persons who prefer dramatic games is to get to know themselves better and discover the potential within them as well as understand events, relationships and situations around them. These games are a part of human life and can be benefited in many areas such as personal development, communication

skills, empathy and creativity, and it also allows participants to portray different characters by taking on roles and experience the experiences that these characters live in real life. These experiences can increase the participants' emotional awareness while at the same time helping them to understand various problems and come up with solutions and give participants the ability to empathize, improve their communication skills, and make them feel more comfortable by expressing themselves.

Dramatic games can also be used for educational, and entertainment purposes. Especially in the field of education, this method can enable students to learn the course content more effectively, at the same time the processes of inclusion, role-taking and staging in the game can encourage the active participation of students and make the learning experience more enjoyable (Sakalli, 2019).

2.3.Types of Drama

2.3.1. Educational drama

Educational drama is a teaching method in which subjects with educational purposes are processed by combining them with dramatic elements, thus this method encourages participants to actively learn, while enabling them to form an emotional connection.

Educational drama is used especially to support working in groups and interactive learning processes, and it encourages developing empathy, develop problem-solving abilities, and being open to different points of view. In educational drama, a story, scenario or topic is determined and the participants enter into this story. Roles are distributed, situations are animated, and participants take the place of characters. In this way they have the opportunity to put theoretical knowledge into practice. By this way participants develop their empathy ability by experiencing the emotions, thoughts and experiences of different characters, and also the problems and difficulties faced by the characters help the participants to come up with creative solutions as well as learn effective communication skills by deconstructing interactions between people in different roles. Moreover educational drama can be used to understand historical events or different cultures, so

participants develop a deeper understanding by experiencing historical or cultural contexts.

Discussing different values and moral issues through characters help participants to develop their capacity for moral thinking, what's more educational drama can be an effective way to develop leadership skills and collaborate within a group, make learning funnier and effective as it requires the active participation of students or participants. It also help to make the learned information more permanent, thus this method can be used in classrooms, training workshops, teamwork or educational activities (Can et al., 2009).

2.3.2.Creative drama

Creative drama is a teaching and learning method in which participants portray different roles by using their imagination, create stories and experience learning in an interactive way. Creative drama supports learning, especially by emphasizing the artistic and emotional aspects, and help participants change introverted thinking patterns, increase their self-confidence, and improve their ability to collaborate in an affective way.

In creative drama, participants are not given a script or a topic; instead they create their own stories, characters and situations. So they freely express their thoughts and feelings during this process, and expand their imagination by creating new stories, characters and scenarios as well as provides an opportunity to exchange ideas in a group, develop emotional expression and effective communication skills and increase their self-confidence by portraying different roles and creating creative solutions and develop emotional awareness by portraying different characters and experiencing different emotional experiences.

Students use creative thinking and problem solving skills while solving problems within the stories, thus creating stories and animating scenes together in a group strengthen the participants' abilities of cooperation and teamwork as interaction and sharing within the group enriches the learning experience and allows participants to learn to look at it from different perspectives. As a result of this

features creative drama can be used in schools, workshops, educational institutions and even in business (Yenilmez & Uygan, 2010).

2.3.3.Sociodrama

Sociodrama is a type of drama in which participants deal with social issues, relationships, problems and dynamics within a group in a dramatic way. So this method encourages participants to share their experiences, understand social issues and empathize. By portraying social and psychological themes, sociodrama allows group members to learn and experience in an interactive way. In sociodrama, a topic or scenario is chosen and the participants assume different roles within this scenario. Through these roles, participants have the opportunity to study social situations or problems more closely, as a result it increase a deeper social awareness by experiencing social problems and dynamics.

Revitalizing social interactions helps develop effective communication and relationship skills and dramatizing social conflict also offers participants the opportunity to practice their conflict resolution skills and social issues strengthen the participants' idea of contributing to social change. Participants find the opportunity to develop self-awareness and personal growth by portraying different roles. So it can be used in different fields such as sociodrama, group therapy, educational workshops, community events and counseling studies. The active participation and internal experiences of the participants increase the effectiveness of this method. So sociodrama is a powerful learning and communication tool that aims to contribute to positive changes for both individuals and social.

2.3.4. Psychodrama

The term psychodrama consists of a combination of the words "psyche" (mind, inner world) and "drama" (theater, dramatic expression). This term describes how individuals express experiences, emotions and thoughts in their inner world by portraying them in a dramatic way. Psychodrama is a therapy and learning method that allows people to make sense and process emotional experiences by reflecting their inner world to the outside, so problems, emotional burdens and relationships experienced by individuals are staged by using dramatic activities in psychodrama

sessions. This process aims to provide personal growth and change by providing new perspectives to the participants.

Psychodrama is an effective psychotherapy and therapy method for children and teenagers, especially for adults. Adapted psychodrama sessions for children and teenagers are used to support emotional expression, gaining insight, developing social skills and personal development. The psychodrama method is also used to help children and young people to express their inner worlds, support them to cope with emotional difficulties and increase their personal awareness.

Play and dramatic expression are a natural form of communication and expression for children and teenagers, so psychodrama can be an effective therapeutic tool for these age groups, however it is extremely important that it is under the guidance of a specialist person to practice psychodrama because psychodrama therapy is a process in which participants reveal their emotional experiences and gain in-depth insight. For this reason, it is necessary that therapists have received training in this field in order to use the psychodrama method correctly, thus clinical psychologists or psychotherapists may be more competent in applying this method professionally.

Psychodrama is a method that can be applied not only in group therapy, but also in individual therapy. In fact, although psychodrama was originally developed as a group therapy, it has also been used in the context of individual therapy over time. So this method can be used in a wide range of various fields, and the areas of application are quite diverse and it also helps people express their inner world and cope with their problems. It is considered an effective tool, especially in the treatment of personal difficulties, traumas or psychological disorders, so under the guidance of a psychodramatist or a trained therapist, individuals can reduce their emotional burden and gain insight by staging their inner experiences. In addition psychodrama is used not only for therapy, but also for education, counseling and social development. For example, it can be used in educational institutions to improve relationships between students, increase communication skills and enrich the learning experience as well as applied in marriage counseling to decipher the interactions between couples and to improve healthy relationship dynamics. As a

result psychodrama is a versatile method and offers people from different age groups the opportunity to use it in accordance with different needs and goals. Therefore it is important for those who want to practice psychodrama to work with trained and experienced specialists in this field (Çalışkan & Karadağ, 2005).

2.4. Techniques Used in Drama

Drama is not only a teaching method, but also an approach that includes various techniques in itself. These techniques help to make the drama process more effective and enriching as well as allow the participants to deepen their experiences, better understand the topics and improve their communication skills, hence using appropriate techniques make drama activities more effective, participant centered and creative as drama leaders combine these techniques with various scenarios and topics to provide an opportunity to enrich the participants' experiences and deepen learning (Avcıoğlu, 2012).

2.4.1. Role playing

Role is a basic concept in drama and allows students to have different experiences by portraying the characters. Role playing supports someone to move to different points of view, empathize and express their inner world as well as role playing is an effective communication tool that allows viewers and participants to witness their experiences more closely.

Role playing means taking on a character or a specific role. This allows students to have different experiences by portraying different situations and characters. When playing a role, a person assumes an identity or role that is different from their identity in the real life and exhibits the behaviors required by that role. At the same time, the expression "pretending" can also refer to the situation when the behavior lacks sincerity. In a figurative sense, a person may hide his real feelings or thoughts while pretending or acting in an insincere way. This situation can usually be happen when people are trying to hide their thoughts or meet the expectations of others (Gürol, 2003).

While role playing involves portraying characters different from real life within the drama, it refers to the addition of participants' own experiences and creativity to these characters, so in the drama activities instead of just copying existing characters, participants add their own personal touches to these characters, making the scenes richer and more original, and role playing is not limited to just stage performances, it also allows participants to develop themselves by taking on different roles, learn to look at things from different perspectives and have new experiences. This allows them to experience situations that they have not experienced before in real life, and they use these experiences to prepare for similar situations in the future. Additionally role playing technique is a fundamental part of the drama process and allows participants to develop their creativity, empathy abilities, communication skills and self-expression abilities besides deepens the drama process by helping the participants to explore and develop their inner worlds.

Paying attention to some basic rules while role playing ensures that the drama process proceeds effectively and healthily. So participants should pay attention to the limits of the roles they take on and it is important to stick to the script and character boundaries usually set in drama activities, however except for exceptions such as surprise roles or script changes, it should not be taken out of the designated roles. When playing a role on stage, facial expressions and tone of voice reinforce the emotions and thoughts transmitted to the audience thus facial expressions should be clearly expressed and voices should be clear so that the audience can hear them. This makes communication more effective.

Emotional expressions and staging should be performed in a way that the audience can feel in order to allow viewers to understand better as consistency is important while role playing. The behavior of the characters must be maintained consistently throughout their roles. Role playing is also a process that requires preparation and practice in advance. So participants should know their roles well and study the emotional and intellectual aspects of the characters and practice staging since these points are important for drama leaders and participants (Güllü, 2009).

There are some important principles that must be followed when playing a role in drama activities. The role and character determined by each participant in the drama process should be respected and stage movements and expressions when role playing should not be detract from realism and exaggerated or artificial movements may disrupt communication and make it difficult for students to form an emotional connection.

The drama should proceed in an environment where the participants respect each other's ideas and words. So interrupting someone unnecessarily or disrupting the order of conversation can interfere with communication and when improvisation used in drama activities, participants should act realistically and consistently. When they playing the role of different characters a clear decoupling should be made between the characters. The diversity of individuals who have different characteristics in the drama process should be considered as a richness as differences make drama activities richer and colorful as principles ensure that the drama process proceeds in a healthy, effective and respectful way so that drama leaders and participants get deeper and more meaningful experiences by paying attention to these principles (Maden, 2010).

2.4.2.Improvisation

Improvisation is really a powerful tool for supporting students' creativity, communication skills and personal development. With improvisation students have the opportunity to think freely and can instantly generate creative ideas since improvisation is performed without specific scenarios or roles, students think freely and come up with creative solutions. This improves their ability to use their brains from different angles. So it may be necessary to make quick decisions during improvisation and to suffer the consequences of these decisions, and this improves the ability of students to make decisions and take responsibility. It also develops the ability to cooperate within the group, communicate effectively by coming together to decipher instant situations as it enhance the ability of students to use both verbal and body language as well as teaches students to use different communication tools to express themselves and convey different emotions and

supports the development of self-confidence as it is necessary to think and act quickly during improvisation.

Improvisation offers the opportunity to take on different roles, which allows students to gain different perspectives, so this increases their ability to empathize. These benefits show how improvisation contributes to the overall development and communication skills of students, as improvisation in the drama helps students to become more flexible, creative and self-confident (Çelen & Vural, 2009).

Improvisation is really a versatile tool and can be used in a wide range of ways for students to express themselves, communicate and think creatively, so allows ones to use not only their words, but also use different means of expression such as body language, gestures, objects and staging, and this helps communication to take place in a richer and more effective way as well as allow group members to act according to their own wishes and reactions besides allows students to show a more natural and intimate behaviors.

Spontaneous reactions that occur during improvisation can reflect the naturalness and sincerity of students as well as help group members to express and rediscover themselves freely and have the opportunity to get to know themselves better by expressing their inner feelings, thoughts and abilities outwardly. The power of improvisation is based on the ability of students to combine their real lives with fictional situations. So this allows to empathize, gain different perspectives and strengthen emotional ties as well as helps individuals to discover their inner worlds and talents, improve their communication skills and express themselves more effectively during the drama process (Kalem & Fer, 2003, p. 457-461).

For students improvisation can be a great tool for them to express their creativity, develop communication skills and experience different scenarios. Preschool children may not yet fully understand some abstract concepts, so the subject to be improvised should be at a level that children can understand and express themselves. Students should be encouraged by choosing simple and appropriate subjects for their age and experience level, hence teacher should clearly explain the roles, subject and events in the improvisation process to the students.

By this way they can participate more easily by understanding what they need to do and what role they are taking on.

Teachers may request the addition of new ideas or information in certain parts of improvisation to stimulate students' creativity in order to help them develop their intellectual flexibility and creative thinking skills. Students also should feel comfortable during improvisation and should be in a safe environment where they can express themselves so that teachers can increase students' self-confidence with positive feedback. It also can be a fun way for students to develop their creativity, communication skills and self-confidence, however the guidance and support of students in a way that they can understand allows this process to work effectively (Akkoyunlu & Orhan, 2003).

Improvisation provides an ideal platform for students to showcase their imagination and creativity as they have the opportunity to express their own thoughts, dreams and feelings during improvisation as well as encourages students to use their imagination and develop their creative thinking by exhibiting the events and characters they portray in their own dreams, and it also strengthens students' expressive abilities and support language development by expressing their feelings and thoughts verbally.

Sound effects make students' imagination worlds more vivid as their inner worlds activated by using sounds such as the sound of rain, birdsong. Additionally portraying different characters using various materials and costumes also increases students' creativity. By using different materials and accessories students can portray different characters. So this help children develop empathy abilities and gain different perspectives and allows children to learn by having fun.

Play based and drama based approaches ensure that children are willing to learn as they help children improve their communication abilities and creative thinking skills, while increasing their self-confidence. At the same time it allows them to learn in a fun way and allows them to express their inner world (Çetingöz, 2011).

2.4.3.Pantomime

According to the definition of pantomime, "gesture is a nonverbal depiction of a concept or story by using bodily movement and expression" (Dougill, 1987, p. 13). Students portray a fairy tale or certain ideas without using words, using movement, gesture and expression. Because it uses nonverbal languages, and it has the advantage of allowing students to perform in front of their classmates with ease without worrying about the language. Since memory is often strengthened by visual associations the use of a visual component helps students memorize words. As mime does not use words, spoken language is used when explanation is required, including instructor instructions and student disagreements that occur in pairs or groups so evaluation of performance during speech can be done in a foreign language.

2.4.4.Story/event animation

According to Buckner (1999), simulation is "an intense, interactive experience in which the roles of the players and the material of the experience are intended to reflect what people encounter in certain contexts" , The most important thing is that each student adds their own unique personalities, backgrounds and perspectives to the homework and participating in a simulation when they were asked to act as a football team and strategize a way to win a game.

