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THE EFFECT OF DRAMA ON BEGINNER STUDENTS' READING MOTIVATION

THESIS BY

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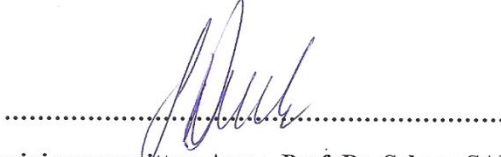
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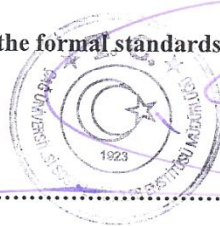


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09.01.2015

Mevlûde ÖZBEK

DEDICATION

I would like to dedicate my thesis to my beloved husband Selçuk Mertgenç for his endless love and unceasing encouragement...

ÖZET

BASLANGIÇ SEVİYESİNDEKİ ÖĞRENCİLERİN OKUMA MOTİVASYONU ÜZERİNDE DRAMANIN ETKİSİ

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Yüksek Lisans Tezi, İngiliz Dili Eğitimi Anabilim Dalı

Tez Danışmanı: Assist. Prof. Dr. Kim Raymond HUMISTON

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Bu çalışmada İngilizce dil öğretiminde ve öğreniminde okuma derslerinde kullanılan geleneksel okuma öğretimi ile drama aktivitelerinin karşılaştırılarak başlangıç seviyesindeki öğrencilerin motivasyonunu artırmada, öğrenme süreçlerini kolaylaştırmada, derslerin daha eğlenceli ve öğrenimin daha kalıcı olmasını sağlamada, hangisinin daha etkili olduğunu belirlemek amaçlanmıştır. Çalışma Erciyes Üniversitesi Yabancı Diller Yüksekokulu'nda 2014-2015 sonbahar akademik döneminde ortalama 100 hazırlık sınıfı öğrencisinin katılımıyla gerçekleşmiştir.

Çalışmanın ilk bölümünde bu konunun ele alınmasında ki amaç ve sebepler ile araştırma soruları, çalışma boyunca kullanılan ilgili terimlerin açıklamaları verilmiştir. İkinci bölümde ise dramanın tarihi, dil öğreniminde ki okuma parçaları ve okuma dersleri üzerinde dramanın etkisi, kimlerin dramayla öğrenime daha çok gereksinimi olduğu ve son olarak da motivasyon ve motivasyonun dil öğrenimindeki öneminden ve etkisinden bahsedilmiştir.

Çalışmanın üçüncü bölümünde ise çalışmaya katılanlar ile araştırmanın planı, kullanılan araçlar ve uygulanan metodlar takdim edilmiştir.

Dördüncü bölüme gelindiğinde çalışma sonunda elde edilen verilerin tablolar üzerinde gösterimi ve analizleri sunulmuştur. Elde edilen veri analizleri okuma dersinin işleyişinde uygulanan geleneksel okuma öğretimi yöntemi ile drama aktivitelerinin öğrenciler üzerinde farklı etkiler bıraktığını göstermiştir.

Son olarak, elde edilen sonuçlar göz önünde bulundurularak çalışmanın sınırlılıkları ile dramanın dil öğretimi ve öğrenimindeki önemi hakkında öğretmenlere ve bu alan ile ilgilenlere ileride bu konu üzerinde yapılabilecek çalışmalara yönelik tavsiyeler verilmiştir.

Anahtar Kelimeler: Okuma Dersi, Geleneksel Okuma Öğretimi, Drama Aktiviteleri, Dil

Öğrenimi ve Motivasyon.

ABSTRACT

THE EFFECT OF DRAMA ON BEGINNER STUDENTS' READING MOTIVATION

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Master of Arts, Department of English Language Teaching

Supervisor: Assist. Prof. Kim Raymond HUMISTON

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In this study, it was intended to determine whether traditional reading instruction or drama activities which one is more effective in the context of increasing students' motivation, facilitating the learning process, making the courses more fun and permanent for beginner-level students in English language teaching and learning in reading lessons. Almost 100 pre-class students from the School of Foreign Languages at Erciyes University participated to this research during the fall semester in 2014-2015 academic years.

In the first part of the study; background of the study, statement of the purpose and problem, research questions and definitions of terms are presented. In the second part; history of the drama, the role of drama and reading in language learning, who needs drama? , motivation and its importance in language learning and reading skills and effects of drama on motivation and reading are investigated. In the third part of the study; participants, research design, instrumentation and data analysis procedure are presented. In the fourth part; qualitative data are obtained through interviews and descriptive comparison analysis. The data analysis shows that there are differences after traditional reading instruction and drama activities in reading courses. Finally, the last part includes conclusion, recommendations for the further studies and limitations of the study.

Key words: Reading Course, Traditional Reading Instruction, Drama Activities, Language

Learning and Motivation.

ABBREVIATION LIST

DA : Drama Activity

NCCA : National Council of Curriculum and Assessment

SACSA : South Australian Curriculum, Standards and Accountability

Ss : Students

TRI : Traditional Reading Instruction

LIST OF FIGURES

Figure 1: The rate of students who like reading text through TRI & DA.....	36
Figure 2: The rate of students who understand reading text through TRI & DA.....	37
Figure 3: The rate of students who can understand the main idea of the text through TRI & DA.....	38
Figure 4: The rate of students who can easily find supporting ideas of the text through TRI & DA.....	39
Figure 5: The rate of students who can focus on the reading comprehension questions and find the answers easily through TRI & DA.....	40
Figure 6: The rate of students who feel motivated and relaxed by comprehending a text through TRI & DA.....	41
Figure 7: The rate of students who can keep the meaning of new words in memory and use them in sentences after a lesson presented through TRI & practiced through DA....	42
Figure 8: The rate of which one is more effective and permanent for learning the meaning of words through TRI or DA.....	43
Figure 9: The rate of which one is easier and effective in comprehending the meaning: the lessons conducted by teacher in TRI or by teacher and students through DA.....	44
Figure 10: The rate of students who mostly participate in the lessons presented in TRI & through DA.....	45

Figure 11: The rate of enjoyment: TRI or DA.....	46
Figure 12: The rate of motivation: TRI or DA.....	47
Figure 13: The rate of permanent learning: TRI or DA.....	48
Figure 14: The rate of effective learning of new words: TRI or DA.....	49
Figure 15: The rate of students' suggestion: TRI or DA.....	50

TABLE OF CONTENTS

COVER	i
APPROVAL PAGE	ii
ACKNOWLEDGEMENTS	iii
DEDICATION.....	iv
ÖZET.....	v
ABSTRACT.....	vii
ABBREVIATION LIST	ix
LIST OF FIGURES.....	x
TABLE OF CONTENTS.....	xii

CHAPTER I

1. INTRODUCTION	1
1.1. Background of the Study.....	3
1.2. Statement of the Problem	7
1.3. Statement of the Purpose.....	8
1.4. Research Questions.....	8

CHAPTER II

2. LITERATURE REVIEW.....	9
2.1. History of the Drama.....	9
2.1.1. The Role of Drama in Language Learning.....	9
2.1.2. Who needs drama?	14
2.1.3. Types of Drama Activities.....	15
2.2. The Role of Reading in Language Learning.....	18
2.3. Motivation and its Importance in Language Learning.....	24
2.3.1. Importance of Motivation on Reading Skills.....	25
2.3.2. Effects of Drama on Motivation and Reading.....	28

CHAPTER III

3. METHODOLOGY	30
3.1. Introduction	30
3.2. Participants	30
3.3. Research Design	30
3.3.1. Instrumentation	31
3.4. Data Analysis Procedure	33

CHAPTER IV

4. FINDINGS	35
4.1. Introduction	35
4.2. Findings and Discussions	35
4.3. The Results of the Questionnaire	35
4.4. The Results of the Interviews	46

CHAPTER V

5. CONCLUSIONS	51
5.1. Conclusion & Summary	51
5.2. Limitations of the Study	53
5.3. Suggestions for Further Studies	53
6. REFERENCES	54
7. APPENDICES	63
7.1. Appendix-1: Questionnaire for Traditional Reading Instruction	64
7.2. Appendix-2: Questionnaire for Reading through Drama Activities	66
7.3. Appendix-3: Interview Questions	67

CHAPTER I

1. INTRODUCTION

As one of the four skills traditionally taught in language training, reading has received the attention of a wide range of writers such as “Katherine Paterson who is an American author best known for her children’s works. Thanks to her contribution to children's and young adult literature in the broadest sense, she was awarded the Astrid Lindgren Memorial Award from the Swedish Arts Council in 2006” (Wikipedia). It is the biggest prize in children's literature. She (1995) asserts in one of her books that “It is not enough to simply teach children to read; we have to give them something worth reading. Something that will stretch their imaginations-something that will help them sense of their own lives and encourage them to reach out toward people whose lives are quite different from their own” (as cited in Harvey and Goudvis, 2007, p. 253). As it is seen from the quote of Paterson, among the four skills of learning and teaching a second language which are reading, listening, writing and speaking, teachers need something that will encourage and motivate students to read or something that will not frustrate when they see the reading ending with comprehension questions. While learning a new language, long reading passages with numerous unfamiliar words are- without question- the ones that students have big trouble when they faced in their course books. As teachers, one of his/her purposes is giving student that learning a new language is an enjoyable process, we are supposed to make them feel relaxed and confident during the lessons. In some countries’ education systems, like Turkey, teachers are obliged to perform their lessons in accordance with the curriculum and also wished to finish the given pace. First of all, in our country, it is not given enough importance to speaking and listening; students cannot reveal orally what they know and cannot understand what they hear even at the end of one year learning process. Secondly, as it is not given much significance to students’ productivity and creativity, it is included by giving very limited time in one weeks’ syllabus

just like two hours. At the beginning level, students are just required to write about simple subjects such as personal profile, family tree and their daily life. They are not suggested the topics that will develop their language skills and show their originality. Lastly, when it comes to the fourth skill of learning the target language, making intensive reading and giving the habit of extensive reading out of the classroom is perceived as one of the most problematic side of learning process. In fact, there are too many reasons that make the reading 'problematic' and force students to be bored and unmotivated when they face the reading passages. There are some of the causes that make the reading passages undesirable by students. Firstly, the sentence structures are too complex and hard to understand the comprehension for the beginners. Secondly, the passages are not appropriate to their level and generally they are more difficult than what they already know. Thirdly, there are too many unknown words that increase the students' anxiety. As these unfamiliar words are given directly in the native language by the teacher or the students look up their monolingual dictionaries, they forget them quickly. Fourthly, as they are reading comprehension and true-false questions at the end of the passages, students just focus on finding the answers instead of trying to get the meaning. Lastly, reading loudly or silently is too monotonous, thus students are easily bored as there is no action. They do not produce or create anything, they just read in a monotonous way.

Regarding the reasons given above, some new techniques that will make the reading part more active and attractive are to be used instead of using the traditional reading instruction for reading texts in the classroom environment. The new technique used in the classroom ought to be enjoyable, motivating, interesting and extraordinary rather than the ordinary ones. As it makes the sentences easy to understand and forces students to use their body language such as gestures, mimics or improvisation while conveying the new words or meaning and makes them realize the real purpose of the text thanks to acting it out, drama can be one of the most

effective ways to gain these aims. To show its effect on the students and lessons, primarily, I want to mention my experiences that I have gained during the years I taught and then the main problems both the teachers and students face in reading courses in Turkey.

1.1. Background of the Study

Firstly, I want to begin my study by mentioning my experiences. I have been teaching English for four years: I worked as a teacher at a state school three years ago and I have been teaching as an instructor at Erciyes University for three years. From the time I began my job, I have had many experiences in terms of both positive and negative sides of being a language teacher until now. Students begin to be taught English at primary school even at the age of eight in Turkish education system. However, because of the deficiencies and ineffectiveness of the system, students cannot manage to develop their skills in learning the target language. Both teachers and students have some responsibilities to overcome these problems. In today's curriculum in Turkey, the courses are planned to be more student-centered. Therefore, students play major role in their own learning but this does not mean that teachers have not enough influence on them. National Council for Curriculum and Assessment (n. d.) points out that:

In drama, the students are at the centre of the learning experience, and this allows them to build their own bridges of understanding. Drama in education is a process of negotiation between students and the teacher. In drama, the teacher suffers a reversal of his or her usual role, which is that of the one who knows (p.253).

Teachers are not only responsible for giving the language structure but also making the students encourage and motivate. Students at beginner levels are generally lack of interest and motivation in their learning process. While some of them do not like learning a new language and they think that it is boring, others believe that they will not use English in their daily life; they just suppose that English is something out of their branch and has to be learnt because of

the curriculum. At this point, the teacher should take the control and make students impose the significance of the second language and create an enjoyable atmosphere not to feel them bored. As I have observed during the four years, students can be easily bored and lose their motivation because of the routine approaches in language teaching. Among the four skills that are all thought to be unexciting by the students, the biggest percentage belongs to reading part. Students do not want to see long, boring passages in their text books and when they face it, they easily lose their motivation, begin to yawn. Rehman and Haider (2005) stress that “In our life motivation is base of any work because without we cannot achieve anything. If the teachers motivate their students for any tasks, than they will achieve the goal” (p. 1).

