

THE EFFECTS OF CREATIVE DRAMA ACTIVITIES ON DEVELOPING ENGLISH SPEAKING SKILLS¹

Özlem Göktürk², Muhittin Çalıřkan³, Mustafa Serkan Öztürk⁴

ABSTRACT

The aim of this action research is to examine the effects of creative drama activities used in a 7th grade English course to improve speaking skills. Accordingly, the study sought to answer the following research question: How can the students' speaking skills be improved? The idea that creative drama activities could improve speaking skills, and that this improvement may help students develop positive attitudes towards the course formed the theoretical foundations of the action plan. The study lasted 10 weeks. Before and after the implementation, an attitude scale and a speaking exam were administered to the students. Creative drama activities were implemented for 8 weeks. The quantitative data were analyzed through paired sample t-test. An inductive approach was adopted for the analysis of the qualitative data. It was found that the creative drama activities improved the speaking skills of students and this improvement positively affected the attitudes towards the course.

Keywords: action research, speaking skills, creative drama, attitude.

YARATICI DRAMA ETKİNLİKLERİNİN İNGİLİZCE KONUŞMA BECERİSİNİN GELİŐTİRİLMESİNE ETKİSİ

ÖZ

Bu eylem arařtırmasının amacı 7. sınıfta İngilizce dersinde konuşma kazanımlarına ulaşmak amacıyla uygulanan yaratıcı drama etkinliklerini incelemek ve etkili uygulamaları tanımlamaktır. Arařtırmada “Öğrencilerin konuşma becerileri nasıl geliştirilebilir?” sorusuna cevap aranmıştır. Eylem planı hazırlamak amacıyla literatür taranmıştır. Yaratıcı drama etkinliklerinin konuşma becerisini geliřtirebileceđi, bu geliřimin öğrencilerin derse yönelik tutumunu olumlu etkileyebileceđi, olumlu tutumun da öğrencilerin sonraki konuşma görevlerinde başarılı olmalarını sağlayabileceđi düşüncesi eylem planının teorik temellerini oluşturmuştur. Uygulama 10 hafta sürmüştür. Uygulama öncesinde ve sonrasında tutum ölçeđi ve konuşma sınavı uygulanmıştır. Sekiz hafta boyunca yaratıcı drama etkinlikleri gerçeleştirilmiştir. Nicel veriler iliřkili örneklem için t-testi ile analiz edilmiştir. Nitel verinin analizinde ise tümevarım analizi kullanılmıştır. Arařtırmada, yaratıcı drama etkinliklerinin konuşma becerisini geliřtirdiđi, konuşma becerisindeki bu geliřmenin derse yönelik tutumu olumlu etkilediđi sonucuna ulařılmıştır.

Anahtar kelimeler: eylem arařtırması, konuşma becerisi, yaratıcı drama, tutum.

Article Information:

Submitted: 04.04.2019

Accepted: 11.20.2019

Online Published: 01.20.2020

¹ This research is a part of the first author's master's thesis.

² Teacher, Hayırođlu Middle School, Konya, ozlem_gokturk87@hotmail.com, ORCID: <https://orcid.org/0000-0002-9957-4834>

³ Assoc. Prof. Dr., Necmettin Erbakan University, Ahmet Keleşođlu Education Faculty, Department of Educational Sciences, mcaliskan@erbakan.edu.tr, ORCID: <https://orcid.org/0000-0002-2341-0710>

⁴ Asst. Prof. Dr., Necmettin Erbakan University, Ahmet Keleşođlu Education Faculty, Department of Foreign Language Education, mserkanozturk@gmail.com, <https://orcid.org/0000-0003-4820-8022>

INTRODUCTION

Language is the most important means of communication. The importance of foreign language teaching is increasing in a rapidly globalizing world. It is necessary to learn and speak at least one foreign language. People in different countries can communicate with each other through foreign languages. According to Öz (2017), people have the opportunity to express themselves, share ideas, and connect with others in society through language. In today's world, communication in the mother tongue is not sufficient, and a universal language such as English should be known. Gürbüz (2018) states it is important to learn to speak English fluently as it is accepted as an intercultural and common language in the world.

Speaking is a necessary skill for oral communication in foreign language teaching. Individuals engage in verbal communication while speaking with other people or giving a one-sided speech. It is a skill that individuals should have in order to express their feelings and thoughts effectively in a foreign language. Acquisition of speaking skills is not a simple process (Uğurlu, 2018). Speaking skills play an important role in communication and foreign language learning and are considered to be the most difficult skill for learners. Many people are afraid of making mistakes while speaking a foreign language because they cannot plan their speech beforehand. However, for other skills it is possible to correct or edit (Khalil, 2018). There are many factors, such as affective factors (Aykaç, 2010), fear of making mistakes, anxiety, attitude (Doğan, 2017), lack of vocabulary, lack of practice (Hüdür, 2018), that affect students' speaking skills.

Speaking skills play an important role in second language teaching. Despite this importance, this skill has not been given due importance for years and activities such as memorizing dialogues have been performed (Kayi, 2006). Foreign language learners are rarely exposed to the target language and people who use it as their mother tongue. Many of these learners do not have the opportunity to watch channels, movies or listen to songs in English. The only place they are exposed to language is the classroom environment (Aykaç, 2010; Scott & Ytrebeg,

1990). However, students may not be sufficiently exposed to English in the classroom. Therefore, the success of the students depends on different variables such as teachers, materials used and in-class teaching methods (Moeller & Catalano, 2015). While developing speaking skills, students should be able to communicate with their friends and participate in different activities under teacher guidance (Akdeniz, 2018). Teachers should use group work in speaking activities, ensure that the language is easily comprehended and produced by students, choose topics to increase interest and help students speak the target language (Ur, 1996). Teachers can prepare materials for speaking skills according to the needs, interests, levels, and skills of the students. The teacher should tell the students that they should not worry about the mistakes they can make and should provide the students with the necessary motivation. Hui (2011) and Kayi (2006) state that teachers should pay attention to using authentic materials in the classroom, supporting the participation of students in speech activities, engaging students in cooperative learning activities, increasing the speech time given to students, and providing reinforcement and feedback.