Thanks to the use of simulation, students can see the value of the language they have learned as well as helps the teacher to create opportunities for students to talk and practice their language skills in the real world while they are interested and having fun as in a simulation the student is given a task to complete or a problem to solve. According to Sturtridge (1984), the information and environment underlying the problem are simulated. He also claims that these applications were initially used in commercial and military education, where the outcome is very important, and also the language used during the entire activity is really important in language learning today.

According to Dougill (1987), simulations are used more widely in general education and training than in drama, thus English based discussion of a corporate

issue between an employee and an employer is a typical example of simulation. The discussion of a corporate issue between an employee and an employer in business English is also a simulation so reality is necessary for such activities. For example, as Dougill pointed out, materials such as documents and agenda will be needed for the simulation of a board meeting. What's more "Simulations are used more often with adults than with children because of the emphasis on realism in the real world; children's lack of knowledge and experience makes things difficult" (Dougill, 1987, p. 139).

2.5. The Main Components of Drama

The drama process is a whole of the elements that complement and influence each other. The elements in the drama process can be listed as follows;

1. Working area (environment, tools and equipment),
2. Game groups (participants),
3. The learning itself (application)
4. Drama leader (teacher).

1- Working area (environment, tools and equipment):

Drama activities are very important in terms of the selection of the space and the management of the interactions within the space, and the venue is a stage where interaction takes place between the leader and the participants, and the combination of these factors greatly affects the nature of the drama process. The physical characteristics of the place where drama activities performed affect the comfort and interaction of the participants, since space options such as outdoor areas, indoor areas, stage, circular layout affect the drama experience in different ways. So the fact that the venue is safe and comfortable makes it easier for participants to express themselves and stage their experiences as the venue shapes the interaction between the participants and the audience. Also how the audience and participants are positioned in the space affects the energy and connection in the drama. In other words for drama activities the space can create an atmosphere that supports the transformation of individuals and role changes, thus different places offer the opportunity to tell and experience different stories, and the layout of the

space affects the communication and dynamics within the group, so how the leader and participants are positioned in the space can determine the intensity of the interaction. Additionally the decoration, lighting and layout of the space can create an atmosphere that will contribute to drama activities as the atmosphere deepens the emotional experiences of the participants and stimulates creativity and different ways of thinking of the participants. For example, different locations can help develop different characters. So the choice of venue and the interactions in the venue greatly affect the effectiveness of drama activities, and the atmosphere of the place increases confidence, stimulates creativity and enriches the emotional experiences of the participants. In a way the drama leader maximizes the experience of the participants by using the space effectively (Malbelegi, 2011).

The physical conditions of the environment in which the drama will be performed are of great importance for the efficient and effective progress of drama activities. Unfortunately, however not every school or educational institution may offer a suitable venue for drama activities. In this case it is important for teachers to organize and make their own working environments suitable for the success of the drama process since the layout of the space should ensure that the participants can move and interact comfortably. If the interior space is used, it is important that the furniture can be easily replaced and outdoor spaces are created, and the lighting and sound arrangements determine the atmosphere of the place. Adequate lighting and acoustic arrangements ensure that participants can communicate comfortably. The materials and equipment used in drama studies should be prepared in advance as these materials can be used to support the staging and interactions of the participants.

It is important that the place is safe and that the participants can be comfortable, so it is necessary that the floor is smooth, there is enough space and the necessary measures are taken. Outdoor spaces can also be suitable venues for drama activities. Especially the activities carried out in nature increase creativity and interaction. So teachers should try to make the best arrangements for drama studies in accordance with the available facilities. This helps students to experience drama effectively. In addition teachers should think creatively and flexibly, evaluate

the current conditions in the best way and make arrangements that will enrich the drama process (Çetingöz et al., 2012).

2- Game group (participants):

The concept of group plays a very important role in the process of drama since interaction, communication and dynamics between the group members affect the success of the drama experience. The fact that the group members have certain common characteristics or act together for the intended purpose supports the healthy and effective progress of the drama process. So intra-group dynamics make the drama process a richer, indepth and effective experience as well as different abilities, thoughts and experiences of group members make the drama experience more colorful and impressive and experiences, relationships and interactions of the individuals within the group form the basis of the drama process.

Students' ability to recognize their own characteristics and other group members, understand the dynamics within the group, and act collaboratively allows the drama experience to deepen. So students who join the group first try to understand their own characteristics, abilities, thoughts and experiences. This helps the student to better understand his role in the drama and begin know them better by observing other students within the group. Because first impressions help individuals to have an idea about the group members as these experiences of individuals within the group determine the quality and effectiveness of the drama process as the interaction and experiences of the group members with each other enable the drama experience to develop in a deep and meaningful way (Korkut, 2009).

Drama groups are made up of a variety of individuals and do not always have to have common characteristics or experiences, thus drama groups bring together students who have different backgrounds, ideas and experiences, and this diversity both enrich the drama experience and create different challenges decently as well as bring together individuals who have different perspectives, experiences and characteristics. These differences make the drama experience richer and more diverse. There may be different expectations among the individuals in the drama

group because every individual's needs and expectations are different, which is why drama activities may not always satisfy everyone to the same degree.

The drama allows students to question and change their own experiences and thoughts so group members should be able to accept this change and strive for their personal development. In order for drama activities to be effective, it is necessary for individuals to participate actively since group members should contribute by acting, expressing their experiences and interacting during the staging. The dynamics and experiences within the group are constantly changing. So individuals should be open to these changes and support the developments within the group. The active participation, openness and personal development efforts of the group members affect the success of the drama process. The openness of students to change and learning supports the achievement of the drama group's goals as well (Akkoyunlu & Orhan, 2003).

3- The study itself (Subject):

In the drama activities, the subject is at the center of emotions, images and themes because the subject refers to the story or event that forms the basis of the drama, because from the beginning of the drama process to the end, there are situations, characters and interactions that take shape around the subject.

Drama activities are based on a specific story or topic. This story shapes the events and characters that will be staged in the drama as topic allows students to express their emotional experiences and inner worlds while drama allows participants to have emotionally rich experiences by staging emotional content. Also the drama process can be based around different topics and stories and this allows participants to enter into different characters, situations and worlds by using their imagination., while the subject allows individuals to express their inner world through staging besides address social and individual situations. By this way participants understand social issues and examine these issues from different perspectives, empahize by staging different topics and situations and understand their experiences by replacing different characters, thus drama deal with many different topics and themes and express them through staging. At the same time the

choice of subject shapes the emotional, social and individual themes processed in the drama and enriches the participants' experiences.

4 - Leader (Drama instructor/teacher):

Drama leader refers to a specialist who can effectively manage the drama process, combine theoretical knowledge with practical applications, constantly improve himself in the field of drama and succeed in this regard as well as encourages creative thinking, empathize and ensures effective communication within the group while guiding the participants. So it is very important that people who want to become a drama leader have to have a drama education and have experience in this field because drama leaders should be able to manage the drama process effectively by putting theoretical knowledge into practice and the drama leader should also have theoretical knowledge on basic subjects such as drama methods, character analysis, staging techniques and group dynamics as this knowledge helps him to better understand and effectively direct the drama process. In a way turning theoretical knowledge into practice helps the drama leader understand how it affects the stage. So it is important to develop practical skills such as directing participants, arranging stagings and managing communication. The training and experience enable the drama leader to effectively guide the participants, manage the process and positively influence the drama experience, therefore it is important for those who want to become drama leaders should be improving themselves and have continuous learning in this field.

Empathy is a basic ability for a drama leader since empathy is a critical tool for understanding participants' emotional experiences, connecting with them, and supporting them, so the drama leader should be able to establish an emotional bond with the participants. By empathizing he better understands the inner worlds of the participants and understands their emotional needs. This creates a more meaningful and in-depth experience. Also an empathetic leader makes participants feel that they are safe and emotionally supported as this allows participants to express their emotional experiences in a more comfortable way, since an empathetic drama leader provide emotional insight and context to understand these experiences.

Empathy helps participants to reduce their emotional burden by sharing as the leader acknowledges the emotional experiences of the participants and gives them support as well as helps students to understand different points of view. In this way drama leader develop a broader perspective by understanding the different experiences and thoughts of the participants, moreover the leader allows participants to connect more to the drama process, by this way it helps make the drama experience more meaningful and effective. The drama also encourages participants to reveal their inner world and share their emotional expressions comfortably, since an empathetic leader understands the emotional needs of participants and make appropriate referrals to meet these needs. So this allows the drama process to be deeper and more meaningful (Tokinan et al., 2011).

Communication skills are vital for the drama leader to be able to interact with the participants effectively, because good communication helps the drama leader to establish an open, understanding and respectful bond with the participants and allow the drama leader to form a strong bond with the participants. This bond creates a feeling of trust and openness. So the drama leader must have good communication in order to understand the needs, thoughts and emotional experiences of the participants.

During the orientation of the drama process, the drama leader should give instructions to the participants since instructions help participants to understand their roles and tasks, so the drama leader should ask the right questions in order to more deeply understand the thoughts, feelings and experiences of the participants. So effective communication is necessary to address and solve problems that may arise during the drama activities, therefore the drama leader should clearly express the problems and suggest solutions.

Effective communication also includes the ability to provide feedback to participants in order to evaluate the participants' performance in a positive and constructive way and he should also manage the communication within the group as communication skills enable the drama leader to have a healthy interaction with the participants and enrich the participants' experience by communicating well,

provide confidence, support, and guide the drama process effectively (Arkan & Yılmaz, 2012).

2.6. Application Areas of Drama in Foreign Language Teaching

2.6.1. Language proficiency

We don't fully listen to the other person in our daily life, but we think that what we have to say and talk until the end is very important. In a way this situation prevents the full realization of communication, so the speaker and listener cannot fully understand each other. If such a situation arises, it leads to miscommunication. Although the main emphasis in foreign language teaching is on teaching speaking, listening activities are of key importance. It's important to be able to talk to each other, hence language learning through drama is based on this 'speaking' and 'listening' basis.

Whenever possible, dialogue should never be studied alone. It is important for the student to pay attention to the following issues; he can adapt to new dialogues and control new words. He can repeat them as many times as possible, and never try to memorize while reading or listen to what the other person is saying as student can only play his own role. Players who memorize and practice dialogue cannot receive positive reviews. When the dialogue is memorized and performed without being learned, it is not suitable for communication.

This situation occurs in the following cases:

1. The partners take turns talking, which results in two monologues instead of one dialogue.
2. The student only follows the conversation, so he can start talking as soon as the partner is silent, even if the partner has not finished his talking,
3. They start talking as they thinking that it's their turn to talk.
4. Sentences can be said correctly, but the content and thoughts are not taken into account, so feelings are not expressed.

2.6.2. Vocabulary learning

Vocabulary teaching has always been one of the most important elements of foreign language teaching. As this also applies to the four language skills (listening, reading, writing and speaking) it has the same importance for these skills. We use words in a classical way without taking into account the context in which they are used in the target language, so this prevents assimilation and makes it easier to remember and forget. It is easy and enjoyable to learn using a word in the context in which it is used with drama technique which provides such opportunities.

The use of the native language is not recommended at the beginner level, where the language is learned for the first time as it is difficult for learners to be given an equivalent in the target language, so teachers explain words through pantomime, and students given a pre-lesson presentation as they need help. Before the lesson, have them research the new words they will learn, and teachers also asks them to share them with their friends through pantomime.

2.6.3. Grammar

As foreign language learners get older, they learn a new language by learning the structures of that language. So they can memorize the rules but have difficulty to achieve them however it cannot be said the same for the children. There are grammar rules that we all learn. We realize that the grammar rules we have memorized do not work in some cases. We memorize them, but we soon forget them, but younger ones prefer to memorize grammar rules without knowing them. Regardless of their age or orientation, most students have difficulties with grammar, and it is also difficult for them to apply what they know. So drama can help in these situations as students learn by living their learning becomes more permanent and easier.

Various sources such as fairy tales, stories, legends, novels, poetry, current events and news encountered in daily life can be used in drama activities that attract children's interest, encourage them, and help them improvise their own fun games as fairy tales usually includes extraordinary people, adventures and stories that have been passed down from generation to generation. That's why fairy tales attract the

interest of children since the appearance of extraordinary events in fairy tales, the places where the events take place are certain but the date and time are uncertain besides some elements available such as 'many years ago', 'many years behind', 'in one of the distant countries', fairy tale heroes. The princess is beautiful, the prince is handsome, and the stepmother is evil.

Children are in the abstract processing period at the age of six. After the age of six, they realize that the events in fairy tales are fictitious. If they try to find answers to imaginary events, they won't find them. For this reason, the first one from the age of six, classical fairy tales are replaced by fairy tales. So in a way fairy tales enrich children's imagination, improve their mother tongue, improve their listening skills. Stories can also be used for foreign language learning as in the stories one or more people can be in a certain place at a certain time. As stories usually tell a short, several pages, tell real incidents children are more likely to get information because real events are included in the story. It also helps them to learn about the culture of the society in which they live and if the stories are entertaining, the children have a good time. The language of the selected story can be chosen by the children, but this should be something that they can understand. Also novels can be used as they help children to increase their life experiences, gain insight into the solution of problems and strengthen their interpretations since they include people's adventures, characters, ideas, and emotion or the content depicted in a novel may be fictional or based on real life events. The same can be said for poems as poetry is characterized by imagination, sensuality, harmony and tonality. So it is a sense of humanity and beauty for children and provides emotional richness to children, and it is a kind of literature in narrative form. Therefore they are selected in such a way that they are appropriate to the child's age.

2.7. Speaking Skills

To Demircan (1990, p. 252), “the ability to speak is a four dimensional action (generative, perceptual, auditory and visual), because it involves the organized expression of speech, grammar, participation, vocalization, perceptually, productively as well as facial and body movements.”

One of the general goals of foreign language teaching, and perhaps the most important is that students can speak the language they are learning in an understandable way because speech is developed with psychomotor skills as well as cognitive skills, so it is not enough to learn the rules of language and the correct pronunciation of words to improve speech skills, students also need to know nonverbal behaviors such as gestures and imitation.