When the university students are to answer the reading comprehension questions and need to set forth creative ideas, most of them generally find an excuse: sleep on the desk, use technological devices or turn their eyes away in order not to answer the questions.

On the other side, there are also students who are interested in reading texts. However, when they begin to read the passage, they immediately try to find the meaning of each unknown word to comprehend the meaning or underline each sentence by considering that all of them are important. Nevertheless, as there is a passive atmosphere while doing these activities, most of the students quickly get bored and put the reading texts aside after a while. As we know, students have multiple intelligences; all people have different kinds of "intelligences" (Gardner, 2011). While some of them can learn by memorizing and reading so many times in a passive way, the others can manage this by using body language, listening to music or using visual objects and materials. According to Anderson's study (1999), reading should be an active and fluent process that involves the reader himself/herself actively in building meaning (Nga, n. d.). In addition, some students consider that reading texts do not contribute anything to their learning process and it is just a simple way to achieve the target language. To Schoenbach, Greenleaf and Murphy (2012) reading is not simple and many

people think of reading as a skill that is taught immediately and for all in the first years of school.

In addition to my experiences, at the end of the school term last year, I wanted to assess my colleagues' opinions about their reading courses. However, the feedbacks were generally negative. They complained about students' unwillingness and lack of motivation in their reading classes. After finding out this common problem in the area of reading courses, I decided to handle it to increase students' motivation and interest in reading comprehension texts.

Lastly, after these observations, I decided to get their opinions about the reading courses to learn the reasons behind these unwillingness and unmotivated mood in the class by writing it on a piece of paper that they gave me later. They have generally reflected that the texts are boring, too long, uninteresting or difficult to comprehend because of the unknown words, and these reasons make the meaning hard to understand. When the students cannot get the meaning at all, they even do not want to look at the comprehension questions. Reading comprehension and true-false questions are inseparable parts of our English books. While teaching the language in traditional reading instruction, teachers always want students to answer these questions instead of giving the meaning clearly and effectively. They just try to prepare students to exam style and ignore if the students manage to learn the new vocabularies or their own creativity on these texts. In accordance with this point of view, Belhan (2013) further adds the following:

In Turkey most of English teachers working at state schools use traditional methods such as giving the necessary information and asking them in written exams which makes students hesitate to participate in classroom activities and regard taking part in lesson as a risking procedure (p. 2).

On the one hand, Weinstein (as cited in Sani, Chik, Nik & Raslee, 2011) stresses that students do not spend enough time for reading and this study (as cited in Sani, et al. 2011) proposes that “it is important for educators to motivate their students to read because many students are at risk of reading failure due to their lack of motivation” (p.32). On the other hand, students have a negative perspective against to comprehend the meaning by acting it out although it is one of the most effective ways to learn. The reason behind this pessimism towards acting out is that drama is unusual technique ignored by the teachers not to spend much time. Booth (1994) claims that “What the students need for good comprehension is strong motivation before reading” (p. 117). However, drama may help to overcome these obstacles.

To make learning more meaningful and livable, drama can be a key factor which helps students to be adapted to the reading activities. There are a wide range of definitions for drama. One of them is that “drama is a powerful language teaching tool that involves all the students interactively” (Zyoud, n.d, p. 1).

For Dodson “drama is an ideal way to bring the skills of grammar, reading, writing, speaking and pronunciation together in a course where the focus is not on form but rather fluency and meaning ” (as cited in Nazeryan, Johandar & Khodabandehlou, 2013, p. 215).

Moreover, Chauhan (2004) stated that when language skills are taught via drama, movements supply them a context for listening and meaningful language production, provide opportunities for reading and writing development (as cited in Rieg & Paguette, 2009). According to Gönen and Dalkılıç (as cited in Akdağ & Tutkun, 2010), drama enable opportunities to gain some proficiencies such as evaluating, creating, exploring, asking questions, solving problems, hypothesizing, and empathy skills. With the help of drama, students can understand the real and imaginary world. They sometimes find themselves in the real world and sometimes in the mood of the character that they create in their mind via

drama. They question themselves and put themselves into another one's shoes and thus they can feel as the other characters. In addition to that advantage, drama has some certain benefits.

First of all, drama (<http://www1.st-michaels.barnet.sch.uk>) assists the development of:

- the use of imagination,
- powers of creative self expression ,
- decision making and problem solving skills,
- Self confidence, a sense of worth and respect and consideration for others.

In addition, with the help of drama learners can actively participate and at the same time they get pleasure during the learning hours (Dundar, 2012). According to Gaudart's (1990) study, drama activities supply interest, diversity, desire and enjoyment to the ESL classroom and ensure students that a new way of learning instead of traditional methods. Lastly, as Rastelli points out those activities done in drama can provide learners to communicate with each other motivate them and develop their speaking skills and group or pair-work (Winston, 2012).

1.2. Statement of the Problem

The use of drama in language training has not received adequate attention, especially when the issues of student interest and motivation have been a challenge to language instructors who use traditional methods especially in reading lessons. The reading texts have been a serious problem especially for those who are at the beginner level as they do not have enough language competence. Starter students need fun and motivation to have learning desire. Without motivation and enjoyment they even do not attend the classes. To make the language classrooms more active and have entertaining atmosphere, teachers are to get rid of the boring traditional reading instruction. They are to find new and effective ways to take

students' attention. Drama can be one of the best ways to achieve this goal. By the way of drama, monotonous atmosphere in the reading lessons changes. The drama process enables students to involve in planning, playing, responding, and reflecting through acting the text out.

1.3. Statement of the Purpose

This study addresses the issues surrounding student interest and motivation in language training, and the role of drama as a way to help the students learn in a beginner-level English classroom of 100 students at School of Foreign Languages at Erciyes University.

Firstly, my aim is to make reading courses more enjoyable and make students more motivated by using drama and the second one is to make students comprehend the whole passage such as main idea, supporting details and unfamiliar words by using drama. As I have observed my classes, students do not pay attention to English learning or they even do not like it as they think that they have to memorize the words and grammar rules by repeating and writing again and again. After these observations, I have decided to find out a new tool in reading courses which addresses to students who have different learning styles. To practice these applications in the classroom, I have two purposes as given below:

1.4. Research Questions

The research questions which include in this study are as follows:

1. Can we increase student's interest and motivation in reading courses by using drama activities?
2. Do the students prefer reading literature with drama activities over traditional reading instruction methods?

CHAPTER II

2. LITERATURE REVIEW

2.1. History of the Drama

The use of drama has been used over the course of history from the time of Aristotle, who believed that theatre provided people a way to release emotions, right to the beginning of the progressive movement in education, where emphasis was placed upon “doing” rather than memorizing (<http://www.teachhub.com>).

The word *drama* comes from the Greek word *dran* and means “to do or to act.” It has been used in language teaching classrooms in Britain and the United States since the 1970's (Dodson, 2000). Heathcoat and Bolton inspiring teacher about including the theatre into the all activities they performed are the first supporters of the drama technique in L1 classrooms (collected writings, 1984; Dodson, 2000). They later transformed the usage of drama activities into L2 and began to be encouraged by their colleagues; Maley, Duff and Smith who published their experiences in the field of drama in the following years.

2.1.1. The Role of Drama in Language Learning

Chauhan (2004) expresses that using drama to teach English results in real communication involving ideas, emotions, feelings appropriateness and adaptability; in short an opportunity to use language in operation which is absent in a conventional language class. Such activities add to the teachers' repertoire of pedagogic strategies giving them a wider option of learner-centered activities to chose from for classroom teaching, thereby augmenting their efficiency in teaching English (p. not given).

Looking through this general definition of ‘drama’, NCCA (n.d.) describe drama as below:

Drama is a valuable tool which contributes to general intellectual growth and personal development. It enables students to develop the ability to pursue enquiry, and to

extend learning and insight. Part of the role of teaching drama is to help students to consider ideas from different perspectives. As a result of this, they are better able to resolve problems and issues. It allows the students to experience, discuss, plan, and reflect on the work they are doing (p.3).

Regarding the quote above, drama is an active and creative technique that is applied by teachers in the situations that have difficulty to make the students catch the meaning and concentrate on the subject. Drama can be applied not only in language teaching but also in teaching mathematics, chemistry, music, arts and so on. As Akdağ and Tutkun (2010) express, drama gives opportunity to teach the subjects such as history, literature, social, universal and abstract concepts. In other words, drama is adaptable, variable and applicable to all areas of the curriculum.

Students become active and dynamic with the help of the movements and get rid of boredom. “Drama is life with the dull parts left out” (Alfred Hitchcock, 1997, part of the BBC2's Hitchcock Season).

Just that we can do the things we do in class the same through drama like we can learn through drama and do those activities through drama. You can learn through drama. You can use as much body and facial expression as you want to so people watching us can see who our characters are. This way (drama) is better because you can reflect by the expression on your face and the way you're sitting and moving around people can tell how you feel (Video interview C) (Margery, p. 6).

Furthermore, it also helps them not to forget what they learnt during the lessons. Research findings show that “people remember 10% of what they read, 20% of what they hear, 30% of what they see, 50% of what they both see and hear, and 90% of what they see, hear, and do” (Tombak,2014, p. 375). As we see, when students fulfill the learning task by hearing, seeing and doing with the help of drama and learning will be permanent.

Secondly, drama provides beginner students to convey the meaning not only by using the language orally but also by using their body languages. It is described as the findings of the thoughts, emotions and the relationship between the inner and outside world. It is also self-expression by using body language, mime, gestures, and role play activities (O' Hara, 2001). In traditional reading instruction, teachers present the meaning just by verbally; generally they read and students listen or vice versa. However, when the drama technique is used, the students stand for the characters that they represent and try to present it by using their body languages. Researches show that nonverbal elements are more effective than the verbal one; while the percentage of nonverbal elements is 65%, it is 35% for verbal. Maley (2005) emphasizes that "It integrates verbal and non-verbal aspects of communication, thus bringing together both mind and body, and restoring the balance between physical and intellectual aspects of learning" (as cited in Zyoud n.d. p. not given). While presenting the character, students improve their usage of body; in addition, they will help their friends who are audience to perceive the meaning in an effective way. In addition to developing the usage of body language, role-playing has some advantages on students, too.

According to Toivanen, Komulainen and Ruismäki (2011):

It offers an active dimension for learning about "as if" real life situations in teacher education. By taking the roles of characters in situations and stories, students are able to behave as if they were inside the situation, facing the same experiences and problems as the characters (p. 63).

South Australian Curriculum, Standards and Accountability (SACSA, n.d.) defines drama as acting out the real and imagined world via role-play and performances and providing each student to inquire reconstruct and present the ideas. Additionally, O' Neill and Lambert (1982) sharing the same ideas state that "Drama in education is a mode of learning.

Through the pupil's active identification with imagined roles and situations in drama, they can learn to explore issues, events and relationships" (as cited in Anderson, 2012, p. 11).

In addition, as Holden (1982) emphasized "drama is any kind of activity where learners are asked either to portray themselves or to portray someone else in an imaginary situation". In other words, "drama is concerned with the world of "let's pretend"; it asks the learner to project himself imaginatively into another situation, outside the classroom, or into the skin and persona of another person" (Zyoud, p. 2). This encourages students to put their own personality away. For example, "when X student is given the role of a policeman named Mr. Paul, they believe that he/she is now Mr. Paul and even if s/he makes a mistake, it is not her/his fault, but Mr. Paul's fault" (Guidelines Mild General Learning Disabilities, n.d, p. 6) As Margery mentions in his passage, "It enables students to see things from different perspectives, to experience someone else's reality" (Margery, p.1). Bird (1973) adds that "when the students perceive this sense, they do not become anxious and shy but overcome their fear of speaking in front of the others" (as cited in Conejeros and Fernand, p. 3) and become more eager to participate in the classes. Yoshida (2003) tries to explain role-play in drama:

Role-play, on the other hand, carries the implication of a functional quality as well as an instrumental and didactic purpose, additionally, role-play is to create the roles and situations to practice on safe and fictional ground that reveals how to cope with the business of living in society (p. 17).

Drama is a considerable experience shared by others. Fleming (2006) stated that "it can only operate through active cooperation" (as cited in Zyoud, n.d, p. not given). Thus, it is necessary to develop a good relationship with group members rather than focusing on individual works. As a requirement of team work, it is essential to study together for the awareness of the goal which is to be performed by the group. "Nothing works if one wants to

show off; we should all have the same goal in mind.” Therefore, “the weaker members of the group should be supported psychologically and given language competence to practice the play influentially. Thanks to this group activity, at the end of the play, students gain their friend’s confidence as learners and motivate each other” (Rastelli, 2006, p.3). “Drama does not just walk into your life. You either create it, invite it, or you associate with people who love to bring it into your life” (<http://www.quoteshub.com>).