There may be no single best method in language teaching. Different methods can help students to learn the language better and increase their expectations (Popescu, 2014). Brainstorming, discussion, story-telling, role-plays, simulation, interview, card games, painting, language games, photo identification, story-completion techniques can be used to acquire speaking skills (Kayi, 2006; Yavuz, 2017). The choice of methods and techniques to be used in foreign language teaching is important in language acquisition. It is important to focus on learning by doing activities in language teaching. One of them is creative drama. Creative drama is one of the techniques used in drama in education. Creative drama in education is to act out any subject by using techniques such as improvisation and role playing. Participants act based on their background and experiences (Adıgüzel, 2006). Improvisation processes enable it to be changeable and creative (San, 1990). Creative drama has a significant impact on language teaching, with students taking active roles, communicating more easily, and providing a more comfortable environment.

Creative drama, which is an important part of education, is seen as one of the effective ways of expressing oneself without any restrictions (Aytaş, 2008). Creative drama aims to make learning processes more efficient and learn through senses, as a method, and aims to raise responsible students who are sensitive, conscious, and in harmony with the environment, as a discipline (Karaosmanoğlu, 2015). In creative drama, there are processes such as the discovery of new thoughts, the development of thoughts, the establishment of new relations between thoughts, and the expression of these thoughts and feelings (Ömeroğlu, 2002).

Creative drama is a good option for teaching language in a meaningful way. It helps improve problem solving and communication skills. Thus, language is used in a meaningful and useful way in the classroom (Demirel, 1999). Children have their own dream world and drama activities help them develop their own inner world in language acquisition. Therefore, students feel safe so that they can communicate easily in another language. As the drama technique is used, the motivation of the students increases (Tokdemir, 2015). The contribution of creative drama to language education is quite high. It provides the ability to express himself or herself, improve vocabulary, pay attention to stress, intonation and speed while speaking, and helps improve listening, speaking skills and understanding. Creative drama ensures that learning is permanent with its entertaining aspect. It helps improve group communication skills, empathy, and mutual trust in group work. Creative drama is process-oriented rather than product-oriented.

According to Rastelli (2006), drama activities in foreign language learning enable the development of communication, motivation, cooperation, teamwork, and speaking skills. Students develop their diction and intonation skills. All students participate in creative drama activities. This feature of creative drama enables students to take an active role in language experience (Erdoğan, 2016). Creative drama creates opportunities for the practice of language and improves fluency, competence in language and ability to express well (Demirel, 1999). The stress-free and fun environment in creative drama activities makes it easier for

students to speak in the target language. Students realize that there is no need to be afraid of and focus more on language and engage in speaking activities (Hamilton & McLeod, 1993).

There are many studies on drama and English language skills in the literature. Creative drama and vocabulary acquisition (Güzelsoy, 2018), creative drama and attitude towards the course (Akin, 2016), creative drama and speaking skills (Galante & Thomson, 2017; Pishkar, Moeinzadeh, & Dabaghi, 2017; Wang, 2017) are some of these studies. When the studies are examined, it is seen that creative drama is generally successful in terms of contribution to language skills.

The Purpose of the Research

The main purpose of this research is to find an answer to the question “How can the students’ speaking skills be improved?” The research was completed within the scope of an action research carried out by an English teacher (the first author). Firstly, related literature was reviewed. At the end of the review, it was considered that creative drama activities could improve speaking skills, this development could positively affect students’ attitude towards the course, and positive attitude could enable students to succeed in the following speaking tasks. Creative drama based activities were prepared and implemented based on this idea. The sub-objective of the study was to examine the effectiveness of the implementation in achieving speech gains in English lesson in the seventh grade.

IMPLEMENTATION OF ACTIVITIES

The implementation was carried out in the sixth (Parties) and seventh (Superstitions) units of the Primary School English Language Teaching Program (Ministry of National Education [MoNE], 2013). Lesson plans including creative drama activities were designed in order to help the students gain the speaking skills of these units. Participants were students in the first author’s class. The students were attending the seventh grade at the time of this study. There were 21 students (12 boys, 9 girls) in the classroom. Ethical committee and all necessary official permissions were obtained for the study.

Data Collection Tools

The following data collection tools were used in the process (10 weeks):

1. speaking exam (Appendix 1),
2. speaking rubric,
3. the Scale of Attitudes towards English Course,
4. research diary, and
5. lesson plans (creative drama activities) (Appendix 2).

The speaking exam is a test that is used to measure the students' ability to reach their speaking skills acquisitions in the curriculum. The questions in the speaking exam were prepared according to the speaking skills of the related unit.

Speaking Rubric developed by Ertürk (2006) was used to score the students' speaking performance. Speaking rubric includes comprehensibility, grammar, vocabulary, and fluency sections. The assessment is made between 0-4 points in the speaking rubric. In the evaluation, 0 points means very weak and 4 points means very good.

The Scale of Attitudes towards English Course (Kazazoğlu, 2011) is a 5-point Likert-type scale consisting of three factors and 27 items. These factors are; positive attitude towards English course (13 items), negative attitude towards English course (7 items), and negative attitude towards learning English (7 items).

The research diary is a note-book used by the first author to record her observations, thoughts and students' views related to the process. The notes in the diary were written on a computer and an 18-page note was created.