2.8. Communicative Methods

“The most important feature of the communicative method is that everything is done with the intention of communication. Students use language primarily through communicative activities such as games, role-playing and problem-solving.” (Demirel, 2004, p. 50). According to the communicative approach, the main purpose of language learning is to provide written and oral communication, which are the main functions of the language so the use of language as a means of communication is more important than its rules. Instead of memorizing patterns, students are encouraged to understand what they have learned and use what they have understood in their own environment. This includes techniques such as the use of authentic materials, language games, illustrated stories, role-playing and games, popularized by the constructivist approach, which is one of the approaches affecting the educational system today.

2.8.1. Communicative methods and speech skills

At the beginning of the twentieth century, research on second language acquisition and foreign language teaching aimed to determine the basic aspects of language learning and teaching methods. “ Despite years of language learning, many students still lack this communicative competence, which has led researchers, theorists and teachers to question the current approaches” (Taylor, 1983, p. 45). This interrogation process was dominated by two conflicting views (Rubio et al., 2004, p. 160).

1. The target language should be taught with a syntactic approach which is based on explicit analysis (formal emphasis)

2. The target language should be taught according to an analytical approach that assumes that the language is understood indirectly through exposure (semantic emphasis).

“Although various ideas have been put forward, a new era has begun in language teaching, because it is now believed that language acquisition and foreign language learning can only be possible when learners are contextually in an environment that contains rich, original and meaningful elements of that language” (Taylor, 1982, p. 33). With this change, the gaze has been turned to a new method; the communicative method and the communicative competence.

According to Savignon (2002), the basic theoretical concept of communicative language teaching is 'Communicative Competence', which was put forward in the 1970s as a topic of language use, second language and foreign language learning and teaching. “This competence refers to the knowledge that enables the effective use of a language and the ability to use this knowledge for communicative purposes” (Johnson & Johnson, 1998, p. 62). According to communicative competence it is important what, to whom, for what purpose and in what context we say, however after deciding these points in our minds we take action and express what we want to say in a way that suits the environment, as at the core of communicative language teaching is the idea that learners should be confronted with a communicative environment that will allow them to develop communicative competence (Savignon, 2002, p. 22). "Communicative language teaching considers communicative competence as a desirable goal and argues that language is learned through use and communication" (Liao, 2000, p. 2). So the course objectives should not be limited to grammatical and linguistic competence, but should be structured in such a way as to focus on the components of communicative. According to Savignon the components of communicative competence are as follows:

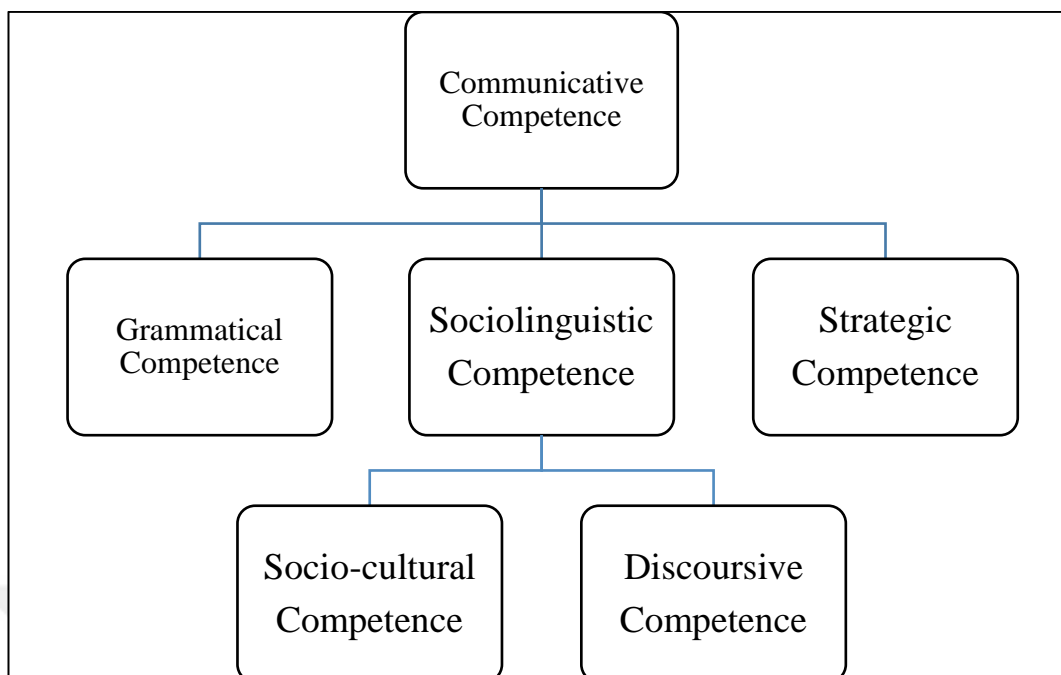


Figure 2.1. Components of communicative competence Savignon (2002, p. 8)

The components shown in the figure are all related to each other. They cannot be developed or evaluated alone. If one of the components develops, the overall communication competence will also develop accordingly.

When these explanations are taken together it is concluded that the Communicative Method arose as a response to some aspects of the proposed approaches for language teaching. According to the communicative method, meaning should take precedence over structure and form, association is essential, mistakes are part of the learning process and should not be avoided in any way, and communicative competence rather than grammatical competence should be the main goal (Rubio et al., 2004). So “Communicative Competence is the theory that successful language teaching and learning involves not only the knowledge of language structures, but also the purposes that language serves in different communicative situations” (Lightbown & Spada, 2013, p.172). As it is emphasized that “learners learn a language by using it, not by studying it” (Taylor, 1983, p. 45). From this point of view, the impact of using communicative methods to acquire and improve speech skills is undeniable. The effectiveness of the communicative

method in teaching the speaking skill, which is considered a production skill and the development of which may be problematic.

The progress made by communicative methods in the last few years and the effective inclusion of programs, applications and activities developed as a result of them in the literature every day increases the expectations that speaking skills can be developed more effectively.

2.9. Factors Affecting Speaking Skills

Speaking a foreign language is a very challenging skill. This is because being able to communicate effectively verbally also requires the ability to use language correctly within a number of social factors, because speaking skill is so diverse that they include not only verbal communication, but also various other factors such as intonation, accent and vocal, and nonverbal elements such as body language, various facial expressions and gestures also make speaking activities possible without the use of verbal communication.

“The meaning of facial expressions and body language varies from culture to culture, however very few people can achieve this” (Abbasoğlu, 2005, p. 16). Therefore those who learn English as a foreign language should receive a clear and explicit education about their speaking skills. Some of the factors identified to improve speaking skills and create awareness between teachers and students are discussed below.

2.9.1. Age or maturity

There are many factors that shape the interaction styles of students learning English as a foreign language. Age is one of the most important factors that affect the success or failure of learning a second or foreign language. According to many researchers it is more successful to start learning a second language or foreign language as a child than to start learning it as an adult. In addition researches shows that many adults do not reach the level of native speakers when learning a second or foreign language since the learning rate of adults is permanently impaired at a level known as 'fossilization' in second language development. This situation shows

that the aging of adults affects their ability to achieve native speaker fluency in the pronunciation of the target language. Also even if adults pronounce words correctly in the target language, they will experience a number of intonation, accentuation and phonological difficulties, which lead to a number of communication difficulties and comprehension problems.

2.9.2. Auditory factors

The importance of the role of listening and understanding in the acquisition of a second or foreign language is now widely recognized, however the effect of listening skill and understanding on the development of speaking skill is controversial as listening skill affect speaking skill and precede them. In reality a person can be both a listener and a speaker in an interaction. When listening to a conversation the listener first memorizes the information contained in the text, then combines the incoming information with previous information and organizes what he hears in his brain in the light of previous information. If the listener does not understand what is being said, he does not be able to respond correctly, so speaking is very closely related to listening, which is one of the foreign language learning skill.

2.9.3. Cultural factors

The cultural characteristics of a language affect the learning of a second or foreign language since from a pragmatic perspective, language is a social activity. This is because linguistic communication is an interpersonal communicative exchange that takes place in a specific context and is deciphered in terms of predetermined meanings. In other words, shared values and beliefs unite societies and create traditions and social structures that communicate through a common language, therefore in order to speak a language, it is necessary to know how that language is used in a social context. It is well known that languages have their own rules about when, how and to what extent speakers of one language communicate with others, so it is inevitable that foreign language learners experience the positive and negative effects of their own language when speaking the target language. For example, according to Chinese culture, when you praise someone the praised person

say that what you have said is humble so it is not true, while according to North American culture, such a response is inappropriate and even embarrassing.

Oral communication has a very strong nonverbal communication system and body language as well as facial expressions that are used by speakers of a language in many subjects, hence people who want to learn a foreign language should be familiar with these nonverbal communication tools since deficiencies in this area lead to communication difficulties. For example, if you ask a Chinese person a sentence like 'Let's go out for dinner sometime', he gives a clear and precise date, however the Chinese student surprised if the person who invited them to dinner leaves without giving a clear date. So this is a good example of how social factors affect language communication.

2.9.4. Affective factors

The emotion of foreign language learners is one of the most important factors that affect their learning success or failure as emotional factors such as emotions, trust, empathy, anxiety levels, behavior and motivation are closely related to the process of learning a second or foreign language. So learning a second or foreign language is a very complex process and is closely related to the level of anxiety experienced by an individual, such as failure, frustration, lack of confidence and comprehension as well as factor that triggers the level of anxiety in individuals who are trying to speak a language, especially in the presence of native English speakers, and speakers of English as a foreign language experience the highest levels of anxiety when they make mistakes while speaking or unexpectedly cannot find the right word.

Unlike children, adults are more interested in what others think about them. When they make mistakes students are more concerned about others' reactions and expressing what they don't understand, so this situation leads to the development of speaking skills when learning a foreign language by explaining why individuals' anxiety levels are higher in the event of realization.

2.10. The Use of Drama in High Schools

Drama improves language skills such as reading, writing, speaking and listening by providing an appropriate environment besides an effective language teaching strategy that fully engages all students during the entire lesson. Likewise drama helps students connect their emotions and thoughts because it encourages them to experiment with language and decipher the relationship between idea and action as well as a useful tool to meet this demand in teaching English as a second language, and by its very nature requires a balance between receptive and productive abilities as reading, writing, speaking and listening skills included, practiced and integrated into a classroom through drama. So it supports and maintains the motivation of students by creating a lively and fun environment. By this way it attracts the student's emotions and attention and improves their exposure to language.

According to Maley and Duff (2001), "dramatic activities are activities that give students the chance to use their own personalities in developing the content on which part of the language lesson based." So drama activities provide children with a chance to use language to express their emotions, solve problems, make decisions and interact with others, and also activities involving drama are beneficial for the development of reading, writing and oral communication skills and even help students who have inefficient vocabulary to communicate in a foreign language.

Drama has qualities as a method for training speaking based on the idea mentioned, as it promotes critical thinking and creativity so allows students to acquire and practice new linguistic and behavioral skills in a relatively non-threatening situation as well as provide the motivation and participation needed for learning. Drama also allows students to actively participate in the English learning process, because this strategy provides a way to create a rich communicative environment in which students actively participate in some real world events and work according to predetermined roles as members of that group because student have a different role and responsibility in drama activities, so it increases self-confidence of shy students, thus it is appropriate to use drama to improve students' speaking fluency.

2.11. Fluency in terms of Communicative Language Teaching

Over the fifteen past years, the term "fluency" has been widely used in the context of communicative language teaching (CLT) in opposition to "accuracy." It has a special connotation that clearly opposes general competence or local performance and fluency in CLT also refers to the ability to use the language effectively within the limits of limited linguistic expertise.

Brumfit (1984) defined fluency as "the use of natural language, regardless of whether it results in native speaker as language comprehension or production" (Brumfit, 1984, p. 56). This definition differs from the traditional view of fluency as synonymous with language mastery and native language like performance in general. So he developed a broad educational perspective, which led to certain classroom teaching activities, however it did not get us analyzing the causes or the range of abilities that contribute to fluent performance, hence the concept of CLT fluency is important because it draw attention to the necessity of authentic language use at any skill level and emphasized production processes in natural environments.

The communicative competence models of Canale and Swain (1980) and Bachman (1990) include the capacity to form grammatical sentences by including aspects other than grammar knowledge and the strategic competence function. So students benefit from strategic competence to adapt to the unique demands of a situation by making the best use of their language knowledge as there is a direct relationship between strategic competence and fluency, which implies that fluency in speech output is influenced by variables other than grammatical understanding. In the same way fluency used in CLT to measure how successfully students apply their knowledge to achieve their linguistic and communicative goals and fluency in the psycholinguistic perspective that is determined primarily by grammatical knowledge.

So far we have seen two very different, even contradictory meanings; however both definitions have a tendency to grow and encompass everything, as one related with full language proficiency, the other related with communication capacity, however for many foreign language teachers, fluency is often used to

describe the spoken language and limited to the tempo and flow of conversation since most of the explanations related to fluency in oral evaluation marking systems are hesitations, pauses, etc. So it indicates a lack of characteristics and also focuses on various elements or degrees of discontent.

2.12. Fluency as a Speaking Speed Rate

The number of syllables uttered per second is called the speech rate. According to Levelt, speech is usually produced at a speed of two to three words per second. The total measure of speech speed consists of articulation speed and pause time. "In syllables per second, excluding any time devoted to pause, it gives an indication of how many syllables of actual speech are produced on average per second" (Towell, 1996, p. 84). To Levelt articulation occurs at a rate of about fifteen phonemes per second. This quantification highlights the amazing speed at which people process and speak in their first language.

Speaking speed has been used as a quantitative aspect of fluency in various studies that aimed at fluency in foreign language learners by repeating the same activities, however there seems to be a growing consensus in recent studies that fluency cannot be reduced to the speed of articulation and that the duration, character and placement of pauses in utterance have a greater impact on our sense of fluency than the speed of articulation.