According to NCCA, drama is a significant method causing students to develop their mentality and personality so that it is like a tool which allows students question themselves or create their inner world. In addition to this definition, Gönen and Dalkılıç (as cited in Akdağ & Tutkun, 2010) define that drama enable students to have some competence such as evaluating, creating, exploring, asking questions, solving problems, hypothesizing, and empathy skills.

Lastly, while students are doing all these activities and developing their skills they do not feel the boredom atmosphere of the classroom that the traditional reading instruction method is applied. Drama can provide entertainment and fun and also parallel to them, it can motivate students to learn by giving different opportunities. According to Rastelli (2006), to entertain student makes the learning more memorable as the students get the idea that dramatic activities do not bring them stress, on the contrary, it makes them relax and helps to produce more. Having the same idea with Sun advocates that “having ‘fun’ for learning is incredibly important. Drama and action enable the learners’ to develop decoding skills, fluency, vocabulary, syntactic knowledge, discourse knowledge and meta-cognitive thinking” (as cited in Rastelli, Paguette & Rieg, 2009, p.3).

As a conclusion, Flynn and Kelner (2006) who are the authors have summarized why drama is an important addition to the language instructors’ methods. The drama task requires complete focus of the student to achieve the intended result of engaging and improving their

reading assignments. The student must remain in a character which involves the thorough understanding of who the character is and what the emotional relationship between the character and the other characters are. When the student fully owns the knowledge, the retention of it and the skills which helped them to attain it are enhanced. The drama training also helps the student to relate to other students as the reading of the characters words and the connection of the character to other characters parallels the use of language in any conversational context. As a result, the entire classroom becomes a thriving and progressive setting for language use and acquisition because the students are reading, speaking, and engaging each other in the context of plot situations which may resemble their experience in daily life. In the process, the students develop their personal and mental skills in a dramatic context which generalizes to situations in their daily life outside of the classroom. One other important outcome of the use of drama in reading training classes is that the students enjoy it. As such, they are more likely to continue their involvement with it and progress more quickly than in more traditional training formats where they are forced to learn in way that might not be successful.

2.1.2. Who needs drama?

As teachers we are, depending on our experiences, we can understand if the students manage to learn the subject during the lesson hour. We can realize this by asking questions and getting their answers, observing their approach towards the comprehension activities or even looking their eyes are enough for a teacher to determine if they have learnt or not. Of course, we cannot expect all the students to understand the topic when we present it on the board for the first time. While there are students who easily comprehend the meaning, on the other side, there are some who have great difficulty in understanding. These students need extra activities and instead of presenting the subject on the board, some extraordinary materials and techniques should be used as every individual has his/her own learning style. As

far as I observed, while some students are good at getting the idea of the passage and memorizing the unfamiliar words, the others cannot manage it. These kinds of students want something different and something that will apply to their learning style. To Bashir and Mattoo (2012):

Educationists must know that every child whether he or she is gifted, average, normal or backward etc, should be educated in his or her own way but if he or she possesses good study habits, he or she can perform well in academics and in every situation (as cited in Acheaw, 2014, p. 2).

This can be a visual like picture and video, a realia or an audio. At this point, drama appeals most of the students, because it provides visuality and reality as there are both actors and audiences.

2.1.3. Types of Drama Activities

Improvisation: Landy (1982) defines improvisation as an unscripted, unrehearsed, spontaneous set of actions in response to minimal directions from a teacher, usually including statements of which one is, where one is and what one is doing there. In improvisation, students must create a scene, speak, act, react, and move without preparing (Davis, et al., n. d, p. 94).

Language Games: Language games include observation, interpretation and individual/group interaction. Lots of games are based on exercises used in drama training, generally for relaxation and warm-up (Özharun, 2010). Moreover, "Drama and language games can serve as a natural introduction to dramatic activities and as preparation for role-play, improvisation, and other drama experiences" (Davies, 1990). There are plenty of language games but especially improvisation in this study is considerable. There are two types of improvisation: spontaneous and prepared improvisation.

The first is spontaneous improvisation, an open-ended process initiated by a teacher to help his or her class discover the meaning behind language and behaviour. Learners are presented with a situation and challenged to respond to it. The teacher introduces the situation and attempts to create a drama in which all the students can become involved and willingly suspend their disbelief. The second type of improvisation is prepared improvisation, where a class makes up a complete play starting from a basic theme or situation, and during the improvisation the class should develop its ideas, selecting, shaping, and organizing them into a communicative structure (p.23).

Mime: John Dougill (1987) defines mime as "a non-verbal representation of an idea or story through gesture, bodily movement and expression" (as cited in Zyoud, n.d, p. 5). Özharun (2010) stresses that:

Mime is a kind of reinforcing memory through visual association and recall of language items is used whenever an associated image is present. It may appear different to support mime as a need to language teaching when it does not use language in fact. However, mime can generate language use where explanation is needed- teachers' instructions and the discussion of the students-if the mime involves pair-work or group work. Learners can find it easier and more motivating to produce language when they have to accomplish a task (p.24).

Role-play: Role-play is any speaking activity when you either put yourself into somebody else's shoes, or when you stay in your own shoes but put yourself into an imaginary situation (Budden, 2004; Dundar et al; 2012). Özharun (2010) stresses that choosing a dialogue form is usually the most common one. There are different kinds of role-play such as dramatic plays, story dramatization, debates and interviews. These necessitate different approaches such as introducing the role play, describing the roles and simplifying of sessions.

Simulation: Özharun (2010) explains simulation as below:

A simulation activity is one where the learners discuss a problem (or perhaps a series of related problems) within a defined setting. In simulation activities, the students are either playing themselves or someone else. Simulation activities are also interaction activities with various categories of dialogues. One category would be social formulas and dialogues such as greetings, partings, introductions, compliments, and complaints. Simulation exercises can teach students how to function in a social situation with the appropriate social niceties. Another category of simulated interaction activity is community oriented tasks, where students learn how to deal with organizations and how to cope with shopping, buying a ticket at the railway station and so on. This sort of simulation helps students' communicative participation in the community and at the very least helps them in the task of collecting important information (p.27).

Jones calls a simulation a case study where learners become participants in an event and shape the course of the event. The learners have roles, functions, duties, and responsibilities within a structure situation involving problem solving. A proper simulation does not encourage a teacher to control the behaviour of his or her learners. It is, in fact, dependent on what each participant contributes to the situation in the form of skills, experience and knowledge (as cited in Gaudart, 1990, p. 239)

Gaudart (1990) emphasizes the function of a simulation:

It is to give participants the opportunity to practice taking on specific roles and improvising on within specific situations on the assumption that with practice the participants will play their roles more effectively when situations involving similar skills occur in real life. A simulation activity provides a specific situation within which

students can practice various communication skills like asserting one self, expressing opinions, convincing others, arguing, eliciting opinions, group-problem solving, analyzing situations and so on (p. 240).

2.2. The Role of Reading in Language Learning

Reading is the process of looking at a series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us. Reading is a receptive skill - through it we receive information. But the complex process of reading also requires the skill of speaking so that we can pronounce the words that we read. In this sense, reading is also a productive skill in that we are both receiving information and transmitting it even if only to ourselves (<https://www.englishclub.com/reading/>).

On the other side, Thorndike described reading in 1971:

It is a very complex procedure, involving a weighing of each of many elements in a sentence, their organization in the proper relations to one another, the selection of certain of their connotations and the rejection of others, and the cooperation of many forces to produce the final response” (as cited in Simons, 1971, p. 323).

Kenneth Goodman explains it in a way that rather than decoding letters and words on a page, “reading is so much more than this; it is the construction of meaning” (Cameron, 2007, p. 5). As Scharer (2012) stressed in his words that letters and words are vehicles essential for understanding; however, the act of comprehension does not take place on the page, but it occurs in the brain. Instead of being able to identify the letters or learning to distinguish the letters, getting the meaning and receiving the purposes of the text is the primary objective of the reading. As Weaver said, constructing the meaning is the goal of

reading and reading comprehension. At this point, in addition to Weaver's idea, Phantharakphong and Pothitha (2013) assert that:

Reading skills also may influence one's interpretation of direction on examination, homework and completion of job allocations or questionnaires. Most of the students have difficulty in reading as they cannot comprehend the written materials exactly. That is to say, they cannot make an interpretation what they read and make the relation with what they read and what they have already known (p. 498).

Making interpretation and relation requires some more time after the students gain the habit of reading. The habit of reading should be given to students both by teachers in the schools and by their parents at home. Because when the students comprehend the meaning and get the pleasure of the reading activity, they begin to feel themselves as a character in the text. This will help them to increase most of their abilities and provide benefit both in their academic and social life. As Mucherah and Herendeen have pointed out in their study the more students are engaged in reading, the more their academic achievement increases (Rowe, 1991; Shapiro & Whitney, 1997; Wigfield & Guthrie, 1997; as cited in Klauda, 2009). Moreover, Acheaw (2014) maintains that reading and academic achievements are associated with each other and as students come from different places, they indicate differences in their reading patterns. In addition to these benefits, reading also has some more advantages in both their academic and social life. Some of them are given below:

Firstly, one of the advantages that "the reading provides to students is that it is problem-solving activity which increases in power and flexibility the more it is practiced" (Marie Clay, 1991, p. 6). While students are dealing with text, they make up their own individual symbols so they create a group image and get involved in that world (Wolf, Edmiston, & Enciso, 1997). Therefore, they manage to get new meaning and chance to perceive their implications from different sides (Adomat, 2007). They try to solve the

problems that they face during the reading activity. As they involve in the text and put themselves into the shoes of the characters, they begin to create new ideas and solutions to the difficulties that the characters have in the passage. Karolides (2000) supports this notion with an explanation: “During the reading activity, the reader and the text mutually act upon each other, each affecting and conditioning the other” (p. 5).

Secondly, while comprehending the text, students can deduce the meaning by using their own previous knowledge and this improves their creativity and provides them to integrate what they have learnt and what they are learning now. As Goodman (1971) described, “reading is a cyclical process by which a reader reconstructs a text by sampling, predicting, testing, and confirming and additionally readers understand a passage by analyzing the text according to their schema, an internal organization of past personal experiences” (as cited in Johnson, 1982). The view of schema theory asserts that activating or building readers' existing knowledge prior to reading would improve and/or alter reading comprehension and recall (Bartlett, 1932; Reynolds, Taylor, Steffensen, Shirey, & Anderson, 1981). According to Weaver (2002), prior knowledge (schema) has great importance in building the meaning because it is essential to make connection to comprehend the meaning while reading. To construct the meaning, students must understand fully what they are reading to benefit the advantages of its messages (Cameron, 2002). Moreover, readers' attitude toward reading may change according to the prior knowledge since reading ability consists of several interrelated factors, including speed, comprehension, quality and quantity of reading experiences, and knowledge of vocabulary, the relative importance of each variable in contributing to scholastic success should be a matter of interest and concern (Pond, 1940). As a result, by making connection between their previous knowledge and their reading text, students both construct a new meaning and develop their imaginary and creativity. In addition to these:

Dr. Williams explained that:

Reading develops the students' language competence by presenting both the sentence structure and new vocabularies. While reading, students see different kinds of sentence structures written in different formats and different tenses and they unconsciously learn these in their minds. Unconscious learning is that the ability to learn the complex and subtle regularities that underlie a language without even realizing. This kind of implicit learning is also an effective way and facilitates students' learning. In a teaching situation, merely teaching the rules of a language may not be the only answer. Instead, using tasks that focus attention on the relevant grammatical forms in language could help learners' access unconscious learning pathways in the brain. This would greatly enhance the speed of acquisition of a second language (<http://www.com.ac.uk>)

According to Harmer "to be benefited from the readings, students should do both intensive and extensive reading" (p. 283). Extensive reading is done beyond teaching hours especially for fluency and automaticity. It is just for pleasure and improves students' general language competence. When it comes to intensive reading, the texts are chosen and directed by teacher.

It is designed to enable students to develop specific receptive skills such as reading for gist (or general understanding- often called skimming), reading for specific information, reading for detailed comprehension or reading inference what is behind the words (http://blog.sina.com.cn/s/blog_69877db40101a39f.html).

During the classroom reading to provide students all the opportunities to get the meaning, teachers should be organizers, observers, feedback organizer and prompters. When the teacher enables effective and enjoyable intensive reading tasks by providing these tasks during the classroom, the students begin doing extensive reading outside the classroom. At this point, the role of the teacher in the classroom is so important in terms of giving students

the habit of reading and makes them benefit from the reading by doing both extensive and intensive reading as Harmer says.

However, according to Logsdon opinion (2012), students commonly have difficulty for comprehending the texts in books and other reading materials written at their grade levels. Several possible reasons for this are given in her article:

First, the material may be written at a level that is beyond their current independent reading skill level. Second, they may have limited prior knowledge about the content of the passage or have limited vocabulary knowledge. This can lead to confusion during reading and in class discussion about what is being read. Third, they may not be aware of how the reading material is structured as in the elements of story structure, the organization of the material in a text book, or the characteristics of the genre of literature being read. Fourth, the meaning of sentences and passages may become lost as the reader struggles with the mechanics of reading. This leads to difficulty remembering what was read. Fifth, they may have difficulty in determining what information is important in written passages (p.not given).