Procedures

The following treatments were performed in the study, which lasted for 10 weeks, respectively:

1. In the first week, pre-tests were given to the students. They were informed about how to answer the attitude scale and the students answered the attitude scale. The students took the English-speaking exam. Students were administered the test one by one. Some of the questions were asked through the drawings and some of them were verbal questions. Students'

answers were recorded with a voice recorder. Recordings were evaluated according to the speaking rubric. Two English teachers, along with the first author, listened to the audio recordings and scored the students' speaking skills. Mean scores of the three evaluators were taken.

2. Starting from the second week, the teaching period lasted 8 weeks. Lesson plans including creative drama activities were implemented in order to achieve speaking skills. Creative drama stages (preparation-warm-up, role-playing, evaluation) were followed. Each week, different preparation-warming and role-play activities were used. Creative drama techniques such as puppet, role cards, pantomime, and improvisation were used in the activities.

3. A research diary was recorded at the end of each course throughout the implementation process. The teacher recorded her thoughts and students' opinions in the diary.

4. A post-tests was administered on the 10th week. The initial measurement procedures were repeated.

Appendix 2 outlines the lesson plans of the 8 weeks. The activities in the 4th week are presented in detail below as an example.

Sample Implementation (4th Week)

The objectives of this activity are to make suggestion sentences with food and beverage vocabulary, accepting suggestions, rejecting suggestions, and making sentences indicating quantity (MoNE, 2013). Puppet technique was used in this activity which lasted for three lessons. In this activity, envelopes and tools such as socks, glue, colored ribbons, pompoms, and movable eyes were used in order to make puppets. The names of food and drinks (drink, snack, sandwich, lemonade, etc.) in the party unit were put into the envelopes. The number of envelopes is equal to the number of students with the same pair of envelopes with the same words.

1. Preparation-Warm up

Students are asked to form a circle in the middle of the class. The teacher says that "each student will choose an envelope, open the envelope with the command, read quietly the word written on the word card inside, and find

the friend who chooses the same word quickly.” Students who choose the same word stand side by side. The teacher makes both students read the word aloud. This activity can be repeated in groups if the class size is large. When the number of students in the group is odd, one student will remain single.

An example of teacher notes for this stage is as follows: “During the warm-up phase, the students were carefully looking at the other students’ paper and trying to find their partners as soon as possible. The students who found their partners read the English words aloud.” (Research diary, page 5).

2. Role-Play

At this stage, students are asked to prepare their puppets. Students are given materials. They are given time to prepare puppets and assisted if needed. After the puppets are completed, two students, primarily volunteer students, goes to the board. Students are partners from the warm-up phase. The students are asked to accept or reject a suggestion by using the relevant words (food and beverage names in the unit) and to form sentences containing quantity. (This topic should have been covered before. A certain amount of time of the lesson should be devoted to these topics.) The teacher does not intervene while the students are talking. The teacher gives feedback when the students finish the conversation. Each student is encouraged to participate in the activity. Students who wish can go back to the blackboard again. At this stage, some of the sentences that the students spoke are as follows:

- Would you like some drinks?
- No thanks.
- Let’s eat some snacks.
- No, thanks. I’m full.
- Would you like a sandwich?
- Yes, of course.
- Why don’t you drink some lemonade?
- Okay.
- Let’s wear a party hat.
- Sure. It is a good idea.
- Would you like some cookies?
- Yes, a few please.

An example of teacher notes for this stage is as the following. “Once the students acted in the

role-plays, they were very willing to go back to the conversation again” (Research diary, page 5). Another teacher note is given below.

The students made sentences more comfortably while making the puppets speak. The whole class was quite active during this activity. Preparing puppets was a very enjoyable process for them. Thanks to the puppet, I have observed that the students were free from prejudices about language and they were more comfortable. The puppet’s presence helped the students speak more comfortably. Thus, the students were more willing to talk and were not afraid to make mistakes. They were very successful in setting up and responding to different kinds of requests/suggestions and accepting and rejecting them. (Research diary, page 7).

3. Evaluation-Discussion

Activity is evaluated at this stage. Students’ opinions about the activity are obtained. During the evaluation-discussion phase of the current study, the students said that they enjoyed the activity very much and they wanted to do more of the puppet activity. Three students said they had difficulty making puppets. The other students said they prepared the puppet easily. The students stated that the process was quite fun. For example, Student K reported that “It was my most enjoyable week. I was excited to find my partner according to the card in the envelope. It was fun to make my puppet and make him talk. I will keep my puppet in my house”, and Student H said, “It was nice to find the same envelopes as our partner during the preparation and warm-up phase and we had fun in class. During the role-play, we made puppets and made them talk.” (Research diary, pages 6-7).

The students stated that they were more comfortable speaking with puppets. For example, Student D said “We made puppets this week. I made my own puppet for the first time. Then we made them speak English and I was able to speak English comfortably.” and Student E expressed her opinion as “We made puppets out of socks and made them talk. Thanks to my puppet, I spoke English more easily.” (Research diary, pages 6-7). In addition, the students said that they practiced how to form sentences while asking questions

and responding. They stated that they were excited during regular in-class conversations but not excited when talking with puppets. Some students stated they would continue to make puppets talk at home. (Research diary, page 6).

EVALUATION OF THE PROCESS

In order to evaluate the effect of creative drama activities on speaking skills and attitudes towards the lessons, the following procedures were performed. The mean scores of the students were obtained from Speaking Rubric and The Attitude Scale towards English Course. The pre-test and post-test mean scores were compared. The research diary was analyzed using inductive approach.