2.13. Pauses

The presence, length, frequency of silences and hesitations affect the listener's perception of the interlocutor's fluency. Pauses and hesitations are frequent elements of verbal encounters as conversations and discussions shared by all language users. Despite this, silence is sometimes considered an indicator of discontent, especially when speaking in a foreign language, which can be interpreted as an indicator of poor functioning of mental processes rather than a typical component of speech processing.

According to Chafe (1987), the need to pause in the production of native speakers is a good proof that "speech is not a matter of reviving material that is

already stored in the mind in linguistic form, but is a creative act that relates to media, thought and language which are not isomorphic but require adjustments and readjustments to each other. So when trying to convey new ideas, as in a seminar, we are more likely to pause in our first language than in a typical everyday we encounter. In other words silences or pauses in the middle of a phrase refer to various searches, from searching for the best word to convey an idea or an idea to searching for a grammatical form. Although checking for morphological accuracy is unlikely to cause many hesitations in native speakers since it is significantly more common in foreign language learners, obviously this depending on their total language skills. Although listeners in their native language tolerate pauses, not all pauses are acceptable, hence the decoupling between "natural" and "unnatural" pauses occur.

Natural pauses that allow breathing typically occur at sentence intersections or after groups of words that form a semantic unit, so pauses in places other than these are considered hesitations that indicate lexical or morphological doubt can be indicated by non-lexical fillers ("uh", "um"), by sound extensions (or by drawing with words), or by lexical fillers without semantic content (such as "you know", "I mean"). Not all of these various devices contribute equally to the appearance of inefficiency, however native speakers see some of these as more annoying than others. To Riggensbach "the frequency of unfilled pauses is an important determinant of ineffectiveness, but these pauses should be further separated by location and purpose" (1991, p. 438). Riggensbach (1991) also observes that the hesitations caused by self-repair do not seem to play an important role in decisions of discontent, however not only foreign language learners pause differently from native speakers, the distribution of pauses may also be affected by the pause pattern of their native language, however we know relatively little about the contrasting properties of pause.

Grosjean and Deschamps found that "pauses occur more frequently in English than in French, but that pauses are shorter; as well as pauses within a verb phrase are more common in English than in French" (1975, p. 162). Likewise Raupach suggests that "if students transfer their pause patterns from L1 to L2, the

problem of deciphering the role of pauses in L2 speech production becomes much more difficult with the addition of an inter-linguistic perspective” (1980, p. 268). To summarize fluency needs to be distinguished from general language proficiency and communicative proficiency in order for it to be a valuable concept for working on foreign language oral output. So the study of temporal factors allows us to be more specific about what we mean by terms such as flow and smoothness. From the study of first language speech, we know that certain pauses are a fundamental feature of verbal output. It does not appear that non-native speakers stand for longer than native speakers, except for students in the early stages of acquisition, here the extended silences can be attributed to a relatively limited repertoire of languages. If the total downtime is longer in a non-domestic production, it is because of a greater frequency of downtime. In other words, foreign language learners form shorter word groups and pause where a native don't stop, which is why the phrase "unnatural pauses" is used. Finally, as a criterion often used in evaluating oral performance, the idea of fluency is vague and multilayered, and therefore requires a special definition. So it cannot be assumed that we all define fluency in the same way.

2.14. Related Research

Bournot-Trites, Belliveau, Spiliotopoulos and Séror (2007), at a secondary school aimed to study the effect of drama on French language learning with students who learning French and divided them into two groups, a drama applied group and a non-applied group. Students in the second group learning French used the teacher-centered method while teaching Canadian culture using French through drama. In the motivation test, they used some gathering information, written composition, teacher diaries, and classroom observations and then they found that drama has a positive impact on the results they get. Also students in the drama group have a better understanding of the studied unit as it was found that they were more motivated and exhibited a greater desire to learn French. There was also a difference in composition writing in favor of the drama group and it was reported that students received higher scores.

Saraç (2007) investigated whether creative drama has an effect on improving speaking skills, thus he conducted the study with 25 students aged between 7 and 9. Eight lesson hours were planned according to the creative drama applied in the classroom, and the recorded lessons were examined by the observer. Also diaries kept by students, so in their diaries students written down how they felt, their expectations and thoughts before, during and after the drama activities and an observation form was also used in the lesson. According to lesson observations and diaries, it was observed that their speaking skills develop every week. So it was found that students talked about creative drama more positively in their diaries and participated in the lesson willingly, and so their self-confidence developed.

Ulaş (2008) likewise examined the effect of creative drama on verbal skills with 48 students who studying in a primary school. He developed an observation form to evaluate verbal communication skills and knowledge. While the lesson was taught with the textbook in the control group, teacher-centered and creative drama activities were taught in the experimental group. At the end of the 14 week study, it was found that there was a significant difference between the control and experimental groups in the development of verbal skills. Besides it was realized that the students' pronunciation also improved.

Kılıç (2009) aimed to examine the effect of creative drama in the classroom on English speaking skills with Anatolian High School students. In order to measure the students' English speaking levels and their attitudes towards English a pre-unit and post-unit speaking test and an attitude scale were applied to the control and experimental groups, so the study took four weeks. While the methods and techniques in the course guide were applied to the control group, creative drama was applied to the experimental group in these activities, and these studies were carried out in the experimental group gyms of the school. According to the obtained data at the end of the research, a significant difference was found between the pre-test success scores and post-test success scores in favor of the experimental group. According to these results, it was revealed that creative drama is more effective than

the traditional method. so it was concluded that students' creative problems in speaking English can be solved with drama and language retention can be achieved.

Bergil (2010), in his study with 60 students in the creative department of foreign language teaching at the Preparatory Department of the Faculty of Science and Letters at Amasya University aimed to determine how effective the use of drama was on the students' English speaking skills. So the pre-test and post-test achievement tests developed by the researcher which based on the CEF (Common European Framework) quantitative evaluation were the same as the student evaluation form and survey application, and prepared according to the answers given by the students themselves and qualitative evaluation was also made in the survey. As a result of the research, it was found that the class working with creative drama was more successful in English speaking skills, hence it was concluded that the appropriate use of creative drama in the classroom environment increases the efficiency of the course.

Aydeniz (2012) aimed to examine the effect of the creative drama method on the academic success and attitudes towards speaking French of students in the Gazi University French Teaching Preparatory Class. They implemented a creative drama program for three weeks. In the research, where control and experiment were carried out in groups, the diaries of the experimental group were kept by the experimental group at the end of the course, and an achievement test and attitude scale were also applied. While the attitude test was applied at the beginning and end of the study, the achievement test was applied at the end of each lesson. As a result of the research, it was found that although there was a statistically significant difference in the French learning success of the prospective teachers in the experimental group, there was no significant difference in the attitudes of French speakers so they concluded that if attitude change is a time consuming process and creative drama studies are continuous as student attitudes develop positively. According to the data obtained from the diary, it was found that creative drama practices in the classroom were useful and effective as students stated that they enjoyed creative drama lessons so their interest in the lesson increased as they learned with fun. According to the findings, they concluded that the use of the

creative drama method in the foreign language course made a positive contribution to the students' learning French and their success.

Gill (2013) aimed to measure the effect of the drama method at Bond University on English verbal skills. So he conducted his study with 10 students who were non-native English speakers. Students' English oral communication skills were measured before the application, and then drama-based education and non-based education were applied in each of the drama based trainings, which lasted from three weeks to twelve weeks. At the end of 12 weeks, it was seen that the results were significantly higher than the results obtained with drama-based education in the first week, thus it was found that there was a positive increase in all ten students, and also it was concluded that the students' self-confidence increased and they expressed their opinions willingly as well as expressed themselves more easily in this way.

Sağlamel and Kayaoğlu (2013) in their study aimed to investigate the effect of creative drama on foreign language anxiety with 22 randomly selected students at a state university. They implemented creative drama activities for 6 weeks and students were informed about the process at the beginning of the study. So the foreign language anxiety scale which created by Horwitz and Cope in the form of a 5 point Likert was applied both at the beginning and at the end of the study and according to the pre-test and post-test results at the end of the research, it was seen that there was a significant decrease in the anxiety levels of the students who participated in creative drama. At the end of the application, students' opinions were also taken. Students stated that their self-confidence increased and their public speaking anxiety decreased. So it was concluded that creative drama activities should be used more frequently in lessons as they increase students' motivation and participation in the lesson.

Ataş (2015) who worked in a vocational high school aimed to reduce the anxiety of speaking English with drama techniques. In his study there were 24 students whose age were between 17 and 18, and students participated in the study voluntarily and for data collection, pre-test and post-test surveys, semi-structured interviews and student diaries were used and also a six-week program was

implemented. Students reflected their drama experience in their diaries, and the teacher recorded the lessons and took notes and also games, role playing, facial expressions, improvisation and texts were used in these activities. Accordingly a post-anxiety test at the end of the study showed that anxiety levels decreased then it seen that drama activities positively affects students' speech anxiety, fear and embarrassment, and most of the students stated that they laughed when their friends spoke, however with drama they overcame the fear of speaking. While students stated in their diaries that they felt nervous and excited while speaking in the first weeks, they wrote in their notes that they no longer felt the same way the following week. Some students also stated that their self-confidence increased and pronunciation errors, fear of speaking and insufficient vocabulary resulting from lack of expression are transformed into a positive situation with the drama activities they did. At the end of this training, they were no longer afraid of making mistakes while speaking, and in the teacher's observations it was seen that the students who were shy participated in the lesson were no longer shy in the following weeks, and the students were not afraid of making pronunciation mistakes besides not afraid of making pronunciation mistakes in drama activities. So it also improved friendship relations.

Bağçeci (2015) studied the development of English writing skills of 9th grade students of Buca Science High School by using the drama method in classes where foreign languages were taught. A seven hour program was prepared, and experimental drama activities were applied to the control group before and after writing, but no drama activities were applied and data were collected by using a survey, evaluation sheets, field research notes and pre-test and post-test results. By analyzing the students' writing skill products, the teaching and learning process was observed, and the students' attitudes and thoughts in the writing lessons in the experimental group, in which drama activities were used also analyzed. Although there was no statistically significant increase for the experimental group, when the survey results, student statements, and teacher notes were examined, it was found that drama activities in the writing class had a positive effect on students' performance and increased students' motivation.

Başören (2015) aimed to examine the effect of drama on teaching vocabulary in a foreign language with 8th students in a secondary school in Konya and the effects of the students' attitudes towards vocabulary learning, so the English lesson vocabulary test and the English lesson attitude scale developed by the researcher were used and drama method was applied to the experimental group for 10 weeks. According to the results obtained from the research findings, it was concluded that the drama teaching technique has a positive effect on teaching vocabulary in a foreign language and the same way on students' attitudes towards learning vocabulary.

Hazar (2019) conducted a study with 7th drama class students at a private school in Ankara to find whether the drama activities they carried out contributed to the students' learning English in speaking lessons, thus data were collected through video recordings, observation, teacher diaries, and interviews. As a result of the research, it was found that drama activities contributed to students' speaking skills.

Kalipci (2016) aimed to examine the relationship between students' anxiety, motivation, self-confidence as well as affective factors such as academic by using the drama technique in teaching English with 80 students in the preparatory class of Erciyes University School of Foreign Languages and so foreign language attitude scale, motivation test scale and foreign language course anxiety scale were applied to the students. According to the research results, it was found that affective variables affect student success in language learning, and so it was concluded that the role of drama activities should be used in language teaching.

Şimşek (2015) conducted studies on teaching English vocabulary to the university students through drama and so different drama activities were used throughout the research. The activities were selected according to the topics in the textbook. At the end of the research, it was seen that the students were willing to learn vocabulary through drama activities and it was also seen that there was a significant difference between the test results before and after the drama activities.

Tokdemir (2015) investigated the effect of the drama technique he applied with 2nd grade students in a private school in Mersin on teaching English vocabulary. He carried out his study with 20 students and data were collected through observation, daily reports and video recording. In the four-week study, seven new words were selected for each week as he aimed to teach a total of 28 words by using the drama method. At the end of each lesson, students' opinions were taken. A post-test was not applied after the training, instead students were observed during recess or yard games, so it seem that students practice drama activities also in the classroom during breaks. Accordingly it was concluded that students who were engaged in the research having fun with drama activities in the lesson, as they were active in the lesson and willing to participate.

Kuimoval, Uzunboylu, Startseval and Devyatova1 (2016) used English as a foreign language in their study at the National Research Tomsk Polytechnic University and shared their experiences of using drama in extracurricular activities with students. Volunteer students were employed to revive Oscar Wilde's comedy "The Importance of Being Earnest". This work was chosen because it was humorous and rich in rhetoric. Before the stage, cultural values, intonation and pronunciation, facial expressions and body language were studied with the students of that period. This preparation process lasted 3 months, and after this process students stated that they felt more comfortable at the end of the study since they had the opportunity to work extensively verbally in the target language and speak a foreign language. In addition they stated that their confidence in foreign languages increased, and it was found that in learning a foreign language, not only the language is learned, but also they learn the culture, moral values and attitudes of the language they are learned. Likewise they concluded that with the use of drama, foreign language speaking skills improve and cultural awareness occur.

Akın (2016) aimed to research the effects of creative drama method with 12th grade high school students in his study. He investigated the students' tendency to think critically in English, their level of reflective thinking and its effect on their attitudes towards the English course. He conducted his study with pre-test and post-test with control and experimental groups, and this lasted for 8 weeks, and he also

used lesson plans he prepared according to the creative drama method in the experimental group, and used this with the same teacher in the control group according to the curriculum in the application class and with textbook, and as a data collection tool, the critical thinking, reflective thinking and attitude scale was applied to both groups before and after the application. In the experimental group in which the creative drama method was applied, it was seen that there was a positive difference in the students' attitudes and reflective thinking levels, however they concluded that there was no difference in students' critical thinking tendencies.

Erdoğan (2016) conducted a research on the success of vocabulary learning in the fruits unit by using the creative drama method with 2nd grade students in the English course. In the research a pre-test and post-test applied as well as quasi-experimental design used in the control group. The research lasted a month, lessons were prepared and carried out with creative and workshops with drama techniques with the experimental group students, while lessons were continued with traditional teaching method techniques with the control group students. A 19 question achievement test prepared by the researcher in line with expert opinions applied at the end of the unit. According to the analysis in the research results, it was seen that the students in the foreign language learning group were more successful in vocabulary learning success with the creative drama technique than the other method. So it concluded that the creative drama method contributes positively to the success of students who are at the beginning of learning a foreign language in the second grade in the primary school.