In addition to Logsdon, Brantmeier says that one of the reasons that the students have difficulty in comprehension; there is no coherence between their reading ability and the reading materials such as readings written for specific purposes. These kind of content-area textbooks are not friendly to them because they mostly are not well organized as chapter, structure and in teaching unknown words to the students. Another one is that the teachers have to push students to get the general meaning of the passage as some of them do not know how to differentiate one student from the others.(Brantmeir, 2005). In these situations, students should be given something that is more enjoyable, interesting and short passages instead of boring content based ones. In Brantmeier's study (2005), second language (L2) readers studying Spanish at the university level were motivated by textbooks such as

newspaper articles, reports about social issues, encyclopedia-like vignettes about historical events, and excerpts from science and medical journals. To conclude in a sentence, the relationship between students' ability to and reading materials are extremely significant for their success and facilitating their learning process. To enable this in the classroom, teachers should provide students a tool that makes even the content based-texts simplify their structure and suggests them as friendly and enjoyable because "increasing difficulty of reading material causes a more rapid decrease in the degree of comprehension than in the power over the mechanics of reading" (McLeod, 1918, p.532). Herein, one of the tools that can be influential to fulfill these possibilities is that drama.

According to Rastelli (2006), through activating the performances, students can comprehend the reading texts or scripts better as they give life the words they read. They are possible to be aware of plenty of reasons while reading a text, especially when they perform it, they may realize that reading stands for meaning rather than 'right reading'. For instance, in his study, he stresses that drama is a daily or everyday activity: "We make use of dramatic instances when we do dialogues, readings or we represent parts of a lesson. And in this way we give life to the words written on the page and help students become aware of speech features, paralinguistic and extra linguistic features" (Rastelli, 2006, p. 82). When the students see the use of terms and relate the texts to the imaginary and real world, learning will be easier, more meaningful and more permanent (Kheirabadi & Golchin, 2013). Stewig and Buege (1994) articulate in their studies when the drama is conducted in the classroom, it makes the reading meaningful or comprehensible.

In addition, "Reading is a completely individual activity which takes place in all different ways from reading newspapers, magazines, written texts, telephone directories, labels on medicine bottles, etc" (Nga, n.d., p.6). However, when the teachers use drama activities in the classroom, this individual learning style will convert into a group activity and

students will begin to share what they know with each other, thus the learning process will be more enjoyable and also the relationship among the students will develop, a friendly, mild-mannered atmosphere will be acquired.

2.3. Motivation and Its Importance in Language Learning

“to be motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated; whereas, someone who is energized or activated toward an end is considered motivated” (Ryan & Deci, p. 54). “Motivation is defined as the process that initiates, guides, and maintains goal-oriented behaviors. Motivation is what causes us to act, whether it is getting a glass of water to reduce thirst or reading a book to gain knowledge” (<http://psychology.about.com>). Haider and Rehman (2013) emphasize that:

As a gardener must know or should have sought to know which soil is more suitable to the plant and when and how much water should be required by plant? Similarly a teacher must know how a child learns, how the factors affect like motivation (p.139).

There are different forms of motivation including extrinsic, intrinsic, physiological, and achievement motivation. Achievement motivation can be defined as the need for success or the attainment of excellence. It is on the base of our life that it is almost impossible to reach a goal without it. When the students are motivated by their teachers, then they will be successful in both their daily and academic life (Haider et al., 2013). Ormrod (2014) expresses that thanks to motivation, students will be more energetic, controlled and direct them to a special point and make them consistent while achieving their goal. He also claims that motivation is like a driving force while learning and teaching a language. According to Ryan and Deci (2000), “Being motivated means to be moved to do something. A person who feels no impetus or inspiration to act is thus characterized as unmotivated, whereas; someone who is energized or activated toward an end is considered motivated” (p. 54).

Motivation reveals the direction, intensity, and quality of a person's energies (Maehr & Meyer, 1997). Therefore, we can say that motivation and success goes hand in hand on the way of learning process. When Karaoğlu, who is specializing on TESOL as an ESL teacher at the University of Northern Virginia in the United States, shares his ideas about motivation states that motivation has an important role while learning a language. McDonough (2007) comments that "When the teachers realize the importance of motivation and its effects on language acquisition, they can manage to teach it in an effective way" (p. 369). As it is seen, the motivation has a big role in learning process; therefore, to increase the students' motivation, the following strategies can be applied by teachers.

Students find it easier to function in a classroom that invites their participation without the expectation of punishment. When the classroom becomes an extension of the students' personal interest, it is no longer a place separate from their usual life experience in which they must do something which interests them. In this type of environment, the students are more likely to engage the material the instructor expects them to learn and to feel a sense of accomplishment when they completed the reading tasks. The environment is arranged to create success rather than failure. It also motivates the students to set their own goals for language learning and, in the drama based process, positively reinforced language training classroom also encourages the student to continue the reading activity outside of class. The instructor can also arrange the classroom activities in pairs and groups to flex the students' language usage in ways which more closely resemble the natural patterns of communication that occur among their friends and family members.

2.3.1. Importance of Motivation on Reading Skills

Zulhilmi (2005), an educator from Malasia finds out that there is a common distress among teachers and parents about students not having the ability and lacking the motivation

to read. He writes in the New Straits Times about his observation that reading is often restricted to classrooms for educational pursuits without giving any extra activities to force them to read. “This could be one of the reasons why children have not developed good reading habits and need further encouragement to motivate them to read” (as cited in Chik, Nik, Raslee & Sani, 2011, p. 34). Most of the teachers are not aware of the importance of reading in language learning and its benefits on students. When students have managed to read every reading passage, texts or script positively and successfully and pass another reading assignment, their motivation becomes higher and higher. As a result, they change their approach towards reading. There are many reasons to force students to read or make them have the ability to read. Ainley assumes that “Motivation is about energy and direction, the reasons for behavior, why we do what we do” (2004, p. 2). Thus, a motivated reader chooses to read on a regular basis and for many different reasons. “First, all aspects of our lives involve reading. Secondly, it is the principal way to get information and the last one is enjoyment” (Schave, 2012, para. 17). When the people are lack of reading ability, life functioning becomes difficult. These three reasons are enough to emphasize on the importance of reading in students’ life and students should be motivated to read during both their education and social life. Research in the United States and Europe suggests that students’ motivation can affect students’ performance in different achievement areas, including reading (Applegate & Applegate, 2010; Baker & Wigfield, 1999; Coddington & Guthrie, 2009; Oldfather & Wigfield, 1996; O’Sullivan, 1996; Rowe, 1991; Wigfield, 1994; Wigfield & Guthrie, 1995, 1997; as cited in Herendeen & Mucherah, 2013, p.571) Spangler (2000) suggests that to be able to become effective readers, students need to have the skill and the will to read . Wigfield and Guthrie (1997) claim that reading motivation does not only explain why some children read more than others but also how the children use the strategic skills which help him or her to involve in the reading. They emphasize that

without motivation children cannot use meta-cognitive strategies such as using prior knowledge, searching for information, self-monitoring, and are less likely to read (Chik et al., 2011). In addition, children “who do not attach importance to learning to read will not be motivated to learn” (Roe, Smith, Burns, 2005, p. 3). It can be inferred that students who like reading generally succeed. Those who do not like reading cannot be successful when they are compared to these students who like reading.

The researches show that students reasonably motivate to read when they have an exam. However, this kind of reading motivation is not long lasting and students give up reading after the examination time. That is to say, motivation for reading changes from time to time. Therefore, teachers should encourage students to read both for examination and for enjoyment, interest and knowledge (Chik et al., 2011). Wigfield (1997) emphasizes that when the students are motivated and their beliefs are positive, they are more likely to involve in complex and meaningful reading activities. In addition, Wigfield (2007) explains motivation as a “specific set of processes that provide energy for different behavior; thus when individuals are more strongly motivated they can become more deeply engaged in different activities behaviorally, cognitively and affectively” (p. 262). We can say that when students are motivated to read in the classroom, they can also be motivated for different activities and for extensive reading to get pleasure from the texts. As Mucherah et al., (2013) mention, motivation does not take place isolated. It demonstrates reciprocity. It forces actions, and it affects the success and motivation in the future. However, to increase students’ motivation for reading it is important to create a classroom scenario that encourages students’ involvement in reading (Monteiro, 2013).

2.3.2. Effects of Drama on Motivation and Reading

McMaster's (1998) study it is stressed that "drama is a valuable element for the teachers as it supports and motivates every point of view in literacy development" (p. not found). When students involve in different activities instead of traditional teaching methods, they become more motivated to read and learn. Because motivation consists of thoughts, beliefs, and emotions that are related to inner force which enables impetus for action (Guthrie & Wigfield, 2000). In addition, to Klem and Connell, they become better behaved, get higher scores and stay in school longer. (as cited in Ecklund & Lamon, 2008). To Roger (1995), through drama activities students' engagement and their motivation and self-esteem increase. By using drama, teacher encourages and motivates the students by making reading meaningful. Thanks to drama, students integrate their past knowledge with the present one and thus reading becomes more comprehensible and meaningful. Roe (2005) believes that:

Active lessons which the students can make connection with the real world foster motivation and increase students' excitement to learn. In this way, students are treated as thinkers and performers. If teachers provide opportunity students to succeed, students will develop their own scholastic competence. This attitude of teachers will supply students a successful atmosphere (p. 502).

According to Ministry of Education (2007) in Malaysia :

Students should develop an ability to enjoy the experience of reading literature, understand and respond to literary texts in different periods and cultures through an exploration of areas of human concerns as depicted in the selection of short story, novel, poetry and drama (pp. 1-2).

Cameron (2007) mentions in his study that engaging with the passage is an important element to be able to comprehend it. He found that engaging let students to use their imaginations and also when the students take place in drama activities they began to think that reading is in fact an enjoyable and interesting part in language learning. Therefore, they probably began to read after they experienced the drama activities while comprehending a reading text. As a result, he said that drama may decrease or reduce some of the difficulties that are faced during the traditional reading instruction.

Following the overview of methods, the data was analyzed against the background of the research questions to discover further evidence with regard to the use of drama and student motivation.

CHAPTER III

3. METHODOLOGY OF THE STUDY

3.1. Introduction

“Reading comprehension is a process that consists of making predictions, interacting with the text, decoding the meaning of embedded in the text (Tortello, 2004; as cited in Güngör, 2008) “providing the active construction of meaning” (Jennings, Caldwell & Lerner, 2006, p.267), and building up schemata in reconstructing the text’s meaning. Likewise, during a drama activity students interact with others, decode what others say and do, and construct their own self. Regarding the explanation, this study presents the information about the results of drama activities and traditional teaching methods in reading classes, the applications which are conducted to obtain these outcomes and lastly, analysis of these data gathered through eight weeks.

3.2. Participants

The study was conducted at Erciyes University, the department of School of Foreign Languages in 2013-2014 educational years. It is located in Kayseri. It contains almost 1300 students and 140 instructors within itself. I have been working there as an instructor for three years. I applied both traditional reading instruction way of teaching and drama activities in four classes (there are about one hundred students in total, twenty five and more than it in each of them) gave them questionnaires and made interviews after completing each technique. They were at beginner level and I chose the passages regarding their language competence.

3.3. Research Design

This study primarily aimed to investigate the influence of drama activities on students’ motivation and interest and also the effect of traditional reading instruction in reading courses. This study used both quantitative and qualitative research methods to collect and to analyze data and additionally to increase validity and reliability both methods were employed in this

study. Gay and Airasian (2000) express quantitative research as "“based on the collection and analysis of numerical data” (p. 8). Questionnaire for traditional reading instruction and questionnaire for reading through drama activities were employed for the quantitative methods.

In qualitative studies, according to Denzin and Lincoln (1998), researchers investigate the participant or participants in their natural environment and give meanings to the expressions and facts. Lincoln and Guba (1985) (as cited in Maykut & Morehouse, 1994) defines the qualitative research method as “ an emergent research design ... that you will begin with an initial focus of inquiry and an initial sample, and refine your focus of inquiry and sampling strategy as you engage in an ongoing process of data collection and analysis” (p. 59). The type of qualitative method in the study was semi-structured interview. Cohen and Crabtree (2006) “the semi-structured interview guide provides a clear set of instructions for interviewers and can provide reliable, comparable qualitative data” as the interviewee expresses his or her own opinion comfortably and freely.

As in the study both qualitative and quantitative research design were carried out, Yaesmin and Rahman (2012) describe the triangulation method as below:

Triangulation is a process of verification that increases validity by incorporating several viewpoints and methods. In the social sciences, it refers to the combination of two or more theories, data sources, methods or investigators in one study of a single phenomenon to converge on a single construct (p.156).

3.3.1. Instrumentation

In this study, three types of instruments were used to collect data which are; Questionnaire for Traditional Reading Instruction, Questionnaire for Reading through Drama Activities and Interview for General Statements.