Speaking Skills

In order to determine the effect of creative drama activities on the development of speaking skills, paired samples t-test was performed. The pre-test and post-test difference scores of each criterion did not deviate significantly from normal distribution. The skewness and kurtosis coefficients of the difference scores ranged from -0.050 to -0.895. Significant increases in favor of post-test were calculated between the pre-test and post-test mean scores in all criteria [$t(20)=-7.557$, $p<.05$ for intelligibility; $t(20)=-8.159$, $p<.05$ for grammar; $t(20)=-9.758$, $p<.05$ for vocabulary knowledge and $t(20)=-8.367$, $p<.05$ for fluency]. The results of the analysis are shown in Table 1. According to these results, it could be argued that creative drama activities improve speaking skills.

Attitude towards the Course

Paired samples t-test was performed in order to determine the effect of creative drama activities on attitude. The pre-test and post-test difference scores of each factor did not deviate from normal distribution. The skewness and kurtosis coefficients of the difference scores ranged from 0.282 to 0.881. Significant increases in favor of post-test were calculated between the pre-test and post-test mean scores of all factors [$t(20)=-4.460$, $p<.05$ for the first factor; $t(20)=-6.067$, $p<.05$ for the second factor; $t(20)=-4.765$, $p<.05$ for the third factor]. The results of the analysis are shown in Table

2. According to these results, we can say that there is a significant increase in the students' positive attitudes about the course and there are changes in their negative attitudes about the English course and learning English in the desired direction. In other words, it could be stated that there are positive developments in students' attitudes towards English lessons after creative drama activities.

Observations, Thoughts and Student Opinions on the Procedures

The research diary was analyzed by inductive approach in order to evaluate the creative drama activities implemented for 8 weeks. As a result of the analysis, two common categories (positive developments in speaking skills and positive developments in the course) were obtained from teacher observations, thoughts, and students' views. The findings were presented according to the categories reached.

Positive developments in speaking skills. The inductive data analysis process revealed the following sub-categories under this category: speaking comfortably, reduced speech excitement/fear, making sentences easily, and learning vocabulary.

The teacher's observations regarding the effects of the activities carried out in the lesson on speaking skills are that this practice contributes to speaking more comfortably, reduced excitement/fear of speech, and helps the students form sentences comfortably. Two examples of teacher observations are as follows: "Students no longer hesitate to speak English when they take on such roles." (Research diary, page 9). "They can speak more comfortably in role-plays. They had the opportunity to practice future tense more by using the time structure actively. They didn't get nervous during role-plays with the effect of the activities done up to that moment." (Research diary, page 17).

The students also stated that "their excitement and fears decreased and they could talk more easily" thanks to the implementation. For example, Student E said "We talked to each other and formed sentences more easily during the preparation-warm up phase." (Research diary, page 15) and student A stated his opinion as "I was happy to be involved in this

activity. I can make sentences easier and more comfortably.” (Research diary, page 4).

Both the teacher’s observations and students’ views indicate that the practice is effective in learning vocabulary. Two examples of teacher’s notes are as follows: “The preparation-warm up activity was designed to support the vocabulary acquisition. I got the right answers from the students. I can say that I have achieved the goal.” (Research diary, page 2). “The use of vocabulary in activities in different ways ensures learning and persistence” (Research diary, page 2). “This week, we learned the English language of superstitions very well, both during the preparation-warm up and role-playing stages.” (Student K, research diary, page 11) and “It was fun and exciting to find the stuff that was hidden in the preparation-warm-up phase. In this way, we learned the English names of the materials better.” (Student A, research diary, page 1) also illustrate the effect of practice on vocabulary learning.

Positive developments towards the course.

The results of the analysis made in this context indicate that the students' group-work skills improved and the motivation of the students increased throughout the implementation. Data examples for both situations are detailed below.

From the teacher’s observations and thoughts, and students’ views, it is understood that the implementation improved the skills of students working as a group. Two examples of the teacher’s notes on this finding are as the following: “They are happy to perform a joint play with their group members.” (Research diary, page 4). "I have observed that all students are actively working for the still image, exchanging ideas on how to use the materials, and listening to each other and agreeing on a common decision.” (Research diary, page 2).

Creative drama activities were effective in developing positive attitude towards the lesson. According to teacher observations and students’ views, the activities increased the interest in the English lessons; the students were happy in the lessons; the lessons were fun / enjoyable / efficient; and the students participated in the lessons more. Below are examples of these statements:

- The activity attracted the attention of all students. They were all eager to participate in the activity. (Research diary, page 1).
- The students were very willing for this activity. (Research diary, page 3).
- They acted and formed sentences of making suggestions. They liked that very much. They were all very enthusiastic. (Research diary, page 4).
- The student who once participated in the role-play, was eager to talk again. (Research diary, page 5).

There are many student comments on motivation for the course. For example, Student C stated “It was great to play the Little Red Riding Hood. We also tried harder to speak English. I love English lesson” (Research diary, page 4). Student R said “We were happy to make our own costumes for the role-play. Speaking English was sometimes difficult, but seeing that I could speak made me more connected to the lesson.” (Research diary, page 9). Student H reported “I had a lot of fun. I was a fortune teller. I liked to make sentences about the future in English for my friends.” (Research diary, page 12). Student K stated “We wrote something about future during the preparation-warm up phase. I had so much fun. The television programs during role-playing phase were very good and it was a good opportunity to speak English.” (Research diary, page 17).