Soyer (2016) who studied at Kırıkkale University Faculty of Science and Letters explained creative drama in teaching colors in the elective Arabic course in his study titled "Creative Drama Teaching Method and Effects in Foreign Languages", which he conducted with 16 students. He applied it from creative drama techniques to improvisation, role-playing and frozen image. Different activities related to teaching colors were implemented in the classes during the preparation Arabic warm-up, animation and evaluation phase and instead of the classical method, the students were given a structured lesson that included creative drama. So thanks to the playful process the students were observed while speaking

and acting according to the roles given to them. In this way, the student's anxiety was reduced and learning became easier, hence it observed that the use of foreign languages was possible. Likewise it observed that it also has a positive effect in terms of speaking skills such as shyness and embarrassment on students besides it contributes to reducing emotions, as this feedback supported by the student's observations at the end of the lesson.

Ustuk and İnan (2017) made a comparative study with previous studies on the effects of drama on teaching English as a foreign language. They used articles, book chapters, scientific journals, other academic publications, and academic databases such as ERIC and Google Scholar. They examined and explained the studies that studied internationally in four categories through narrative analysis. So they found that drama in education has constructivist effects on English as they focus on the cultural effects of a foreign language in the context of learners, its effects on performance in the target language, and its effects on emotion. So it determined that the use of drama in teaching English has a cultural awareness effect, which enables learners to communicate and has a positive effect on self-esteem, motivation and volunteering.

Çoban (2020) examined the effect of the communication strategies that teachers used while speaking on the English language skills of the students when participating in the drama activities during session and whether it was necessary to add the course internally to the annual lesson plan or extracurricular activity. So a six week drama session was implemented and camera recording, observations, perception survey and semi-structured interviews were conducted. Students who participated in the drama activity stated that these activities were designed to improve their English proficiency and increased their desire to communicate. Students and teachers also stated that drama activities in the annual lesson plan would increase productivity.

Ekmekeçi (2017), used Nasreddin Hodja's document scanning method in his study and he also studied the use of jokes in drama activities in foreign language teaching. So his students, who took the compulsory drama course in the third grade, examined 470 Nasreddin Hodja jokes and word patterns, questions or grammatical

patterns in the dialogues within the jokes they use. According to this research, it is stated that Nasreddin Hodja's foreign jokes have linguistic elements suitable for language teaching and the communicative functions of the drama method used in language teaching as well as emphasized that drama activities become more entertaining for students thanks to Nasreddin Hodja's jokes.

Galante and Thomson (2017) aimed to obtain information about the speaking level of 24 Brazilian young people who learning English with four English teachers before and after working with a weekly drama based English program. The effect of verbal skills was compared between control and experimental groups. At the end of the research, they found that there were significant differences in the fluency of the students in the drama based English program depending on the group.

Kalogirou (2019) conducted a study on vocabulary teaching with the drama method. His study shows that Welsh is a second language that he applied to students aged between 9 and 10 in the primary school where Welsh is taught. In this course, which takes five lesson hours in approximately one month, students are taught 21 words and they asked to express their likes and dislikes in sentences regarding the food unit in the curriculum with slides and textbook activities, which generally used in the control group. In the experimental group drama activities such as drama games, drama themes as supermarket scenes, and making movies by using online video clips were used and then pre-test and post-test were applied to both groups. According to the results, it was seen that the word taught in the experimental group became more permanent and used more effectively as well as flexible learning helps students learn a foreign language more easily.

Pishkar (2017) investigated the effect of the drama method on the students' English speaking skills and the fluency with students at the department of English language and literature at Hormozgan University, Iran. He conducted an experimental study with 60 students. Before the study the students' fluency levels were measured. So it was found that the English idioms, daily speech patterns and short dialogues in the English drama texts used in the experimental group for 10 weeks motivated the students' daily speech. In the study pre-test and post-test were conducted, students' opinions and their voice recordings were taken. According to

the findings obtained at the end of the research, the recordings of the group who using the drama method were examined and it was seen that there was a visible improvement in the voice, thus it was concluded that the language was used fluently and correctly in speech.

Wang (2017) aimed to investigate the effect of drama method on teaching English at China College of Fine Arts. He worked with two different groups. He found that both the group's English level was similar and that they had difficulties in communicating and speaking English. Students attend classes twice a week and communicate in English. He recreate four selected cartoon characters and asked students to play with them. At the end of the activitiy he observed improvements in English communication skills, interest, motivation, cooperation and many other areas of students who used the drama method, hence students who were asked for their opinions at the end of the drama study stated that they expressed themselves more easily with the method they used.

Güzelsoy (2018) investigated the effect of creative drama on vocabulary acquisition of 9th grade students in his study. A pre-test, post-test as well as quasi-experimental design was applied for control group. While for the controlled group vocabulary teaching was done with traditional methods, for the study group it was done with the creative drama method. In this way a total of 20 hours of study lasted for 4 weeks. According to the findings, it was seen that the vocabulary acquisition success of the study group was higher than the control group. Accordingly it was put forward that creative drama has a positive effect on vocabulary acquisition, however no significant difference was observed in attitude scores.

3. METHODOLOGY

In this section, information about the design of the research, the universe and sample of the research, the development of the data collection tool, the validity and reliability of the research and the analysis of the research data are presented. So in this context, a unit specific game was played with the students every week and the data were obtained from the students' responses to interview questions. The research process was completed in this way.

Games played weekly

1. Week: The who am I

Each student keeps in mind the name of a famous person. Other students ask questions to the student on the blackboard to find the person the student has in mind. The process of asking questions continues until the student finds the person. In this way students have fun and use the language.

2. Week: Role play

The teacher divides the students into groups of four and distributes a predetermined topic (for example, customers in a restaurant, patients in a hospital, passengers at an airport) to each group. Groups are given five days to write a dialogue on the topic. During this time, the students write the dialogue and prepare for their roles; at the end of five days, the groups animate their dialogues. This activity gives students the opportunity to practice the target language in real life.

3. Week: The time machine

The teacher tells the students that a time machine has been invented so that they can go to the past or the future with this time machine and give students time and ask them to imagine that they can go to the past or the future with a time machine. At the end of the given time, the students tell about their dreams. At this stage, the teacher asks the students questions as follows.

For example, where did you go?

Which places did you go?

-Which year did you go?

-What did you do?

Who did you go with?

4. Week: Create a story

The teacher tells the students the beginning of the story and asks them to tell the rest of the story with their own sentences. Each student exhibits their own story in front of the other students. So in this activity students use their creativity and target language fluently.

3.1. Research Design

The aim of this research is to determine the effect of drama usage on English speaking fluency of high school students by student opinions so the main problem statement of the study is to determine the effect of drama usage on the foreign language speaking fluency of high school students, and the study was developed according to the students' opinions as a result of observing the English speaking fluency of the participants in the process with modeled games and listening them with first hand.

In this context qualitative research method was preferred in the study as the two most common research methodologies in educational sciences are qualitative and quantitative approaches. Quantitative studies are defined as "data collection procedures that primarily result in numerical data and are then analyzed by statistical methods" (Dörnyei, 2007, p. 24). Similarly Dörnyei (2007, p. 24) defines qualitative technique as "data collection procedures that primarily result in open-ended, non-numerical data and are then analyzed primarily by non-statistical methods". So definitions show that quantitative research is primarily about numbers, while qualitative research shows that the researcher's ability to interpret has become paramount. That's why qualitative research methods were used in this study since qualitative research refers to a subjective interpretive process that

realistically addresses the natural phenomena related to the problem in order to recognize and solve a known or unknown problem by using qualitative data collection methods such as observation, interview and document analysis hence in the study this method was used to measure the in-depth effect of the effects of games on speaking fluency.

In the research, the semi-structured interview technique, which is accepted as one of the qualitative research patterns used in accordance with the purpose of the research as also semi-structured interviews are an important feature of qualitative research and provide enlightening data about the opinions and experiences of interviewees.

There are various interview methods such as structured, semi-structured, unstructured and focus group interviews (Marshall, 1996). In a semi-structured interview, the topics or themes which are discussed determined in advance in draft form, and the researcher determines the order and style of the questions during the interview process (Büyüköztürk et al., 2020). So semi-structured interview techniques were used in this study because the semi-structured approach allows for a focus on predefined research topics and flexible as also it allows unpredictable information to be obtained. In addition open-ended questions were used throughout the interview to elicit meaningful responses in the interviewee's own words and audio recordings of the participants were taken during the interviews as recording the interviews on audio allows the interviewer to focus on the development of the discussion instead of taking notes. It also facilitates data analysis by providing a complete interview text. In addition it is claimed that using this type of method helps researchers better understand the topic for the study as well as in qualitative methodology, the researcher can understand the topic more deeply from many different perspectives (Creswell, 2003).

3.2. Data Collection Tools

Researchers should be as flexible as possible when developing data collection tools and avoid wasting time by focusing on details that do not contribute to the study. This situation known as 'time trap' in data collection, so it is a common

mistake made by researchers while accessing large and diverse data (Miles & Huberman, 1994). So it is important that structured and semi-structured interview forms contain specific and small number of questions as well as develop a predetermined action schedule for observation, prepare information charts for text, discourse analysis, and specify which criteria will be taken into account and how.

The data collection technique in which the participants in the research sample actively explain their information, express their feelings and thoughts about the research topic and tell their life story is called an interview. So the purpose of the interview is to determine the participants' original perspectives by accessing their inner worlds as the interview allows access to unobservable information such as the experiences, different experiences, attitudes, thoughts, intentions, comments, mental perceptions and reactions of the individual about the subject which is investigated (Seidman, 2013).

In this research, previous studies and theoretical sources were examined during the development of the interview form developed by the researcher as a data collection tool, and as a result of literature review, a draft created with various questions for to ask students. Turkish English teacher expert opinions were obtained from two experts (1 Expert Turkish teacher- 1 Expert English Teacher) in order to develop the data collection tool. After receiving experts opinions, some questions were removed from the interview form and 10 questions were restructured. The questions, which were revised in accordance with expert opinions, were first piloted with two students, one female and one male student. With the pilot application, it was seen that all the questions are suitable for the purpose, simple, open-ended and easy to understand. As a result of the responses received, the final version of the interview form created.

In the interviews questions were asked about the difficulties that students experienced in English lessons, which are usually processed by using the drama method, and also questions about drama methods that are considered effective in improving speech fluency besides drama that attracts and do not attracts students in the lessons or suggestions for improving students' speech fluency.

3.3. The Universe and Sample of the Research

In research, the concept of the universe is the name given to the structure formed by phenomena, subjects or individuals within the framework of a study. It is often not possible to completely analyze a research population, therefore it is best to produce a sample that validly and reliably represents the research universe, and the sample selected from the research universe gets the name of cluster sample. So this process is also called sampling.

In this study, simple random sampling was used as one of the sampling methods. Simple random sampling is the random selection of sampling units from a list of universes. The universe of the research consists of students studying at Gürpınar Anatolian High School in Gürpınar district of Van province in the 2022-2023 academic year. The sample of the research was selected by random sampling method and consists of 24 high school students with the qualification of representing the universe who are studying in the 11th/A grade of Gürpınar Anatolian high school and also the habituation data were collected from students who voluntarily participated in the study.

3.4. Validity and Reliability of the Research

The accuracy and reliability of the information obtained from an analysis is considered one of the most important criteria for scientific research. Validity and reliability are therefore the two most frequently used criteria in research. One of the validity and reliability criteria in qualitative research models is the conceptual framework and assumptions that are defined in detail before the analysis of the data obtained (Yıldırım & Şimşek, 2018). So for the validity and reliability of research, transferability, reliability, consistency and verifiability should be included (Lincoln & Guba, 1985; Kan, Ünsal & Iğde, 2021) Also ethical rules followed in order to ensure the validity and reliability of this research. In order to ensure validity and reliability in qualitative research, the consistency of the research process, the clear expression of the questions, the determination of the researcher's task and the consistency between the decoders were taken into account. So in this context, the coding frequency of the study was shared by explaining the research process clearly and adding excerpts from the participants' responses and for the analysis of the data

teachers who are experts in the field of Turkish and English language were consulted and a descriptive analysis of the answers given to open-ended questions was carried out. The obtained categories and subcodes were compared and the reliability formula of Miles and Huberman (1994) ($\text{Reliability} = \frac{\text{Consensus}}{(\text{Consensus} + \text{Disagreement})} \times 100$) (1994) was used to calculate the reliability. The consensus rate between researchers and decoders in categories and subcodes is 92% and in order to ensure the validity of the study the opinions of a researcher Turkish teacher and an English language specialist were also consulted. The expert Turkish teacher and the English language specialist confirmed this study and stated that there was no discrepancy.

3.5. Analysis of the Data

In this research, semi-structured interviews were conducted in order to find out the effect of the drama method on high school students' English speaking fluency. All interviews were conducted face to face and audio recordings were taken with the permission of the students during the interviews and a total of 19 pages of raw data were obtained from interviews lasting 12-18 minutes with each student and the raw data were analyzed by using the descriptive analysis method based on the interview form as the main purpose of descriptive analysis is to reach concepts and relationships that explain the collected data. In this type of analysis, the researcher analyzes the opinions of the interviewed or observed individuals in an impressionistic way and direct quotes are often used to reflect the situation. So the main purpose of this type of analysis is to summarize and interpret the findings for the reader (Yıldırım & Şimşek, 2018).

Ethical and moral principles were taken into consideration while analyzing the research data, and the names of the interviewed students were coded as S1, S2, S3... S12 to represent each participant. For the analysis of the research data, the interviews were analyzed from a descriptive point of view and descriptive analysis includes the stages of encoding related data within the framework of a research question, categorizing related codes to find themes, organizing codes and themes, and interpreting data within a thematic framework (Glesne, 2013).