The first one is **Questionnaire for Traditional Reading Instruction** (see Appendix-1). It was designed by the teacher to measure the students' ideas and feelings about a lesson which is presented by traditional techniques such as reading comprehension and true-false questions, before and after reading statements etc. There are ten questions which are formed to evaluate students' enjoyment, motivation, comprehension and their attitudes towards unknown words. There are five items under all of the questions: Always, Most of the time, Sometimes, Hardly ever and Never. This questionnaire was applied at the end of the lesson conducted by traditional methods.

The second one is **Questionnaire for Reading through Drama Activities** (see Appendix-2). It was designed by the teacher to measure students' ideas and feelings about a lesson which is conducted by drama activities such as role-play, improvisation, simulation and language games. There are also ten questions to evaluate their enjoyment, motivation, comprehension and their attitudes towards unknown words. Like the previous one, each question has five items under it. These are always, most of the time, sometimes, hardly ever and never. It is also applied at the end of the lesson.

The last one is **interviews** (see Appendix-3) which are formed by the teacher to get students general attitudes towards the lessons which are presented both by applying traditional reading instruction and drama activities. There are five general questions to get their ideas and feelings at the end of both methods. They were asked to students after applying two of the techniques. The questions were prepared as similar to the ones in the questionnaire to clarify their views about the lessons. While they were writing their ideas, they were permitted to write in their mother tongue to express them exactly and clearly.

3.4. Data Analysis Procedure

Firstly, I used traditional reading instruction way in one of my classes. After the lesson started, I gave reading passages to the students and wanted them to predict the answers of the 'before reading' questions. Then, they scanned the texts and underlined the unfamiliar words. They rarely looked up the meaning; however, they generally wanted me to tell the meaning of the words directly. After learning the meaning of new words, I wanted them to read the passage silently or sometimes one volunteer read it loudly. When they finished reading the text, they answered the reading comprehension questions in sequence. This is how the reading lessons are presented in my university. Lastly, at the end of the each lesson that I applied traditional reading instruction, I gave the questionnaires to students and wanted them to fill realistically to measure their reactions about the technique and its effects on them. Then, the answers for each question were averaged and the general idea of the students was analyzed.

Secondly, one week later after applying the traditional reading instruction way, I gave the texts which are similar to the one that I used in traditional way in terms of structure and content. They read the texts silently, and I wanted them to predict the meaning of the unknown words without looking up. When they had difficulty in predicting the correct meaning, I gave it by using my body language, mime and gesture instead of saying directly. After they comprehended the general idea of the passage, I wanted them to act out what they understood from the passage and the meaning of new words by doing role-play, improvisation, simulation and language game (silent movie). At the end of the each lesson, I applied for reading through drama activities, the questionnaires were handed out students to take their ideas and feelings about the process of the lesson. Then, the answers for each question were averaged and analyzed as it was done in traditional reading instruction. While analyzing the results, it was regarded which option was marked mostly for each question.

Lastly, after I had completed applying both traditional reading instruction in language teaching and drama activities, in the first lesson I met the students, I made an interview with them to be sure about their ideas and feelings that they wrote on the questionnaire. I asked five general questions to be sure about the results of the questionnaires. While I was analyzing the questionnaires, I also took these interviews into consideration.

CHAPTER IV

4. FINDINGS

4.1. Introduction

This chapter presents the results of descriptive comparison study which aims to compare traditional reading instruction and drama activities through the questionnaires and interviews made after the lessons presented by both of them during eight week and almost one hundred students from four different classes took part in this study. The Questionnaire for Traditional Reading Instruction, Questionnaire for Reading through Drama Activities and lastly interviews were used to see the students' attitudes and reflections after the lessons conducted through TRI and DA, if there is any.

4.2. Findings and Discussions

There are two types of questionnaires; one is prepared for the lesson presented in Traditional Reading Instruction and the other is for the ones presented through Drama Activities. There are ten questions in each questionnaire. To supply reliability and equality, the questions are prepared in parallel with each other.

4.3. The Results of the Questionnaires

1. I enjoy 'reading texts'. (The first question of Traditional Reading Instruction (TRI))

1. I enjoy 'reading texts' through drama activities. (The first question of Drama Activities (DA))

It is seen from the Figure 1, while there are only 10 students who always like doing reading texts in traditional reading instruction, this rate increases to 43 students in drama

activities. The ratio of students who like reading texts in drama activities is more than four times compared to traditional reading instruction. The ratio of students who say they sometimes like reading texts in traditional reading instruction is also more than three times the ones who say they always like reading activities in traditional reading instruction. In addition, there are twenty five students who most of the time like reading in traditional reading instruction. However, this number is 35 when we come to drama activities. Lastly, while there are 13 students who never like reading text in traditional reading instruction, this is only 5 in drama activities.

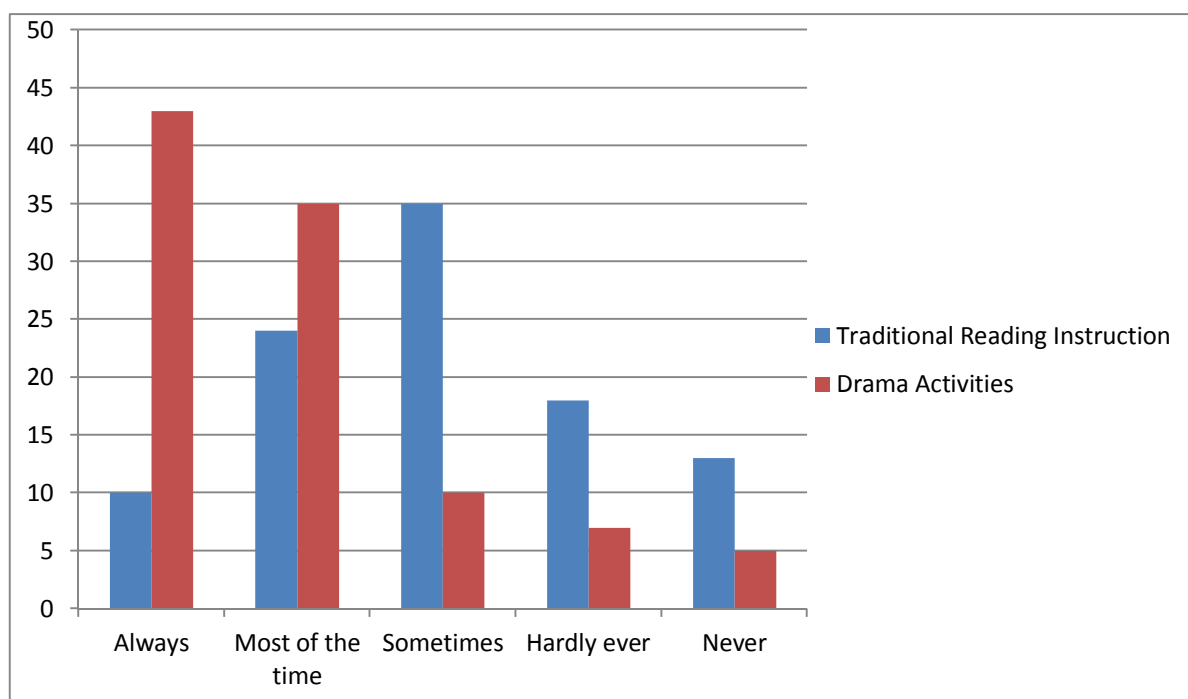


Figure 1: The rate of students who like reading text through TRI & DA

2. I can understand reading texts in TRI.

2. I can understand reading texts through DA.

The most remarkable result of the second question is that students most of the time can understand the reading texts through drama activities. It is also seen that there are just 2 students who say they never understand the reading text through DA. However, there are fifteen students who claim they never get the meaning in TRI. It is also clear that the rate of Ss who sometimes understand the text in DA is one quarter of the ones in TRI. In addition, the number of Ss who hardly ever understand the text in TRI is more than 6 times in DA.

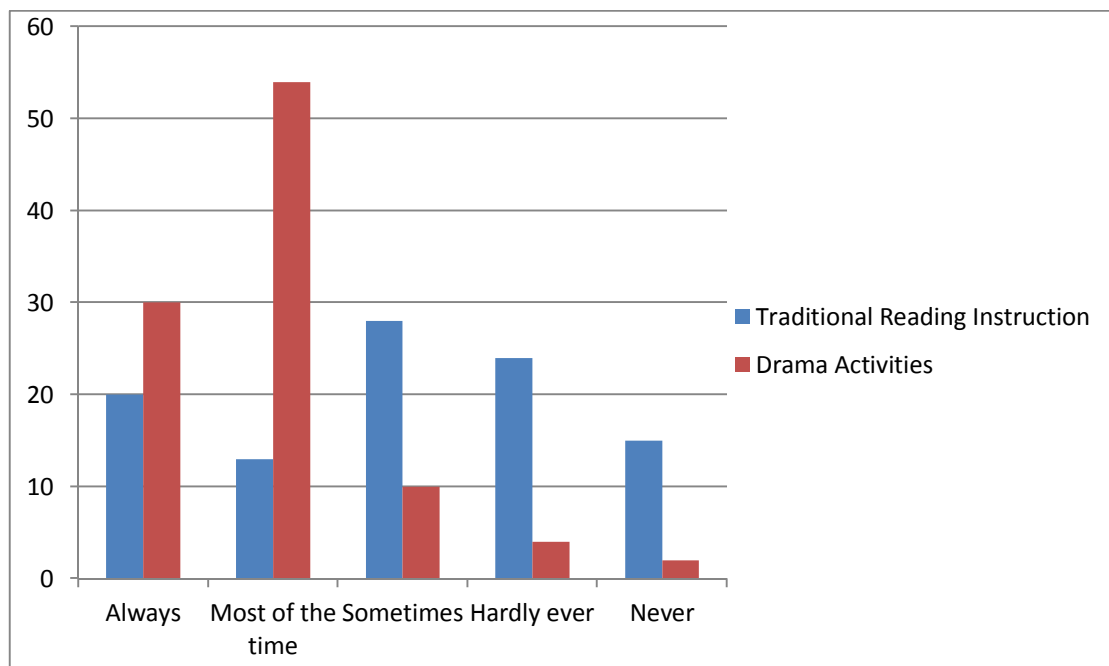


Figure 2: The rate of students who understand reading text through TRI & DA

3. I can understand the main idea of the text in TRI.

3. I can understand the main idea of the text through DA.

The Figure 3 shows that students have also more difficulty in understanding the idea of the texts in TRI. In dramatic activities, most of the time getting the idea is easier for Ss (In TRI, the number is 22; in DA it is 43). It is also clear that while 28 Ss hardly ever understand the main idea in TRI, they are just 4 in DA. In addition, the number of Ss who say who always and sometimes understand the meaning is also more than the ones who are in TRI. Therefore, we can say that students who are exposed to drama activities have less difficulty in understanding the main idea.

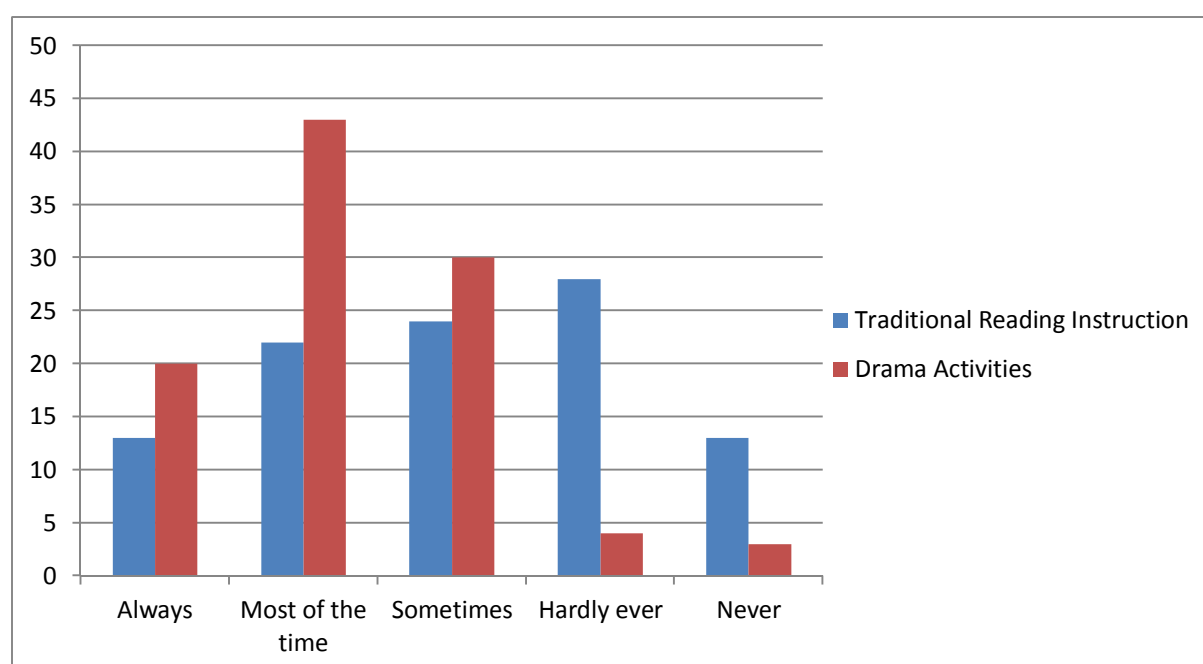


Figure 3: The rate of students who can understand the main idea of the text through TRI & DA

4. I can easily find supporting ideas of the text in TRI.

4. I can easily find supporting ideas of the text through DA

The Figure 4 shows us that students have problems in finding the supporting ideas. However, it is also clear that the ones who use DA during the lesson process have less difficulty as it is seen in the Figure 4. The number of students who most of the time comprehend the supporting ideas in DA doubles those who use TRI. Although the number of students who say they sometimes find the supporting ideas is more than the ones who are in DA, it goes down when we look at the number who say they hardly ever or never find them.