Table 1. t-Test Results of the Pre-test and Post-test Mean Scores of Speaking Rubric

Factor	n	Pre-test		Post-test		sd	t
		\bar{X}	ss	\bar{X}	ss		
Comprehensibility	21	0.50	0.50	2.30	1.18	20	-7.557*
Grammar	21	0.47	0.51	2.17	1.08		-8.159*
Vocabulary Knowledge	21	0.88	0.74	2.98	0.95		-9.758*
Fluency	21	0.57	0.50	2.23	0.99		-8.367*

*p<0.05

Table 2. t-Test Results of the Pre-Test and Post-Test Mean Scores of Attitude Scale towards English Course

Factor	n	Pre-test		Post-test		sd	t
		\bar{X}	ss	\bar{X}	ss		
Positive attitude towards English course	21	59.19	5.32	62.19	3.70	20	-4.460*
Negative attitude towards English course	21	26.23	4.27	29.85	3.38		-6.037*
Negative attitude towards learning English	21	30.57	4.41	33.28	3.13		-4.765*

*p<0.05

CONCLUSIONS and SUGGESTIONS

In this action research, the answer to the question “How can the students’ speaking skills be improved?” were sought. To answer this question, the relevant literature was first reviewed. At the end of the review, it was concluded that creative drama activities could improve speaking skills, this development could positively affect students’ attitudes towards the course, and positive attitude could enable students to succeed in the follow-up speech tasks. Creative drama based activities were prepared and implemented based on this idea. A speaking exam was conducted before and after the implementation and attitude scale was administered. Creative drama activities were held in order to reach the speaking skills of the related units (parties and superstitions) of the 8-week curriculum. A research diary was kept throughout the study. Teacher’s observation, thoughts, and the students’ views on the activities were recorded in the diary.

One of the results of the current study is that at the end of the creative drama activities, the students’ speaking skills improved significantly compared to their skills at the beginning of the activities. Another result is that the students’ attitude towards the course positively changed throughout the course of the activities. The findings obtained from the research diary also supported these results.

The effect of creative drama activities on the development of speaking skills can be explained by the basic features of this method. It can be argued that the basic features of creative drama eliminate the factors that prevent the development of speaking skills, and that this important contribution of the method naturally results in the development of speaking skills. Here it is worth remembering some of the factors that affect the development

of speaking skills: fear of making mistakes and criticism, lack of vocabulary, some students being very dominant in class while others speaking less or not at all, and not being able to provide each student the opportunity to speak adequately (Aykaç, 2010; Doğan, 2017; Hüdür, 2018). Students take an active role in creative drama activities and can communicate more easily because of a more comfortable environment. According to Hamilton and McLeod (1993), creative drama creates a stress-free and entertaining environment that makes it easier for students to speak in the target language. Students realize that there is no need to be shy and they focus more on language and engage in speaking activities. All these features can be argued to eliminate the mentioned obstacles.

Learning takes place by engaging in what is to be learned. Creative drama activities push all students (those who speak less or not at all) to speak because they have a role, their role is to play a person or a thing, that is, they will talk. This role also requires learning vocabulary. The increase in vocabulary can also increase the desire to speak. According to Erdoğan (2006), there are no spectators in creative drama activities; all students take part in the activities and take an active part in the foreign language experience. It can also be said that creative drama activities concretize words. These features of the method could facilitate learning vocabulary.

The implementation of creative drama, both as a method itself and as a positive effect on speaking skills, seemed to affect the attitude towards the course positively. Considering the mentioned characteristics of the method (being active, feeling comfortable, etc.), it is expected to have a positive effect on the attitude towards the course. However, what needs to be mentioned here is the idea that success can affect the attitude positively. It might be

argued that creative drama improves speaking skills and this improvement in speaking skills positively affects the attitude towards the course. The sense of success may have resulted in a positive attitude.

The results of this study suggest that creative drama activities can be used to improve English speaking skills. Teachers can use this method to help students speak English fluently and confidently. Although time might be a major obstacle, especially in crowded classes, this study recommends that creative drama is used at least in teaching the critical standards related to speaking.

REFERENCES

- Adıgüzel, H. Ö. (2006). Yaratıcı drama kavramı, bileşenleri ve aşamaları [The concept, components and stages of creative drama]. *Yaratıcı Drama Dergisi*, 1(1), 17-29.
- Akdeniz, G. (2018). *Erken yaşta İngilizce konuşma becerisi öğretimi ve öğrenme: Bir karma desen araştırması [Teaching and learning English speaking skills at early ages: A mixed design study]* (Unpublished master's thesis). Hacettepe Üniversitesi, Ankara.
- Akın, A. (2016). *Yabancı dil öğretiminde yaratıcı drama yöntemi kullanımının lise 12. sınıf öğrencilerinin eleştirel, yansıtıcı düşünme becerilerine ve öğrencilerin yabancı dil öğrenme tutumlarına etkisi [The usage of creative drama method in teaching foreign languages, impact on critical, reflective thinking skills and the attitude foreign language learning of 12. grade students in high school]* (Unpublished master's thesis). Adnan Menderes Üniversitesi, Aydın.
- Aykaç, Z. (2010). *Improving communication skills of young learners through language learning strategies* (Unpublished master's thesis). Çukurova Üniversitesi, Adana.
- Aytaş, G. (2008). *Türkçe eğitiminde tematik yaratıcı drama [Thematic drama in Turkish Education]*. Ankara: Akçağ Yayınları.
- Demirel, Ö. (1999). *İlköğretim okullarında yabancı dil öğretimi [Teaching foreign language in primary schools]* (3. baskı). İstanbul: Milli Eğitim Basımevi.
- Doğan, S. (2017). *A language focused needs analysis for EFL speaking in preparatory programs: A case in Turkey* (Unpublished master's thesis). Bahçeşehir Üniversitesi, İstanbul.
- Erdoğan, C. (2016). *Yaratıcı drama yönteminin ilkökul ikinci sınıf İngilizce dersi meyveler (fruits) ünitesindeki sözcük öğrenme başarısına etkisi [Effects of creative drama method on second grade primary school students' vocabulary learning achievements in English lessons]* (Unpublished master's thesis). Ankara Üniversitesi, Ankara.
- Ertürk, H. (2006). *İngilizce öğretiminde konuşma becerisinin kazandırılmasında yazılı-görsel öğretim materyalinin erişime etkisi [The effects of written-visual teaching materials on acquiring speaking skills in English language teaching upon students' achievement]* (Unpublished master's thesis). Hacettepe Üniversitesi, Ankara.
- Galante, A., & Thomson, I. R. (2017). The effectiveness of drama as an instructional approach for the development of second language oral fluency, comprehensibility, and accentedness. *Tesol Quarterly*, 51(1), 115-142.
- Gürbüz, M. (2018). *Diyalogla öğretim etkinliklerinin İngilizce konuşma becerisine etkisi [Effect of dialogic teaching on English speaking skills]* (Unpublished master's thesis). Kafkas Üniversitesi, Kars.
- Güzelsoy, R. (2018). *Yaratıcı drama yönteminin İngilizce kelime edinimine etkisi (dokuzuncu sınıf örneği) [The effect of creative drama method on English vocabulary acquisition (a ninth grade sample)]* (Unpublished master's thesis). Ankara Üniversitesi, Ankara.
- Hamilton, J., & McLeod, A. (1993). *Drama in the language classrooms*. Great Britain: Oakdale Printing Co Ltd.
- Hui, L. (2011). *Improving students' English speaking skill through content-based instruction* (Unpublished master's thesis). Sebeles Maret University, Surakarta.
- Hüdür, H. (2018). *Enhancing speaking skills of young adolescents through*