The interview forms were analyzed by the coders, categories which created for each question, and sub-codes created for the categorized questions. In addition themes have been created by taking into account the category titles and contents and the frequencies of the themes, categories and codes are shown in Table 3.1. In this process, the coding was done separately by the researcher and the two coders to ensure the validity and reliability of the coding, and then a meeting was held in which a consensus was reached on the coding.

Table 3.1. The Frequencies of the Themes, Categories and Codes Created in the Descriptive Analysis of the Questions Included in the Semi-Structured Interview Form

Theme	Question No	Category	Cod frequency
Individual awareness	1	Strong	3
		Weak	6
	4	Expectation	8
	9	Ordinary course	6
	10	Wanted to add	2
Cooperation	2	Positive	5
		Negative	3
	3	Preference	3
Speaking fluently	7	Learning	5
Drama	5	Difficulty	7
	6	Definition	5
	8	Best	1
		Worst	1

Table 3.1. as a result of the descriptive analysis of the questions in the semi-structured interview form, the frequencies of the themes, categories and codes created by the researchers and coders were given. So when examined table 3.1 it was found that 4 questions included in the interview form were on the theme of individual awareness, 2 problems were on the theme of cooperation, 1 problem was on the theme of learning fluency, and 3 problems were on the theme of drama, and the interview questions were divided into 4 themes and 10 categories and 55 codes.

3.6. Ethical Issues

There are two main applications related to ethical issues when conducting research; institutional approval and obtaining informed consent from participants (Mackey & Gass, 2016). So ethical concerns were addressed by using ethical principles and standards in both stages of this study. Before starting the first stage, the purpose, participants, methods and planning of the study were presented and the approval of the institute was obtained. The participants were then informed about the study and each participant signed a consent form before participating in this research. It was also stated that participation is completely optional and they will be allowed to leave the research at any time. The consent form also claimed that all acquired data will be kept confidential and anonymous and will be used only for scientific purposes.

To protect privacy and anonymity, guests would be able to share their thoughts. The interviews were conducted in a pleasant and peaceful place at a convenient time for both the researcher and the participants in order to allowing them to freely express their opinions in a stress-free environment.

4. FINDINGS

Table 4.1. What are your strengths and weaknesses that you see in yourself during drama activities in English classes? The results of the descriptive analysis of the answers given to the question:

Category	Code	Description	Participant	Frequency
Strong	Strong memorization	Being aware of his/her strong memorization ability	S4, S9, S11	3
	Quick recovery	Quick recovery from adverse situation	S1, S10	2
	Role play	Adaping to the desired role	S2, S3, S4, S5, S6, S7, S8, S9, S11, S12	1 0
Weak	Stage fright excitement	Anxiety on stage	S7	1
	Excitement	Excitement caused by varios factors	S1, S3, S6, S7, S8, S9, S10, S12	8
	Poor memorization	Poor memorization ability	S1, S2	2
	Pronunciation	The difficult pronunciation of some English words	S5	1
	Grammar	Recognizing grammatical deficiencies	S10	1
	Costume	Don't like the worn costume	S11	1

What are your strengths and weaknesses that you see in yourself during drama activities in English classes? The vast majority of participants in the question stated that their strengths were role-playing (f:10) and that it was funnier and easier and not so feared as they performed drama activities. Students also stated that their strengths were quick recovery (f:2) and memorization (f:3). The participants stated

that the weaknesses they saw in themselves as a result of the drama activities were excitement (f:8), poor memorization (f:2), realizing their abilities, pronunciation problem (f:1), lack of grammar (f:1) and do not like the costume for themselves (f:1). Below there are the opinions of some students for each code.

Strong memorization, S₄: " *First of all, I want to explain my strengths, the first of which is that my memorization is good. I realized that I have developed this skill with drama activities and also I speak English fluently ...* "

Quick Recovery, S₁: " *... besides, I think my strongest aspect is that I recover quickly at that moment of hesitation, and after a few seconds everything gets back on track.* "

Role-playing, S₂: " *If I'm going to talk about my strengths, it's that I have the ability to do that role regardless of the role I'm playing. I am confident in myself at this point...* "

Stage fright, S₇: " *I get a little shy when I go on stage in public because I get excited and embarrassed, which is one of my weaknesses. But if I can keep up with the environment I live in and overcome my excitement, I'll immerse myself in my role...* "

Excitement, S₈: " *My strong point is that I play in a good way as a character in acting, I perform my role in a good way too, my weak point is that I get excited very quickly and get bored quickly.* "

Weak memorization, S₂: " *My weaknesses were that I couldn't memorize words more prominently, but thanks to drama, I also improved my ability to memorize words.* "

Pronunciation, S₅: " *My pronunciation is bad, because of this, my friends seem to be making fun of me, but my behavior is good accordance with the role, and my friends' pronunciation is not good either.* "

Grammer, S₁₀: *"The aspect that I felt weak in drama was that my vocabulary was not enough and also my use of grammar in sentences was bad either while my strength was that I came over excitement while talking.."*

Costume, S₁₁: *"As for my other weaknesses, costume and shape are the most difficult I had because I couldn't find the suitable costume for the given role."*

Table 4.2. What are the positive and negative sides of doing drama related activities in English class as a group? The results of the descriptive analysis of the answers given to the question:

Category	Code	Description	Participant	Frequency
Positive	Socialization	Group members bonding with each other	S1, S2, S4, S6, S12	6
	Exchange of ideas	Everyone expresses their opinion when decision are made	S5, S9, S11	3
	Respect	Respecting to the taken decision	S7	1
	Group effect	Group members influence each other	S7, S8, S10	3
	Responsibility	Development of awareness of responsibility	S3, S4, S12	3
Negative	Group integrity	The possibility of disruption of group integrity	S1, S2, S3, S9	4
	Disagreements	Differences of opinion among group members	S6, S7, S8, S9, S10, S11	6
	Tense atmosphere	The tense environment when making joint decision	S7, S12	2

The second question of the research is, what are the positive and negative sides of doing drama related activities in an English lesson in a group way? Some participants stated the positive aspects as socialization (f:6), exchange of ideas between group members (f:3), respect for each other's decisions (f:1), influence of

group members on each other (f:3), development of responsibility awareness (f:3), other participants stated the negative aspects of group integrity deterioration (f:4), differences of opinion among group members (f:6), tense environment when decisions were taken (f:2), moreover the participants stated the negative aspects of drama activities in English class in the form of group integrity (f:4), the disagreements between group members (f:2). Below there are the opinions of some participants for each subcode.

Socialization, S₁: *"The best trait of group work is that we study as a whole, and sometimes decoupling and chatting during rehearsals, that's why we get to know each other better and so we socialize..."*

Exchange of ideas, S₅: *"we complete each other's shortcomings by exchanging ideas."*

Respect, S₇: *"If we are going to talk about the positive aspects of group work, for example, together with my friends we are trying to create a good game, and we are trying to achieve a good job together and we respect each other ..."*

Differences of opinions in groups, S₁₀: *"The positive aspects of doing it in a group way were that we completed each other's shortcomings, and as negative aspects there were differences of opinion whether we wanted to or not."*

Responsibility, S₄: *"I think group work has a lot of positive aspects, for example, I think it is effective in terms of socializing with our friends as well as in terms of our planning and responsibility get better."*

Group integrity, S₃: *"In group work, everyone takes on the responsibilities that they can do best, which prevents someone from taking on the entire burden, but there is a lazy person in every group, which can sometimes disrupt fluency."*

Tense environment, S₁₂: *"...The negative aspects are, of course, that we normally discuss opposing ideas, as a result of which a tense environment occurs, but in the end we make the healthiest decision without much do."*

Tablo 4.3. Do you prefer individual activities or group activities when you take part in drama activities in English class? The results of the descriptive analysis of the answers given to the question:

Category	Code	Description	Participant	Frequency
Preference	Individual	Preferring individual activities	S1, S2, S4, S8,	4
	Group	Preferring group activities	S3, S5, S6, S10, S11,	5
	Both of them	It doesn't matter if work individually or in groups	S7, S9, S12	3

The third question of the research, do you prefer individual activities or group activities when participate in drama activities in English class? The participant's answers to the question (f:5) were in the form of preference for group activities, while (f:4) preference for individual activities and the participants (f:3) stated that there was no difference between the individual or group studies. Below there are the opinions of some participants for each subcode.

Individual, S1: *"I prefer individual activities, I don't like to be tied to someone..."*

Group, S5: *"Working with a group because we can complete each other's shortcomings. Another friend can correct the English word that someone has pronounced incorrectly, this is an opportunity for us"*

Both, S7: *"I personally prefer both activities because they have a different aspect from individual activities to group activities, both of which give a different excitement."*

Table 4.4. What are your expectations from the drama activities in English class?
The results of the descriptive analysis of the answers given to the question:

Category	Code	Description	Participant	Frequency
Expectation	Pronunciation	Overcoming the fear of pronouncing English words	S6, S11	2
	Fluent language	Speaking English fluently in line with given roles	S1, S4,	2
	Overcoming excitement	Overcoming the excitement with drama	S1, S7, S8, S9, S12	5
	Responsibility	Developing sense of responsibility with through taken roles	S1, S9	2
	Respect	Strengthening the bond of respect between group members	S2	1
	Role play	Developing role playing skills	S3,S8, S11, S12	4
	English	Improving English	S5, S7, S10	3
	Fun time	Having a fun time	S12	1

What are your expectations from the drama activities conducted in the English lesson, which is the fourth question of the research? The participant's answers to the question (f:2) were that overcoming the fear of pronouncing English words, speaking English fluently in accordance with the given roles, developing a sense of responsibility with the roles taken,(f:4) overcoming excitement with dramas and developing the ability to play roles, (f:3) increasing the participant's English level, (f:1) strengthening the bond of respect between the group members and having fun. The participant's answers to the question were as follows: Over come the fear of pronouncing English words, speaking English fluently according to the given roles, (f:3) improving the participant's English level, (f:1) strengthening

the bond of respect between the group members and having fun. Below there are the opinions of some participants for each subcode.

Pronunciation, S₆: *"My expectation is that our English pronunciation will improve."*

Fluent language, Responsibility and Overcoming excitement, S₁: *"My expectations from the drama were to assume a responsibility together with overcoming the excitement of the stage in a fluent language, a better pronunciation. I think these expectations were realized in the best way, I think without drama it couldn't have been better."*

Respect, S₂: *"My expectation from drama activities is to respect everyone's opinion and listen them, since there is more than one person in group work, which contributes to listening and understanding people in a society."*

Role playing, S₁₁: *"Making a show by taking on the role that people take on makes it easier to do."*

English English, S₁₀: *"My expectations in the activities are to be able to speak English more comfortably in an environment in the future, and to improve our English level as well as my vocabulary."*

Pleasant time, S₁₂: *"Having a very good time, enjoying and sincerely reflecting that feeling to the other side."*

Table 4.5. What difficulties did you encounter during the drama activities in English class? The results of the descriptive analysis of the answers given to the question:

Category	Code	Description	Participant	Frequency
Difficulty	Stage arrangement	The difficulty of organizing the class accordance with the drama activity	S1,	1
	Memorizing	Memorizing the speech text of the role	S1,	1
	Group members	Ensuring unity among group members	S2, S7, S8, S11, S12	5
	Excitement	Getting excited in front of the crowd	S3, S9	2
	Give roles	Don't like the assigned role	S4, S7, S8, S10	4
	Administration	Obtaining permission from the administration for each course	S5	1
	Costume	Have trouble in finding the costume	S6	1

What difficulties did you encounter during the drama activities in the English lesson? Which is the fifth question of the research? The participants' responses to the question as follows, and the participant's responses to the question were determined as ensuring unity among the group members at a high rate (f:5) and that the group members had difficulty and disliking the given role decently (f:4). In addition, (f:2) the participant expressed that they had difficulty getting excited in front of the crowd, (f:1) and the participant also had difficulty for

arranging the class in accordance with the drama activity, memorizing the speech text for the given role, getting permission from the administration for each lesson and finding the suitable costumes. Below there are the opinions of some participants for each subcode.

Stage arrangement, S₁: *"The biggest challenge we faced was translating the classroom into a stage, and of course spending a lot of time to overcome these difficulties."*

Group members and Role casting, S₇: *"There may be role problems during the play, role changes happen, sometimes we don't have friends during work time, so we can't work because of the communication problems between group members."*

Excitement S₃: *"Sometimes, no matter how much we rehearse, having all these people watching us causes us to get excited so we forget the words we have to say."*

Administration, S₅: *"We had difficulty getting permission from the administration."*

Costume, S₆: *"The difficulty we faced during the plays was to find a suitable costume for the given role."*

Table 4.6. Considering the drama activities that have been done in English class so far, how do you define drama, what comes to your mind when you say drama? The results of the descriptive analysis of the answers given to the question:

Category	Code	Description	Participant	Frequency
Describing	Game	Playing games for a purpose	S1, S2, S4, S7	4
	Activity	A fun activity	S3, S8, S9, S11	4
	Role	Acting for a purpose	S2, S4, S6, S7, S9, S12	6
	Pronunciation	Lesson to improve English pronunciation	S5	1
	Learning English	The method that makes learning English funnier	S3, S5, S10	3

Considering the drama activities conducted so far in the English lesson, which is the sixth question of the research, how do you define drama, what comes to your mind when you say drama? As to English pronunciation question (f:6) the participant defined drama as acting according to the purpose, (f:4) as a fun activity and performing a game for a participatory purpose, (f:3) the participant defined it as a method that makes learning English fun, (f:1) and the participant defined it as a lesson that improves English pronunciation. Below there are the opinions of some participants for each subcode.