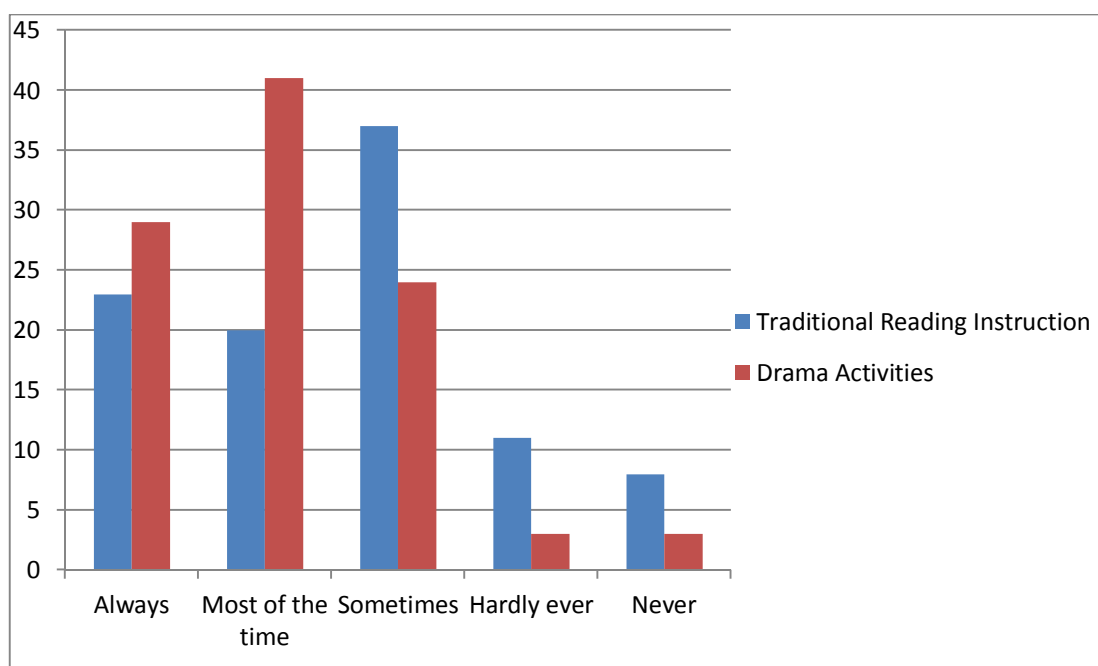


Figure 4: The rate of students who can easily find supporting ideas of the text through TRI & DA

5. I can focus on the reading comprehension questions and find the answers easily in TRI.

5. I can focus on the reading comprehension questions and find the answers easily through DA.

When it comes to reading comprehension questions, we see in the figure below that almost half of the students who do drama activities to comprehend the reading texts can most of the time answer the reading comprehension questions. While the number of Ss who sometimes can answer reading comprehension question is high in TRI, the number of Ss who always and most of the time can answer is higher in lesson conducted with DA. The number of Ss who hardly ever or never have difficulty in answering reading comprehension questions is also lower in DA as it is seen in the figure.

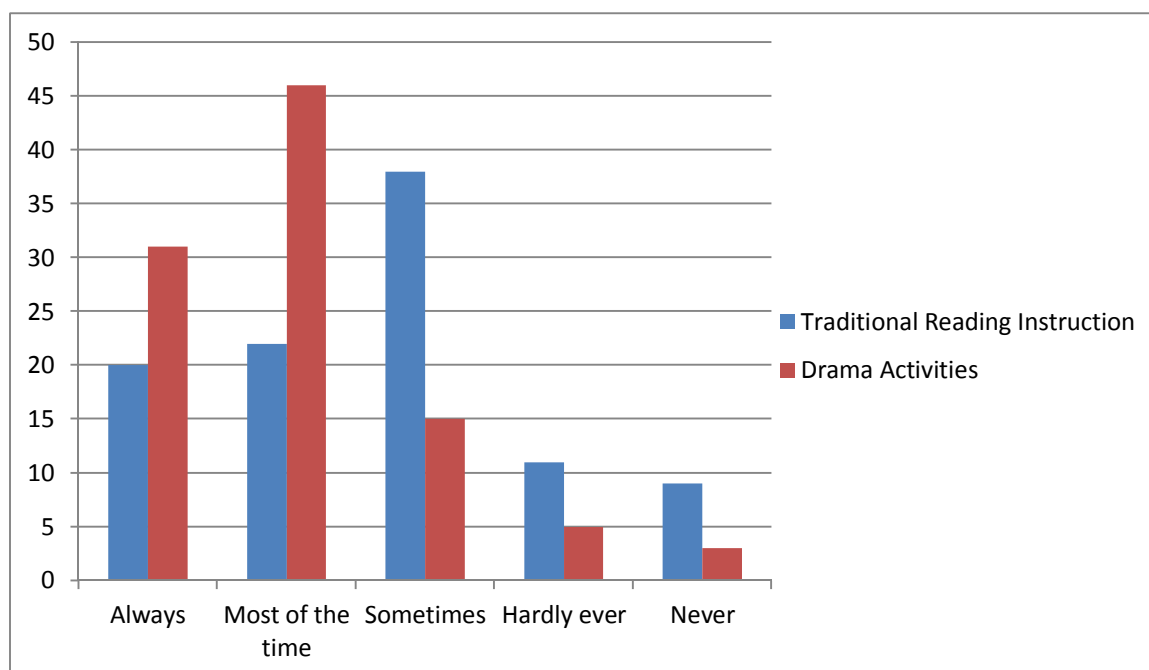


Figure 5: The rate of students who can focus on the reading comprehension questions and find the answers easily through TRI & DA

6. I feel motivated and relaxed by comprehending a text in TRI.

6. I feel motivated and relaxed by comprehending a text through DA.

High motivation is one of the major effects of drama activities as this study focuses on. The Figure 6 clearly shows us that more than half of the students (65) can motivate and feel relaxed when they do drama activities during reading lessons. There are really big differences between the number of Ss who are motivated and relaxed in TRI and DA. While the students say they sometimes can motivate and feel relaxed in the lessons conducted with TRI, most of the students say that they can motivate and relax when they do drama activities in reading lessons. The total number of the ones (40) who say they are always and most of the time motivated and relaxed in TRI is even less than the ones who say they are most of the time motivated and relaxed in DA. The number of students who say they sometimes feel motivated is really low while the number of these Ss is very high in TRI (49 in TRI, 5 in DA). Lastly, while there are eleven students who hardly ever and never are motivated and relaxed in TRI in the figure, there are just three students they have difficulty in getting relaxed and motivated in DA.

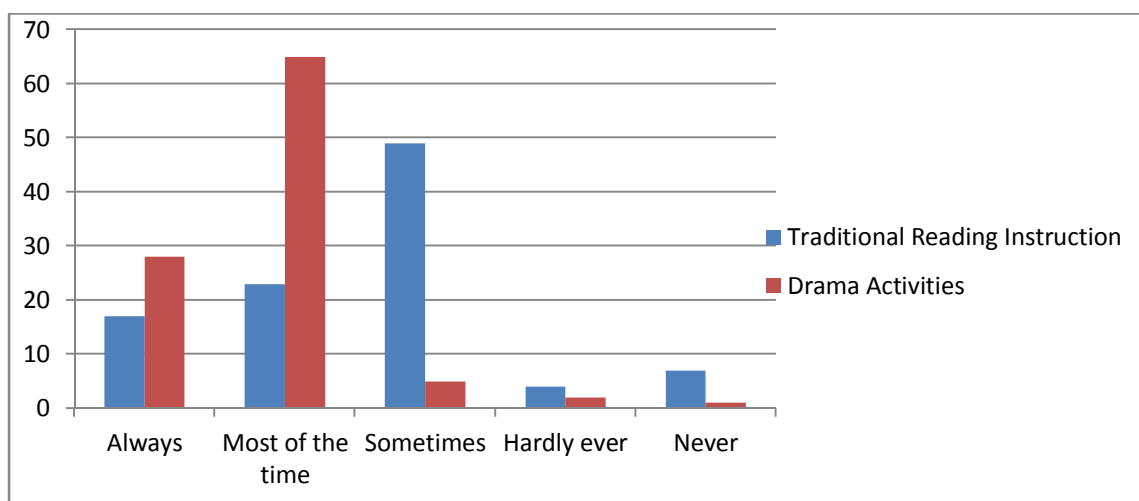


Figure 6: The rate of students who feel motivated and relaxed by comprehending a text through TRI & DA

7. I can keep the meaning of new words in memory and use them in sentences after a lesson presented with TRI.

7. I can keep the meaning of new words in memory and use them in sentences after a lesson that we do drama activities.

One of the most important subjects that this study focuses on is that drama activities enable permanent learning to students. The figure 7 clearly supports this idea by indicating the number of students who say they can learn permanently when they act the text and unknown words out. As it is seen in the figure 7, almost half of the students (49) can most of the time keep the meaning of new words in their mind and they can use them after the lesson. However, the number of students who can keep the meanings in mind is less than half of those who manage to learn in DA (49 in DA; 23 in TRI). On the other side, while there are thirty-seven students who hardly ever and never learn and use the new words outside the classroom, there are just fifteen students in DA.

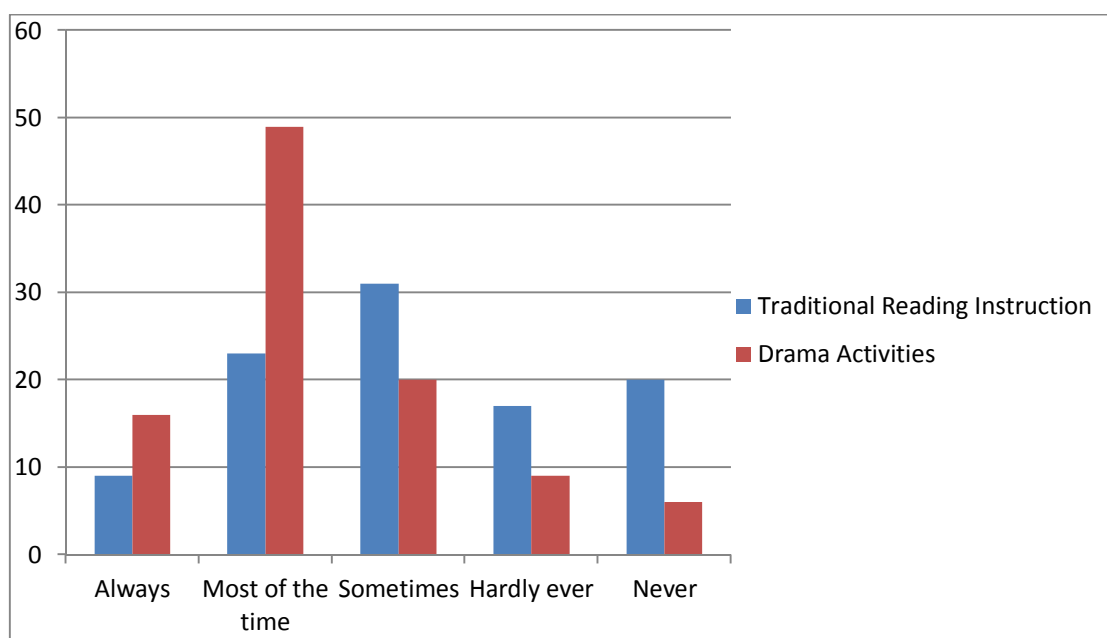


Figure 7: The rate of students who can keep the meaning of new words in memory and use them in sentences after a lesson presented through TRI & practiced through DA

8. When I learn the meaning of new words directly in TRI, it is more effective and permanent.

8. When I learn the meaning of new words by acting them out, it is more effective and permanent in DA.

The figure 8 shows us that almost half of the students (49) most of the time learns the meaning of new words when they act it out. On the other side, when we look at the number of students who learn directly in traditional way is just 24. Most of the students think about the lessons which are presented by traditional reading instruction that they sometimes learn the meaning when they look up it or when the teacher tells it directly. In addition, the ratio of the students who always learn the meaning through DA also doubles the ones who always learn the meaning directly in TRI (11 in TRI; 23 in DA). Lastly, while there are only 5 students who never and hardly ever learn the meaning of new words by acting them out, there are 20 students who never and hardly ever manage to learn in TRI. Therefore, we can conclude that students learn easily and effectively when they act the new words out through DA.