- collaborative activities* (Unpublished master's thesis). Çığ Üniversitesi, Mersin.
- Karaosmanoğlu, G. (2015). *Yaratıcı drama yönteminin 6. sınıf bilişim teknolojileri ve yazılım dersi alan öğrencilerin ders başarılarına etkisi [Effects of creative drama method on students academic achievements in ICT lessons of sixth grades]* (Unpublished master's thesis). Ankara Üniversitesi, Ankara.
- Kayi, H. (2006). Teaching speaking: Activities to promote speaking in a second language. *The Internet TESL Journal*, 12(11). Retrieved from <http://iteslj.org/Techniques/Kayi-TeachingSpeaking.html>
- Kazazoğlu, S. (2011). *Anadili ve yabancı dil derslerine yönelik tutumun akademik başarıya etkisi [The effect of attitudes towards mother tongue and foreign language courses on academic achievement]* (Unpublished dissertation). Ankara Üniversitesi, Ankara.
- Khalil, E. F. A. (2018). *The effects of debate instruction on Turkish EFL learners' L2 speaking anxiety, L2 speaking performance, and L2 writing performance* (Unpublished master's thesis). Bahçeşehir Üniversitesi, İstanbul.
- Ministry of National Education. (2013). *İlköğretim kurumları (ilkokullar ve ortaokullar) İngilizce dersi (2,3,4,5,6,7 ve 8. sınıflar) öğretim programı [English course curriculum (primary and secondary school 2,3,4,5,6,7 and 8. grades)]*. Ankara: Talim ve Terbiye Kurulu Başkanlığı.
- Moeller, A. K., & Catalano, T. (2015). Foreign language teaching and learning. *International Encyclopaedia of the Social & Behavioral Sciences*, 2(9), 327–332. Retrieved from <https://digitalcommons.unl.edu/cgi/viewcontent.cgi?article=1199&context=teachlearnfacpub>
- Ömeroğlu, E. (2002). Yaratıcı drama eğitiminin İngiltere'de okul öncesi eğitiminde kullanılmasıyla ilgili bir inceleme [A review about using creative drama education in preschool education in England]. In H. Ö. Adıgüzel (Ed.), *Yaratıcı drama: 1985-1995 yazılar* [Creative drama: 1985-1995 articles]. (pp.110-121). Ankara: Naturel Kitap Yayıncılık.
- Öz, S. (2017). *The effects of mindfulness training on students' L2 speaking anxiety, willingness to communicate, level of mindfulness and L2 speaking performance* (Unpublished master's thesis). Bahçeşehir Üniversitesi, İstanbul.
- Pishkar, K., Moeinzadeh, A., & Dabaghi, A. (2017). Effect of teaching modern English drama on the students' fluency and accuracy of speaking. *Research in English Language Pedagogy*, 5(1), 41-51.
- Popescu, D. (2014). Teaching English to adult learners. *Letter and Social Science Series*, 4(4), 120-125.
- Rastelli, L. R. (2006). Drama in language learning. *Encuentro Journal of Research and Innovation in the Language Classroom*, 16, 82-94.
- San, İ. (1990). Eğitimde yaratıcı drama [Creative drama in education]. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi*, 23(2), 573-582.
- Scott, W. A., & Ytrebeg, L. H. (1990). *Teaching English to children*. England: Longman.
- Tokdemir, G. (2015). *Teaching vocabulary to young learners through drama* (Unpublished master's thesis). Çığ Üniversitesi, Mersin.
- Uğurlu, M. (2018). *İngilizce öğrenme sürecinde konuşma edimi ile eleştirel düşünme becerisi arasındaki ilişki [The relationship between speaking performance and critical thinking skills in the learning process of English]* (Unpublished master's thesis). Ankara Üniversitesi, Ankara.
- Ur, P. (1996). *A course in language teaching*. Cambridge, England: Cambridge University Press.
- Wang, P. (2017). The use of drama in English teaching of Chinese Art Colleges. *Journal of Arts and Humanities*, 6(7), 48-54.
- Yavuz, A. (2017). *Some suggested practices to develop speaking skills and communicative competence of B1 level EFL learners at tertiary level* (Unpublished dissertation). Hacettepe Üniversitesi, Ankara.