Role play, S₂: *"Drama is about taking people out of their true self and assuming the given role. When I say drama, I think of performing a play that teaches me English."*

Event, S₉: *"I think drama is actually a fun event where everyone can express themselves, which helps to reveal a personality that lies inside everyone."*

Tablo 4.7. What did you learn from the drama activities in English class and in which ways did you improve yourself? The results of the descriptive analysis of the answers given to the question:

Category	Code	Description	Participant	Frequency
Learning	Stage fear	Overcoming the fear of stage	S1, S6	2
	Sensitivity	Developing sensitiviyy to the characters in drama	S1	1
	English word	Learning English words easier	S2, S4, S5, S7, S10,	5
	Fluent English	Speak English fluently with drama	S3, S4, S6, S7, S8, S9, S10, S11, S12	9
	Get over your excitement	Overcomimng the excitement of speaking in front of people	S3, S6	2

What did you learn from the drama activities conducted in the English lesson, which is the seventh question of the research, and in what ways did you improve yourself? Nearly all of the participants (f:9) stated that drama activities that they performed on stage or in class improved their fluency and so they spoke English fluently,(f:5) the participant learned English words more easily, (f:2) the participant overcame the fear of going on stage and the excitement of being in front of the crowd, (f:1) the participant improved themselves at the point of developing sensitivity to the people in a role that they participate together in drama activities. Below there are the opinions of some participants for each subcode.

Fluent English, S7: *“We learned from drama activities to be patient with each other, to be respectful to each other, and we improved ourselves to be able to speak English better and fluently.”*

English vocabulary, S₄: *“I improved my pronunciation and also learned new English words.”*

Stage fear and Sensitivity, S₁: *“I first learned to overcome my stage fear from drama activities, besides, I think that every group learns something from the games they play, because we usually preferred informative games, and these are from everyday life, so we learned to touch other lives and show sensitivity, perhaps to lives that we will never be involved in.”*

Overcoming the excitement, S₆: *“I can say that I overcome my excitement on stage in front of the crowd.”*

Table 4.8. Among English lessons drama activities we have done so far, which one or which ones have been the best and worst for you, why? The results of the descriptive analysis of the answers given to the question:

Category	Code	Description	Participant	Frequency
The best	Role play	Drama is the best role play we have ever done	S1, S2, S3, S4, S5, S6, S7, S9, S11, S12	10
The worst	Who am I	The drama with who am I was bad	S2, S3	2
	There is no	There are no bad dramas we have done	S1, S8,	2

The eighth question of the study is that among the drama activities that we have done so far, which one or which ones were the best and worst for you, why? The participants (f:10) stated that the best drama staged was role play, (f:2) the participant stated that the worst drama staged was who am I, and also (f:2) the participant stated that none of the dramas staged were bad. Below there are the opinions of some participants for each subcode.

Role play, S₂: *"I think role play is the best because a person can animate different characters while being a person in real life, so it was very nice to be a different person every time in role play."*

Mine, S₃: *"The worst thing for me is "who am I game" because that's the hardest thing for me, because I'm not very professional."*

There is no, S₈: *"I think all types of drama that contain morality and teach something are good. There is no such thing as bad."*

Table 4.9. In which way and how did the drama activities in English class affect the normal flow of your life? The results of the descriptive analysis of the answers given to the question:

Category	Code	Description	Participant	Frequency
Ordinary flow	Fluent English	Speaking English more fluently	S2, S3, S4, S6, S7, S8, S9, S10, S11, S12	10
	Fun time	Having fun with classmates	S4, S7, S12	3
	Level of English	Positive impact on English learning level	S2, S4, S6, S7, S9, S10, S11, S12	8
	Confidence	Developing a sense of self-confidence through the roles taken	S5	1
	Socialization	Socialize faster	S3, S10	2
	Pozitivity	Having a positive outlook on life	S1, S11	2

The ninth question of the research, in which way and how did the drama activities performed in the English lesson affect the usual flow of your life? The participant states that the drama activities performed in the (f:10) class enable English to be spoken fluently, (f:8) positively affect the participant's English

learning level, (f:3) the participant has fun with classmates, (f:2) the participant experiences changes in the direction of being able to socialize faster and look at life positively, (f:1) the participant also develops a sense of self-confidence with the roles taken. Below there are the opinions of some participants for each subcode.

Fluent English, S₂: *"Drama has made me speak English more fluently in life, so I no longer have the condition of not being able to speak English when people watch me."*

English level, S₆: *"Drama contributed to the improvement of our English level"*

Fun time, S₄: *"I had a funnier time and became more intimate with my friends than before."*

Self-confidence, S₅: *"I improved my sense of self-confidence."*

Socialization, S₁₀: *"These dramas were take part in the flow of my life as follows: When we did the dramas with the group, there was a socialization, however there were some shortcomings from what we did with the group such as disagreements, but these affected the flow of life in a good way"*

Positivity, S₁₁: *"It made me a more positive person in life, I used to act very aggressively, but drama affect my life in a positive way, so I think so"*

Table 4.10. Is there anything else you would like to add? The results of the descriptive analysis of the answers given to the question:

Category	Code	Description	Participant	Frequency
Wanted to add	No	I have nothing to add	S1, S2, S3, S5, S6, S8, S9, S10, S11	9
	Language learning	It can always be preferred in language learning	S4, S7, S12	3

“Is there anything else you would like to add” which is the tenth and final question of the research? The participant has nothing to add (f:9, the participant also indicates that drama activities are constantly preferable for language learning (f:3). Below there are the opinions of some participants for each subcode:

No, S₁: *“I don't think there's anything to add, everything is so perfectly planned.”*

Language learning, S₇: *“I think drama game developed my self-confidence, it's been a nice experience and memory for us, and we can also speak English more fluently, that's why drama can be always preferred in language learning.”*



5. DISCUSSION AND CONCLUSION

5.1. Results

As a result of the analysis of the research data, the following results have been reached.

➤ As a result of the descriptive analysis of the answers given to the first question of the research, it was found that the vast majority of the participants in the strengths category believed that their strengths were role-playing, and so English learning was funnier and easier in the drama activities so they were actually not feared as they think. The students also stated that their strengths were quick recovery and memorization, however the student's answers associated with the weak category were determined as excitement, noticing poor memorization abilities, pronunciation problems, lack of grammar and not finding the suitable costume for himself.

➤ The answers given to the second question of the research were categorized as positive and negative, and the participants indicated factors such as socialization, exchange of ideas between group members, respect for decisions, influence of group members on each other, development of responsibility deficiency to the positive category. In the negative category, they stated the idea in the form of the possibility of negative effects for the group integrity, the formation of differences of opinion among the group members, the tense environment that occurs when joint decisions are made.

➤ The third question of the research was determined as a preference category, and some of the participants stated that activities performed in the form of a group should be preferred, while some participant opinions were in the form of preference for individual activities. In addition, they noted that there was no difference between individual or group studies for participants.

➤ The fourth question of the study was determined as the expectation category, and the participants' expectations from the drama activities performed in the English lesson were in the form of overcoming the fear of pronouncing English words, speaking English fluently in accordance with the given roles, developing a sense of responsibility with the roles taken, and developing the ability to overcome

excitement and play roles with drama activities, improving their fluency in English speech, and having fun by strengthening the bond of respect between the group members.

➤ The fifth question of the study was determined as the difficulty category. The participants stated that they experienced the difficulty of ensuring unity between the group members and the role of the group members in the drama activities performed in the English lesson. The participants also expressed that they had difficulty getting excited in front of the crowd, organizing the class in accordance with the drama activity, memorizing the speech text for the given role, getting permission from the administration for each play and having difficulty in finding costumes.

➤ The sixth question of the research is categorized as the definition of drama. English language drama was defined by the participants as acting according to the purpose, performing a game for a purpose and a fun activity and a method that makes learning English fun and a lesson that improves English pronunciation.

➤ The seventh question of the study was named as the learning category. Speaking English fluently and their English improved with the drama activities performed by nearly all of the participants and fluently spoke English, and learned English words more easily, overcame the fear of going on stage and the excitement of being in front of the crowd and improved themselves at the point of developing sensitivity to the people in the role that is include in drama activities and also they stated that they improved their English speaking fluency and they learned English words more easily, overcame the fear of going on stage and the excitement of going in front of the crowd and improved themselves at the point of developing sensitivity to the people in the role that is given for drama activities.

➤ The eighth question of the study was named as the best and worst category. It was concluded that the participants stated that the best drama in the drama activities performed was “role play”, the worst drama staged was “who am I game”, and also they stated that none of the drama plays staged were bad.

➤ The ninth question of the study was determined as the usual flow category and it was determined that drama activities enabled participants to speak English fluently and positively affected their English learning, provided fun time

with classmates, changed their ability to socialize faster and look at life positively, and improved their sense of self-confidence with the roles given.

➤ The tenth and last question of the study, a large part of the participants who were determined as the desired category to add stated that they had nothing to add, and some participants stated that drama activities should be always preferred in language learning.

5.2.Conclusion

According to Vygotsky, one of the proponents of sociocultural theory, learning takes place through 'interaction' (O'Gara, 2008). So students begin to learn from their environment and social world by interacting with friends, teachers, and other adults in their social circle as with drama activities students worked together in group works, helped each other and received help from each other. For this reason all students stated that they assumed two important responsibilities towards both themselves and other group members in order to fulfill the tasks assigned to the group in line with a common goal. Despite these positive features, unexpected new situations may arise at any time during group work, which may lead to deviations from the topic that's way drama leaders and teachers should plan the process well by determining the interests, needs, abilities and personality characteristics of the group and should be able to solve problems instantly when necessary (Akyol, 2003). As a matter of fact, in this study, the teacher did not distribute the roles before the group work so as to students could choose the roles according to their personality and characteristics. Accordingly the findings showed that some students had difficulty interacting with other students in the group, which sometimes distracted them from the subject, thus this has brought into consideration the need to implement group work in a more effective way.

In the study titled "Evaluation of Drama Methods in the Relationship between Educational Management and Teaching Methods" conducted by Karadağ (2006), the effects of creative drama methods on course success and course expectations were examined. It has been seen that the students in the classrooms where the creative drama method is applied are more successful in terms of understanding and perspective of the lesson.

It was determined that the students in the classes where the method was applied were more successful than the students in the classes where the method was not applied, which showed that the drama method made a positive contribution to the students' perspectives on the lesson in many ways, so in this study students stated that the drama method allows them to consolidate the knowledge they have acquired through practice, improves their word memorization and pronunciation skills and change their outlook on the lesson in a positive way so this claim confirms the study of Karadağ (2006).

Hançerlioğlu (2000) defines creative thinking as a way of thinking that is original, seeks innovation, brings new solutions to old problems and produces original ideas, hence to him the English language drama course is defined as acting according to the purpose of the students, performing a game for a purpose and a fun activity besides a method that makes learning English fun and a lesson that improves English pronunciation, so according to the results obtained from this study, the finding of the research and the finding of Haçerlioğlu (2000) cannot coincide with each other since most of the students stated that they were exposed to some stress situations such as excitement during the drama process and inability to express themselves comfortably in front of the crowd. This is the case according to the Gestalt theory put forward in the first half of the 20. Century which supports the view that sensory factors such as shyness, fear of doing wrong and excitement prevent productive and creative thinking.

The main purpose of the middle school English curriculum is to provide a stimulating/motivating and fun learning environment that allows students to use English effectively, fluently and correctly. For this purpose, the structured learning of foreign language vocabulary and grammar should be supported by a series of techniques that increase communication and contribute to students' motivation, rather than techniques that allow them to passively acquire information, so in this study students learned words not only by memorizing their dictionary meanings, but also by associating them with personality and characters, by using them in context and using language structures, giving examples from their own lives and the lives of people around them, comparing personality and character traits. These

results obtained in student interviews support the view that “drama is an effective tool for vocabulary, syntactic rules, context and metacognitive knowledge acquisition” stated in Mc Master's (1998) article “Making Literature”.

Foreign language teaching aims to develop communicative skills as well as language skills, so in the drama activities, it is seen that students use both nonverbal gestures, imitation and body movements, as well as their communicative skills through accent, intonation and pronunciation studies (Genç, 2009).

Students have had the opportunity to express themselves in a foreign language within the scope of drama activities, hence the findings obtained from the students' opinions show that most students agree that drama methods improve communicative competence, however it should be noted here that students have difficulty in pronunciation when perform a role in drama activities but they have reduced the number of pronunciation errors with drama activities. In particular, they stated that they mispronounced the words they knew and made more pronunciation errors in their first game. This may have been caused by some stressful situations, such as fear of making mistakes in front of the crowd or excitement. As a matter of fact, "What kind of difficulties did you encounter during the drama process? the answers given to the question " show that most of the students are excited when they get on the stage, they are afraid of making mistakes and they forget their existing knowledge. These findings prove the basic principles of Hebb's neurophysiological theory; “learning is enriched by challenge and hindered by threat” and “learning is a physiological event that takes place in the brain” (Çepni and Keleş, 2006). According to these principles, situations such as threats, stress, pressure and fear negatively affect learning in education so brain performance decreases when faced with fear and stress, however when properly challenged, the learning motivation is maximized.

Drama methods create a learning and teaching environment in which students and teachers enjoy and share together, accordingly the findings obtained from the students' opinions show that students are enthusiastic about the lessons, enjoy learning and improve their social skills and also they stated that they solved each other's shortcomings with group activities, helped each other, worked in

solidarity and their self-confidence developed. Another finding obtained from the students' opinions is that the drama approach reveals aspects about themselves that they had not discovered before. While some students stated that they had the ability to empathize, others stated that they realized that they were good at playing different characters in the process. In this context, O'Gara (2008) states in his article that most researchers agree that the purpose of drama in education is to develop personal and emotional self-discovery and understanding of relationships, with this purpose when the literature on creative drama and drama methods is examined, studies belonging to different disciplines in education are found so the findings obtained from the interviews reveal the opinion that the use of drama methods is effective in learning the subjects of a foreign language lesson., therefore the students stated that the drama method should be used especially in English lessons, in the acquisition of grammar knowledge, in the development of pronunciation and fluency of speech in a foreign language.

Boroujeni and Fard (2013), in a study conducted in Iran, revealed that the most important language skill that students focus on at school is reading ability, but the language skill they want to improve the most is speaking ability. As Ur (2012) also stated that according to students, the development of speech skills is the most important indicator of language proficiency besides the ability to speak is one of the most difficult skills to develop. So this result also valid for the Turkish education system.

The students participating in the study think that it is important to speak fluently and intelligibly in a way that has sufficient vocabulary whereas students cited that excessive excitement, fear of making mistakes and not having enough vocabulary as reasons for not speaking English and the lack of goals for schools to improve their speaking skills also prevents them from the number of activities aimed at improving their speaking skills in classes, moreover a lack of activity to practice, sticking to books and focusing on just writing and reading skills were also cited as problems.