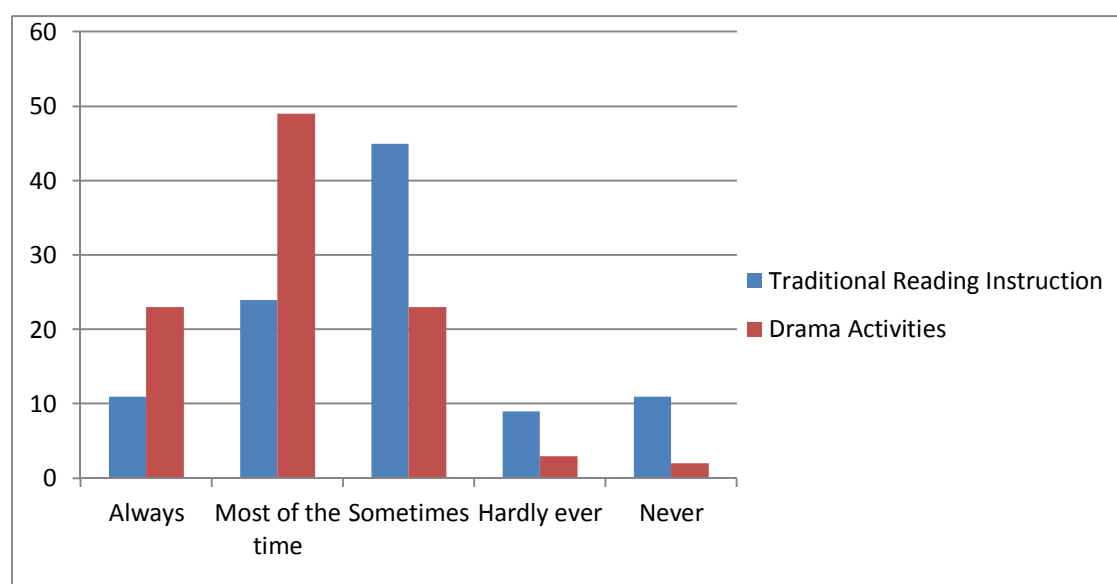


Figure 8: The rate of which one is more effective and permanent for learning the meaning of words through TRI or DA

9. Comprehending the meaning is easier and effective when the lessons are conducted by teacher in TRI.

9. Comprehending the meaning is easier and effective when the lessons are conducted by both teacher and students through DA.

It is seen in the Figure 9 that more than half of the students (62) always and most of the time comprehend the meaning easier when it is compared with the ones who are in TRI (46). When we look at the table, we see that the majority of students sometimes comprehend the meaning easily in TRI (39). On the other side the number of students who sometimes get the meaning through DA is 15 as the majority of them tell that they always and most of the time comprehend the meaning. In addition to these, the total number of students who never and hardly ever understand the meaning through DA is noticeably less than the ones who tell that they never and hardly ever do it in TRI.

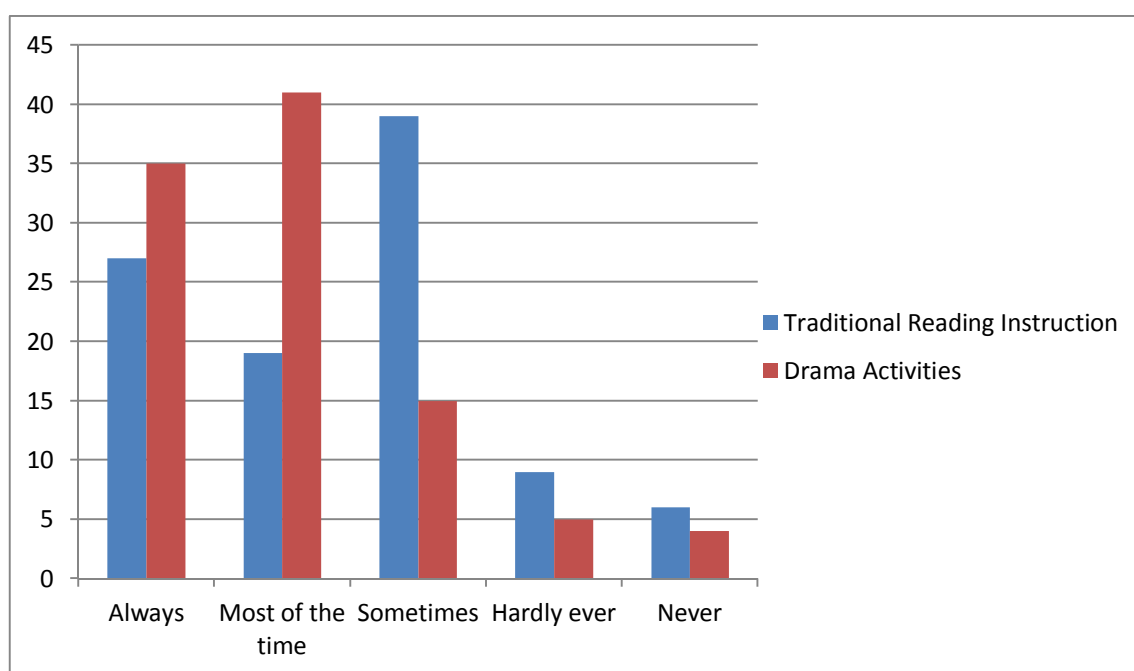


Figure 9: The rate of which one is easier and effective in comprehending the meaning: the lessons conducted by teacher in TRI or by teacher & students through DA

10. I mostly participate in the lessons presented in TRI.

10. I mostly participate in the lessons presented through DA.

Regarding the Figure 10, it is seen that most of the students (70) always and most of the time participate in the lessons conducted through DA. It means they actively involved in the drama activities rather than trying to find out the answers of reading comprehension questions in a passive way. When we look at the numbers of students in TRI, it is seen that most of the students sometimes and hardly ever participate in the lessons (60) and the number who always and most of the time participate in the lessons is less than these number (30). Therefore, we can conclude that students participate in the lessons that they do drama activities more than the ones in traditional reading instruction.

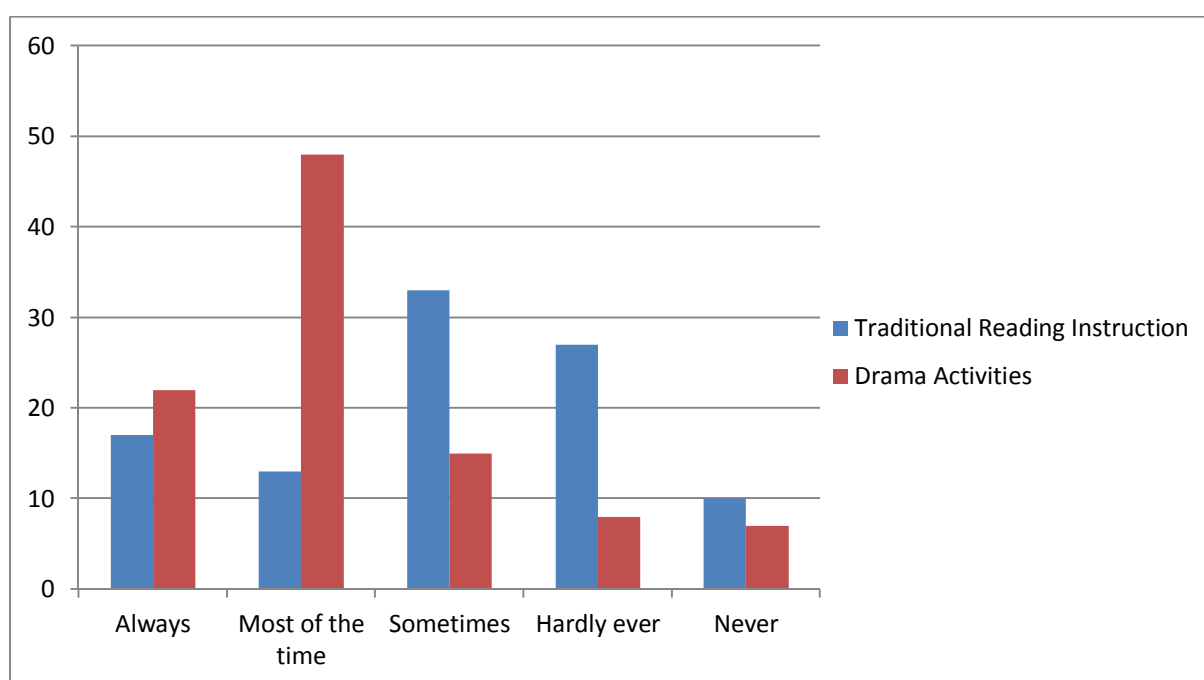


Figure 10: The rate of students who mostly participate in the lessons presented in TRI & through DA

4.4. The Results of Interviews

1. In which lesson did you enjoy mostly: The one that the teacher used traditional reading instruction or the one that you did drama activities? Why?

It is seen in the Figure 11 that there is really a big difference between the numbers of students who enjoy the lessons in TRI and DA. While there are 78 students who claim that they enjoy reading lessons presented through DA, there are just 22 students who say they enjoy the lessons conducted by TRI. The ratio of the ones who enjoy during the reading lessons that they do drama activities are almost more than three times than the ones who prefer to learn in TRI. When it comes to reason of it, students told that they had an opportunity to live in the actions and instead of sitting silently on their desks, they came to the stage and perform their skills. They also told that they really liked the usage of body language while transferring the meaning. All these activities led the time to pass quickly and they were not bored.

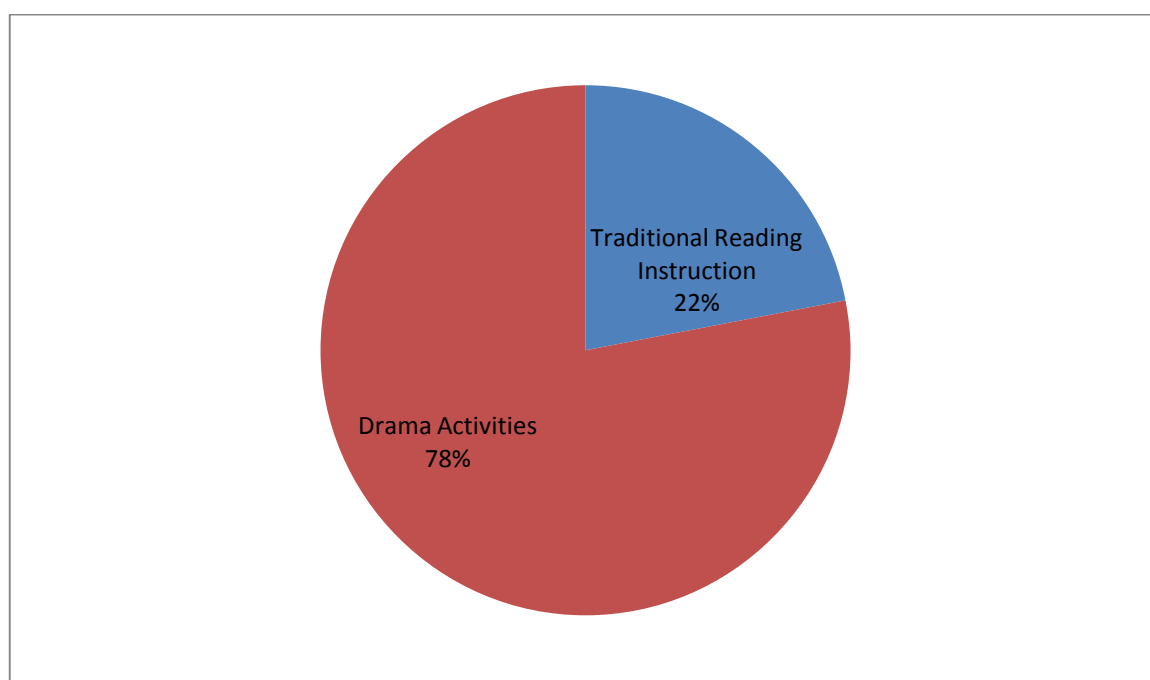


Figure 11: The rate of enjoyment: TRI or DA

2. In which lesson did you motivate mostly: The one that the teacher used traditional reading instruction or the one that you did drama activities? Why?

The Figure 12 shows us that the ratio of students who can motivate on the lessons that they practice drama activities doubles the ones who prefer traditional reading instruction while learning. However, many students claimed that the reason of lack of motivation was just because of the monotonous atmosphere of the traditional reading instruction. Most of the students told that during the reading lessons, they were exposed to read silently and answer reading comprehension questions. While doing these activities, no action was required so a boring atmosphere was created. However, they mentioned that they did different kind of activities and the lessons got rid of boredom thanks to drama because both the teacher and the students took roles and acted them out.