Citation Information

Göktürk, Ö., Çalışkan, M., & Öztürk, M. S. (2020). The effects of creative drama activities on developing English speaking skills. *Journal of Inquiry Based Activities*, 10(1), 1-17. Retrieved from <http://www.ated.info.tr/index.php/ated/issue/view/20>

Appendix 1

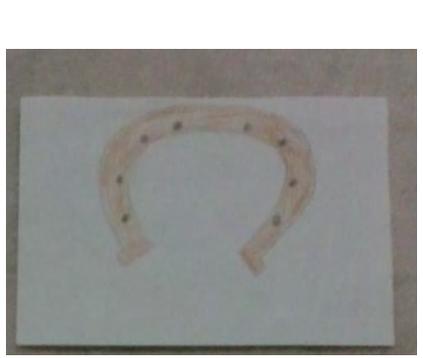
Speaking Exam

Note: Questions from the speaking exam are presented as examples here. Questions of the speaking exam were prepared according to the speaking skills of the related unit. Some of the questions were asked through drawn pictures while some others were asked verbally.

	<ol style="list-style-type: none"> 1. What kind of party is it? (It is a wedding party.) 2. What do you need for this party? (I need ring and flower.) 3. What should you do for this party? (I should invite my friends. I should organize the place. I should buy flowers.)
---	--

1. What will you do in the future? (I will buy a new house. I will be a teacher. I will be rich. I will visit England.)
2. Make sentences using “I believe” – “I think” – “I don’t think” (I believe in horoscopes. I believe coffee reading. I think fortune tellers are liars. I think robots will drive cars. I don’t think everybody believe in tarot reading. I don’t think fortune tellers tell the truth.)
3. Say your predictions about the future? (People will eat food tablets. Robots will do housework. Students will learn everything from computer.)

	<ol style="list-style-type: none"> 1. According to the picture, make sentences to express quantity. (There are a lot of balloons.)
---	---

	<ol style="list-style-type: none"> 1. What is the name of the superstition? (It is horseshoe.) 2. Does it bring good or bad luck? (It brings good luck.)
---	--

Appendix 2

Implementation Plan and the Creative Drama Activities

1st week	Administering the pre-test and attitude scale towards the English course Giving information about creative drama
2nd week	Working on introducing for party types by using dull image technique
3rd week	Expressing necessary materials for different parties by improvisation with characters from Little Red Riding Hood
4th week	Making invitation sentences for party with puppets prepared by students and accepting or refusing suggestions
5th week	Making organisation plans for different parties by using role cards and specifying the situations at the party
6st week	Role-playing situations about superstitions that are thought to bring good or bad luck (pantomime was used)
7st week	Expressing future opinions and plans of students by role-play
8th week	Expressing students' opinions and ideas by warm chair activity
9th week	Expressing students' future plans and predictions by role-playing television programmes
10th week	Administering the post-test and the attitude scale Making an overall evaluation

1st Week

Students got familiar with creative drama.

The pre-test and attitude scale towards the English course were administered.

2st Week

Duration: 3 lesson hours

Class: 7th grade-21 pupils

Method: Creative Drama

Techniques: Dull Image

Materials: Necessary materials for different party types

Objectives: Students will be able to learn party types.

Students will be able to discuss with other people what to do and where to go and how to make arrangements.

1. Preparation-warm up activities: The required materials for various parties are placed on the table. The students walk around the table looking at the materials. Then students move away from the table. The space in between is covered with a kind of cover. A volunteer student comes and hides a material. Then the other students turn around and the first student finding out which material is missing wins the game.

2. Role-Play: Students are divided into groups. Each group chooses a student as the leader of the group. The leaders each chooses an envelope to draw. Party types are written on the envelopes. Each group performs a moment related to the party type that is assigned to them. The group members decide

how and what each student will act out. When the groups are ready, they act their dull images respectively. The teacher asks the students in the other groups which party is represented by the frozen image. Students express their predictions with their reasons. After eliciting some guesses, a student from the performing group explains which party type they tried to act out.

3. Evaluation-discussion: Session stages, roles, and improvisations are discussed.

3th Week

Duration: 3 lesson hours

Class: 7th grade-21 pupils

Method: Creative Drama

Techniques: Improvisation-Role Play (Little Red Riding Hood)

Materials: Necessary materials for party types.

Objectives: Students will be able to talk about party types.

Students will be able to express necessary materials for each party.

Students will be able to discuss with other people what to do, where to go, and how to make arrangements.

1. Preparation-warm up activities: The materials of the sixth unit are placed on the table. A student should be blindfolded. Another student comes to the table and takes an object from there, then gives it to the student who is blindfolded. By touching the object, the student tries to guess and know what it is in English.

2. Role-Play: Characters are determined according to Little Red Riding Hood. Little Red Riding Hood goes to a different party each time. In one of the role plays, the Red Riding Hood, who will go to a birthday party, comes over to her grandmother to ask for her advice and she improvises a dialogue with the wolf here.

In another type, the Red Riding Hood, who will go to a costume party, comes over to her grandmother to ask for her advice and improvises a dialogue with the wolf here.

In another type, the Red Riding Hood, who will go to a pyjamas party, comes over to her grandmother to ask for her advice. They make up a dialogue without any preparation beforehand.

3. Evaluation-discussion: Session stages, roles, and improvisations are discussed.

4th Week

Duration: 3 lesson hours

Class: 7th grade-21 pupils

Method: Creative Drama

Techniques: Improvisation- Puppet

Materials: Necessary materials for puppets.

Objectives: Students will be able to make simple suggestions by using food and drink words.

Students will be able to accept the suggestions.

Students will be able to refuse the suggestions.

Students will be able to express quantity.

1. Preparation-warm up activities: Students turn their backs on each other. One student writes a word related to Unit 6 by touching (simulating the written form of word) with his finger to the back of another student. Other student tries to guess the word.

2. Role-Play: Each student designs a puppet with the materials she/he has. When they finish making them, they are asked to create suggestion sentences to each other by using puppets. The other student is expected to respond either positively or negatively to this suggestion. They use quantity words in their answers. Then students change their roles and make new dialogues.