Students also stated that schools focus on skills and vocabulary that prepare students for academic life, rather than skills related to speech practice. These results

are in line with the findings of Al Hosni's (2014) study mentioned in the literature. These results are in parallel with the findings of the study by Al Hosni (2014) mentioned in the literature, which concluded that relying on books hinder the development of speech skills and so lead to shyness.

Liu and Jackson (2008) and Gan (2012) reported in their study that students stated that the most important obstacle to English speaking is lack of vocabulary knowledge. This is because students have to learn the necessary words in a short time when speaking, and students stated that one the most important obstacle to English speaking is a lack of vocabulary knowledge. This is because students have to learn the necessary words in a short time when speaking. Additionally Gan (2012) states that students have to struggle with grammar rules during speech. They note that students are so nervous about using grammar correctly when speaking that they are unable to concentrate on the topic they are trying to talk about. This situation is similar to the findings of this study, in which it is emphasized that students could not speak English for fear of making mistakes. Another result is that there is not much of an environment to improve speech skills because grammar and direct expression are emphasized in the classroom. Similarly, the interviewed students stated that there were very few activities related to speaking skills due to the school policy focusing primarily on improving reading, writing and grammar skills.

In summary, students think that fluent speech, having sufficient vocabulary knowledge and understandable speech are important in terms of speaking skills. So the results of the needs analysis pointed out the points that should be taken into account when designing teaching to improve the speaking skills of students.

According to the results obtained, it is important to use techniques such as presentation, role-playing, drama and discussion in the lessons and to create an environment in which students interact with each other. These points also coincide with the proposals of Ur (2012).

5.3. Limitations

The current study has some limitations. The first limitation of this study is research setting as well as the number of the participants. The research only covered

English lessons for 11th grade 24 students in a high school during the 2022–2023 academic year in Van Turkey. The result of the research cannot be broadly generalized to encompass all EFL students, considering the limitations imposed by the sample size and the place study conducted. The second limitation of the study is its duration research. Due to time constraints, the study lasted only eight weeks. The third limitation of the study is the language skill searched in terms of fluency, perceptions and attitudes towards drama.

5.4. Suggestions for Future Studies

Although this study revealed important results on the effect of drama usage on foreign language speaking fluency of high school students on the fluency language learning, it is clear that there is a need for further researchers. First of all, as the current study was limited to certain setting and participants, researches with more participants and different settings may reveal more comprehensive data, thus generalisations can be made more accurately for results. Additionally, the duration of the study was limited to eight weeks and 24 students each. Studies with more participants and an extended period of time can increase the possibility of generalising results. Finally, more studies in the future can be conducted for the different levels and age group to gather more data on the effect of drama usage on foreign language speaking fluency. what's more this study reveals the opinions of high school students regarding the fluency of English speaking by using drama. Based on the results of this study, the following recommendations can be made for future research on drama methods.

✓ Due to the positive contributions of drama to the educational environment, it may be recommended to use it frequently in foreign language lessons.

✓ This study has shown that some positive results have been obtained from the use of creative drama methods in English teaching. The effectiveness of the interdisciplinary approach can be analyzed by a comparative study in which the same method is applied to different disciplines and the results are compared.

✓ Curriculum development specialists and book authors should include sample lesson plans that use drama as a method of teaching English vocabulary groups in their books.

✓ This study was held in a specific subject(unit) area of the English lesson for 11th students . For this reason, studies can be conducted on different subjects, at different levels and at different levels of education (preschool, middle school and high school).

✓ Since it is very difficult to practice drama in the classroom, the school administration can provide a separate drama room for English teachers. This room should also be equipped with teaching tools such as a CD player, colored pencils and cardboard.

✓ Since drama teachers and supervisors have a lot of work in the process of planning, implementing and evaluating this method, teachers should be given more in-service training on how to use this method more effectively. Additionally prospective teachers who have graduated from the faculties of education should be offered the opportunity to take an applied drama course.

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7. APPENDICES

Appendix-1. Semi-Structured Interview Form DRAMA KULLANIMININ YABANCI DİL KONUŞMA AKICILIĞINA YÖNELİK ÖĞRENCİ GÖRÜŞLERİ

YARI YAPILANDIRILMIŞ BİREYSEL GÖRÜŞME FORMU

Araştırma Sorusu: Drama kullanımının yabancı dil konuşma akıcılığına yönelik öğrenci görüşleri	
Tarih:	Saat:
(Başlangıç/Bitiş):	

GİRİŞ

Merhaba adım Adnan ERKUT. Van'nın Gürpınar ilçesinde Gürpınar Anadolu Lisesinde İngilizce öğretmeni olarak görev yapmaktayım. Aynı zamanda Hakkari Üniversitesi Yabancı Diller Eğitimi Ana Bilim Dalı'nda yüksek lisans öğrencisiyim. Drama kullanımının lise öğrencilerinde yabancı dil konuşma akıcılığına etkisini araştırmaya yönelik öğrenci görüşlerini araştırıyorum ve sizlerle bu konuda görüşmek istiyorum.

Bana görüşme sürecinde söyleyeceklerinizin tümü gizlidir. Bu bilgileri araştırmacıların dışında herhangi bir kişinin görmesi mümkün değildir. Ayrıca, araştırma sonuçlarını yazarken, isimleriniz kesinlikle yer almayacaktır. Bunun yerine takma isimler kullanılacaktır ya da isminiz şifrelenecektir.

Başlamadan önce bu söylediklerimle ilgili belirtmek istediğiniz bir düşünce ya da sormak istediğiniz bir soru var mı?

Görüşmeyi izin verirseniz kaydetmek istiyorum. Bunun sizce bir sakıncası var mı?

Bu görüşmenin yaklaşık 15-20 dakika arası süreceğini tahmin ediyorum. İzin verirseniz sorulara başlamak istiyorum.

Adnan ERKUT

GİRİŞ SORUSU

Kendinizden kısaca bahseder misiniz? (Ad, soyad, yaş, okuduğunuz okul, sınıfınız, 5. Sınıfta yabancı dil hazırlık okuyup okumadığınızı)

GÖRÜŞME SORULARI

1. İngilizce derslerinde yapılan drama etkinliklerinde kendinizde gördüğünüz güçlü ve zayıf yönleriniz nelerdir?

2. İngilizce dersinde drama ile ilgili etkinlikleri grup şeklinde yapılmasının olumlu ve olumsuz yanları nelerdir?

3. İngilizce derslerinde drama etkinlikleri yaptırırken bireysel aktiviteleri mi yoksa grup aktivitelerini mi tercih edersiniz? Neden / neden olmasın?

4. İngilizce derslerinde yapılan drama etkinliklerinden beklentileriniz nelerdir?

5. İngilizce dersinde yapılan drama etkinlikleri sırasında ne gibi zorluklarla karşılaştınız?

6. İngilizce derslerinde şimdiye kadar yapılan drama etkinliklerini göz önünde bulundurursak dramayı nasıl tanımlarsınız? Drama deyince aklınıza ne geliyor? Drama İngilizce öğrenmenizi nasıl etkiledi?

7. İngilizce derslerinde yapılan drama etkinliklerinden neler öğrendiniz?
Kendinizi hangi yönlerden geliştirdiniz?

8. İngilizce derslerinde şimdiye kadar yaptığımız drama etkinlikleri arasında hangisi ya da hangileri sizin için en iyi ve en kötüydü? Neden?

9. İngilizce dersinde yapılan drama etkinlikleri hayatınızın olağan akışını hangi yönde ve nasıl etkiledi?

10. Eklemek istediğiniz başka bir şey var mı?



Appendix II: Parent Consent Form

Çocuğunuzun katılacağı bu çalışmanın amacı, Van'nın Gürpınar ilçesinde bulunan Gürpınar Anadolu Lisesinde drama kullanımının yabancı dil öğrenenlerin akıcılığı üzerindeki etkilerini araştırmaktır. Araştırma T.C. Milli Eğitim Bakanlığı'nın ve okul yönetiminin de izni ile gerçekleştirilmektedir. Çalışmaya katılım gönüllülük esasına dayalıdır. Katılımcıların kişisel bilgileri kesinlikle gizli tutulacaktır. Katılımcılar istemeleri halinde kendilerinden elde edilen bilgileri inceleme hakkına sahiptir. Çalışmada katılımcıların istemediği bilgiler talep edilmeyecektir. Katılımcılar çalışmayı istediği zaman terk etme hakkına sahiptir. Çalışma terk edilirse katılımcıya ait bilgiler ve veriler çalışmadan çıkarılacaktır.

Yukarıda yazan bilgileri okudum, anladım. Öğrencimin çalışmaya gönüllü olarak katılmasını kabul ediyorum.

Veli Ad ve Soyadı:

İmza:

Tarih:

Appendix III: Student Consent Form

Bu çalışmanın amacı, Van'nın Gürpınar ilçesinde bulunan Gürpınar Anadolu Lisesinde drama kullanımının yabancı dil öğrenenlerin akıcılığı üzerindeki etkilerini sizin fikirlerinizi alarak araştırmaktır. Çalışmaya katılım gönüllülük esasına dayalıdır. Katılımcıların kişisel bilgileri kesinlikle gizli tutulacaktır. İstemeniz halinde sizden elde edilen bilgileri inceleme hakkına sahipsiniz. Çalışmada istemediğiniz bilgileriniz sizden istenmeyecektir. Çalışmayı istediğiniz zaman terk etme hakkına sahipsiniz. Çalışmayı terk ederseniz size ait bilgiler ve veriler çalışmadan çıkarılacaktır.

Yukarıda yazan bilgileri okudum, anladım. Çalışmaya gönüllü olarak katılmayı kabul ediyorum.

Katılımcı Ad ve Soyadı:

İmza:

Tarih:

Appendix IV: Ethics Committee Approval

Evrak Tarih ve Sayısı: 26.12.2022-43487

T.C.
HAKKARİ ÜNİVERSİTESİ REKTÖRLÜĞÜ
**BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU KURUL
KARARI**

Oturum Tarihi
22.12.2022

Oturum Saati
11:00

Oturum Sayısı
2022/116

Kurul Karar No
1

22.12.2022 tarihinde saat 11:00'da Prof.Dr. Erdoğan BADA başkanlığında, aşağıda imzaları bulunan üyelerin katılımlarıyla toplanarak gündemdeki konu/konuları görüşmüş ve aşağıdaki karar/kararları almıştır.

Doç. Dr. Mehmet Recep TAŞ'ın "Drama Kullanımının Lise Öğrencilerinin Yabancı Dil Öğrenme Akıcılığına Etkisi." başlıklı çalışmasının etik açıdan uygun bulunmasına ve konunun Rektörlük Makamına arzına;

Oy birliği ile karar verilmiştir.

Kurul Üyeleri:

Prof.Dr. Erdoğan BADA
Başkan

Prof.Dr. Erdoğan BADA
Başkan

Doç.Dr. Habip DEMİRHAN
Üye

Dr. Öğr. Üyesi Neşe ATAMAN BOR
Üye

Av. Mehmet TANLAK
Üye

Raportör:
Nurcan ÖNEN
Bilgisayar İşletmeni

Belge Doğrulama Kodu : *BSR3NSAEKZ* Pin Kodu : 47003 Belge Takip Adresi : <https://turkiye.gov.tr/ebd?eK=5585&eD=BSR3NSAEKZ>

Adres: Merzan Mah. Kılıç Sanayi Sitesi Arkası 433. Sok. No:51

Merkez/HAKKARİ

Telefon:(0438) 2121212 Faks:0 438 212 1211

Elektronik Ağ: www.hu.edu.tr

Keş Adresi: hu@hs01.kep.tr

Bilgi için: Nurcan ÖNEN

Unvanı: Bilgisayar İşletmeni

Tel No: 1141

Bu belge 5070 sayılı Elektronik İmza Kanununun 5. Maddesi gereğince güvenli elektronik imza ile imzalanmıştır.

Appendix V: MONE Research Approval



T.C.
GÜRPINAR KAYMAKAMLIĞI
İlçe Milli Eğitim Müdürlüğü

Sayı : E-86329008-605.01-75147689
Konu : Araştırma İzni (Adnan ERKUT)

27.04.2023

DAĞITIM YERLERİNE

İlgi : İl Milli Eğitim Müdürlüğünün 27.02.2023 tarihli ve 71148386 sayılı yazısı.

İl Milli Eğitim Müdürlüğünün 27.02.2023 tarihli 71148386 sayılı "Araştırma İzni (Adnan ERKUT)" konulu yazısı ekte gönderilmiştir. İlgili yazı doğrultusunda söz konusu tez çalışmasının derslerin aksatılmaması kaydıyla ve gönüllülük esasına göre yapılması hususunda; Gereğini rica ederim.

Erdal KILIÇASLAN
Müdür a.
Şube Müdürü

Ek : 1- Üst Yazı ve Ekleri (2 Adet)

Dağıtım:
Tüm Okul Müdürlüğüne

Bu belge güvenli elektronik imza ile imzalanmıştır.
Adres Cumhuriyet Mahallesi Kaymakamlık Binası Kat:2 Belge Doğrulama Adresi : <https://www.milliyet.gov.tr/meh-ebys>
Telefon No 0432 551 2315 Bilgi için: Elubeckir GÜMÜŞ
E-Posta: gurpinar65@meh.gov.tr Uzman Şef
Kırp Adresi: meh@hs01.krp.tr Faks:0432 551 2694
Bu belge güvenli elektronik imza ile imzalanmıştır. <https://evrak.meh.gov.tr> adresinden 7377-c333-3357-9f56-ed8e koda ile teyit edilebilir.

8. CURRICULUM VITAE

PERSONAL INFORMATION

Name Surname : Adnan ERKUT

Place and Date of Birth :

EDUCATIONAL BACKGROUND

Bachelor's Degree : Faculty of Education, Uludag University,
Foreign Language Teaching Department,
BURSA

Foreign Languages : English

WORK EXPERIENCE

2013-Continues : The Ministry of Education, English
Teacher

CONTACT INFORMATION

E-Mail Address :