3. Evaluation-discussion: Session stages, roles, and improvisations are discussed.

5th Week

Duration: 3 lesson hours

Class: 7th grade-21 pupils

Method: Creative Drama

Techniques: Role Cards-Improvisation

Materials: Necessary materials for party types- coloured matching cards.

Objectives: Students will be able to organize different party types.

Students will be able to express what to do or not to do at the parties.

Students will be able to make suggestions and express quantity.

1. Preparation-warm up activities: Students make a circle. The teacher hands out cards with pictures of party types, then asks the students to find the other student who has the same card. The straggling pair will be eliminated. The warm up activity continues with a few more rounds.

2. Role-Play: Role cards for different party types are prepared for students. They organize a party according to the written role cards.

Role Card 1: You will organize a surprise birthday party for your best friend. Determine the necessary materials for the party. Ask one of your friends to help you and determine what you should do or should not do at the party.

Role Card 2: You will invite your friends for your pyjamas party at your home. Identify party contents with your family. Make sentences by using “should” and “shouldn’t”.

Role Card 3: You will be invited for fancy dress party. You will go for shopping for the party. You will be with your friends. Make sentences by using “should” and “shouldn’t” while examining the costumes.

Role Card 4: You will organize a Halloween party at a café. Determine the necessary materials for the party. Get advices from your friends for this party. Make sentences by using the words “should” and “shouldn’t”.

3. Evaluation-discussion: Session stages, roles, and improvisations are discussed.

6th Week

Duration: 3 lesson hours

Class: 7th grade-21 pupils

Method: Creative Drama

Techniques: Improvisation-Pantomime

Materials: Necessary materials for superstitions.

Objectives: Students will be able to express superstitions.

Students will be able to express good and bad luck.

Students will become familiar with superstitious beliefs from different cultures.

Students will be able to ask questions about simple predictions about the future.

1. Preparation-warm up activities: The superstitions in English are written on cardboard hung to the board. Necessary materials for superstitions are available in the class. Five students choose a paper where the Turkish translation of one superstition is written. All students open the paper at the same time and try to be the first to find the material and English of that word. This activity goes on with different student groups. Lastly, the same activity is carried out for the last time with the students who have come in first within their group.

2. Role-Play: The students are asked to perform one of these superstitions through pantomime. Necessary materials for this activity are ready in the class. Students can use the material that they need for pantomime. Other students try to guess the English word for the pantomimed superstition. Students say that this superstition brings good or bad luck. The activity is continued with the participation of volunteer students.

3. Evaluation-discussion: Session stages, roles, and improvisations are discussed.

7th Week

Duration: 3 lesson hours

Class: 7th grade-21 pupils

Method: Creative Drama

Techniques: Improvisation – Role play

Materials: Suitable clothes for students' roles, materials (coffee cup, magic ball, tarot cards and horoscope photos).

Objectives: Students will be able to ask questions about simple predictions about the future.

Students will be able to talk about future plans.

Students will be able to make predictions about the future.

Students will be able to talk about future predictions.

1. Preparation-warm up activities: Students are asked to choose words from unit 7. These words are written on different papers. A few volunteer students hold up these papers. Students see the words. One student is sent out of the classroom and the places of the two papers are switched. Then the student comes in and tries to find the words that have been switched.

2. Role-Play: One of the students becomes a fortune teller. Four students ask questions to the fortune teller to learn about their futures. An improvised dialogue consisting of the students' questions and replies, which are not written down beforehand, is performed between the fortuneteller and the students. Students ask questions to each other by using the future tense. Through the question-answer method, it is aimed to make the students listen and understand each other. The student groups go on improvising by changing the fortuneteller within their group.

3. Evaluation-discussion: Session stages, roles, and improvisations are discussed.

8th Week

Duration: 3 lesson hours

Class: 7th grade-21 pupils

Method: Creative Drama

Techniques: Improvisation – Warm chair

Materials: Paper, chair.

Objectives: Students will be able to express their ideas.

Students will be able to ask questions about simple predictions about the future.

1. Preparation-warm up activities: Students are divided into groups. The first group comes to the board and chooses one of the colored envelopes. There are words cut separately inside these envelopes and the students try to form sentences in the future tense by putting the words in the right order. Each student in the group takes a word by his hands and tries to find a correct place in the sentence. When the group is ready, the classmates give feedback: if the sentence is correct, they shout "right" or if the sentence is not correct, they shout "wrong."

2. Role-Play: A student sits on a chair. Other friends sit around him/ her by making a circle. The student sitting in the center is asked questions about certain topics. Other students, if they wish, can ask questions by impersonating someone else. The student is supposed to answer by using the phrases such as "I think, I believe, I don't think."

3. Evaluation-discussion: Session stages, roles, and improvisations are discussed.

9th Week

Duration: 3 lesson hours

Class: 7th grade-21 pupils

Method: Creative Drama

Techniques: Improvisation – Role play

Materials: Chocolate, cardboard, colored pencils

Objectives: Students will be able to make future plans.

Students will be able talk about future plans.

Students will be able to ask questions about simple predictions about the future.

1. Preparation-warm up activities: For the “Fortune Chocolates” activity, the colored paper strips are given to the students. Students write sentences using the future tense on colored strips. Then, they stick these strips inside the folding side of chocolate bars given to them. All Fortune Chocolates are put in the same bag and each student draws one from the bag and reads out the sentence written on it.

2. Role-Play: Students form groups to role-play a TV program participant. They make sentences which contains future predictions and plans using the improvisation technique. They ask and answer questions related to the topic of the TV program.

3. Evaluation-discussion: Session stages, roles, and improvisations are discussed.

10th Week

The post-test and attitude scale towards the English course were administered.