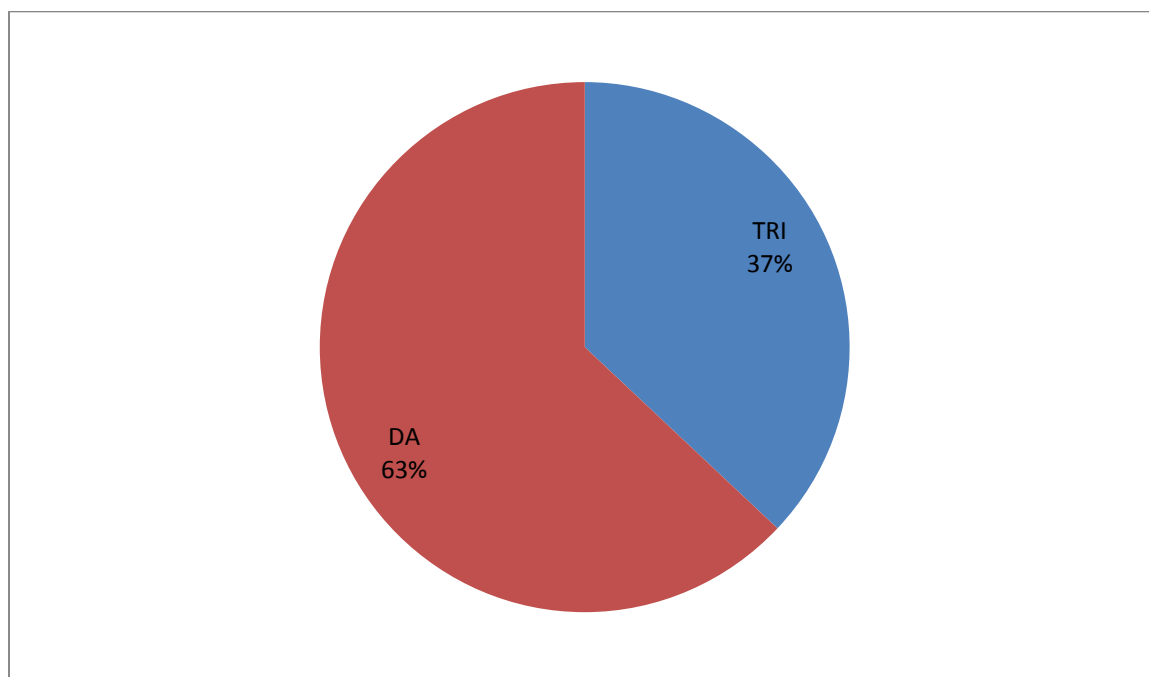


Figure 12: The rate of motivation: TRI or DA

3. Do you think which method provides you permanent learning: Traditional Reading Instruction or Drama Activities? Why?

When we look at the Figure 13, we see that most of the students learn permanently through drama activities. More than half of the students expressed that they learnt permanently and effectively when they were given the meaning through actions. They also claimed that when the teacher gave the meaning directly, they quickly forgot it as they did not see different usage. These students also claimed that drama activities provided them visual quality and by this way they rarely forgot what they saw during the lesson.

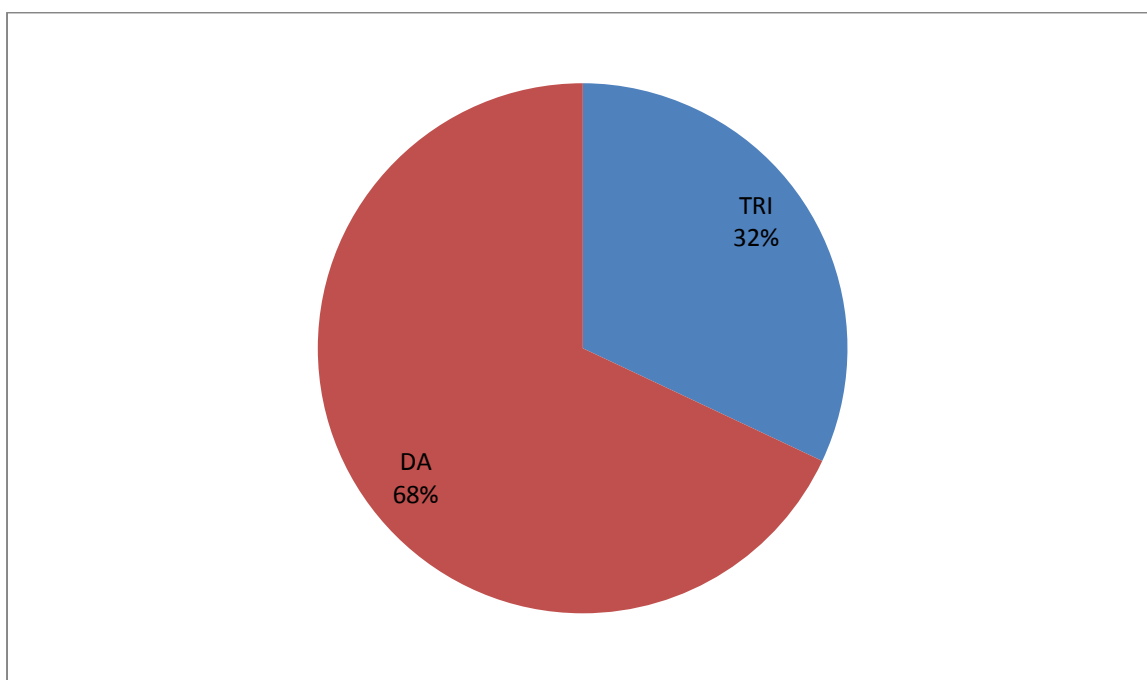


Figure 13: The rate of permanent learning: TRI or DA

4. Which learning style is more effective for you in terms of new words: Giving the direct translation or deducing it from actions and body language? Why?

When we look at the Figure 14, we see that there are also many students who learn new words through traditional reading instruction by looking them up and asking the direct translation to the teacher. These students told that their verbal intelligence is stronger and they can memorize the meaning of new words easily. However, they also expressed that when they memorized just the meaning without seeing any different usage and activity dealing with it, they also easily forgot it. On the other side, we see that there are 61 students who learn more effectively when they tried to deduce the meaning from the body language and gesture of the teacher or their friends. They explained the reasons for this is that when they made an effort to guess the meaning and saw the meanings were given through body language; those provided them visual quality and led effective learning. Most of these students also told that body language is more important than the oral language while transmitting the message.

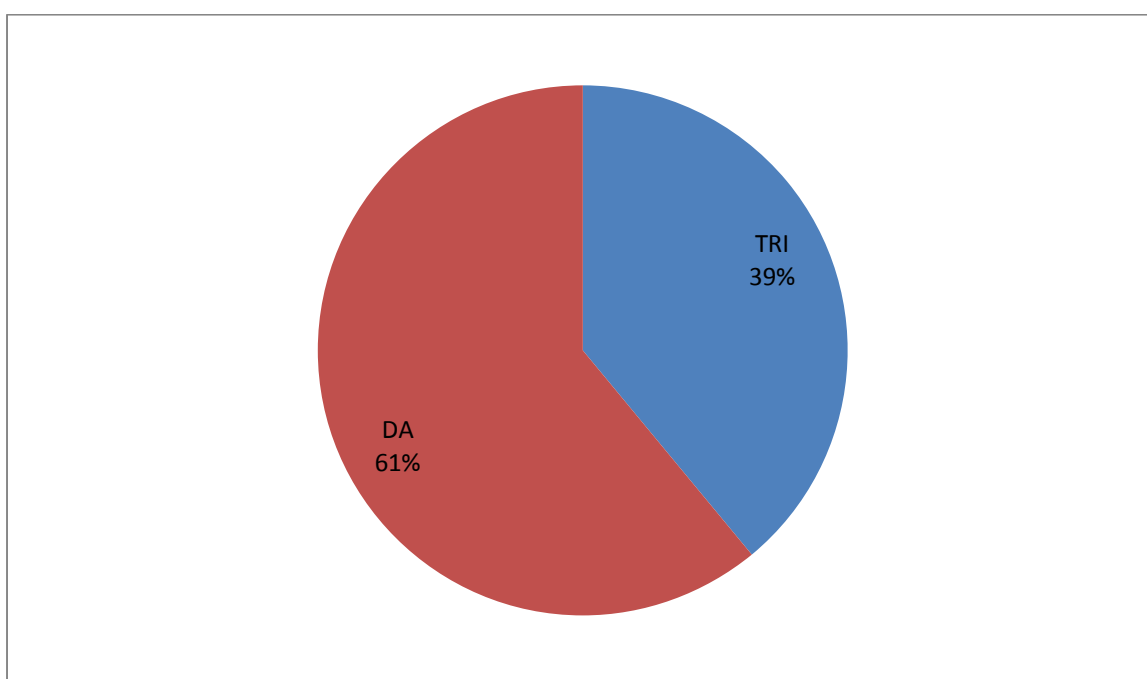


Figure 14: The rate of effective learning of new words: TRI or DA

5. If you were a teacher, which method would you prefer in your reading lessons?
Why?

Lastly, depending on their experiences in both drama activities and traditional reading instruction, the question of their preference was asked to students. As it is seen in the Figure 15, more than half of the students (66) said that if they were teachers, they would prefer to use drama activities in their lesson. Most of these students explained that as they enjoyed and were active when they did drama, they were not bored and they clearly stated that they would not want their students to be bored if they were teachers. They also expressed that through drama, they saw different activities and different ways of learning; however, when they were taught in TRI they were exposed to reading and comprehending without doing any activity. When it comes to the ones who suggested traditional reading instruction, they told that they did not like unusual way of teaching and if they were teachers, they would apply traditional reading instruction to save time. In addition, most of these students told that it is needed much more time and many more materials to do drama activities in the classroom. They also said that they learnt by memorizing not seeing visual thing. However, as we see above, there are just 34 students who would prefer to use traditional reading instruction in teaching if they were teachers. This number is less than the half of total number of students.

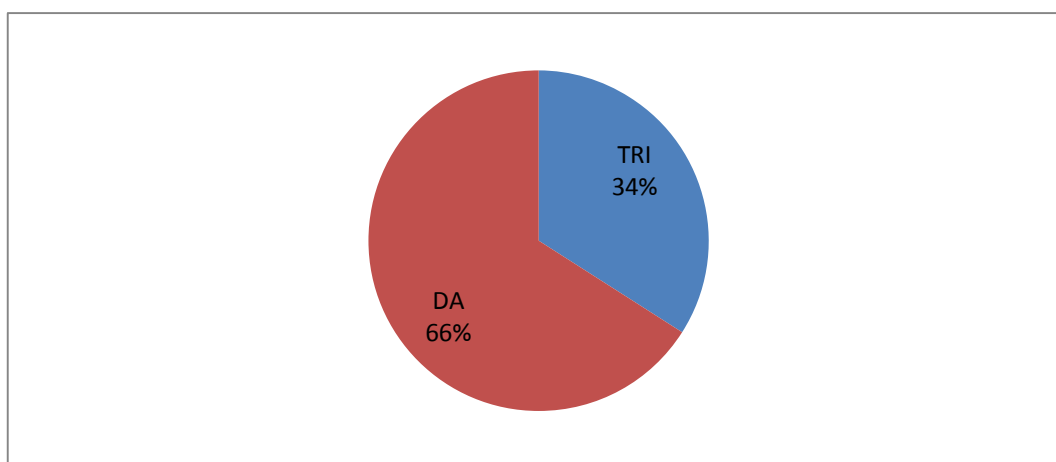


Figure 15: The rate of students' suggestion: TRI or DA

CHAPTER V

5. CONCLUSIONS

5.1. Conclusion & Summary

One of the purposes of these was to make the beginner level students more motivated by enabling them an enjoyable atmosphere and giving the items of the passage such as main idea, supporting details and unknown words through drama instead of using traditional reading instruction as TRI makes students bored and decreases their motivation and interest because of its sameness. The second purpose was to decide whether drama is more effective way in teaching reading lessons or not. To achieve these goals, the reading lessons are presented through both drama activities and traditional reading instruction in four different classes to be able to compare them fairly. The comments were gotten from the students via questionnaires and interviews. The questionnaires were applied at the end of each technique and the interview was done at the end of two applications. Depending on the data that the students gave through interviews and questionnaires, the results are given below.

While doing drama activities, students had fun and enjoyed more in the lessons they did drama activities and they could understand the reading texts much better through it. Therefore, they easily comprehended the main idea and found the supporting details. When the learning became easier, their participation increased as they did different activities instead of just answering reading comprehension and true-false questions. In addition, they kept the meaning of new words in mind as they learnt by practicing and the learning became permanent as they used both their senses and body language. All of these qualities removed the boredom and smoothness of the lessons and increased students' motivation.

These were what the students expressed about their learning process after experiencing both of the techniques. As a teacher I am, I also observed that while students

were reluctant to answer reading comprehension and true-false questions in the reading lessons, they became more eager while doing drama activities. They also revealed their self-confidence while acting like actors and actresses. In addition, during the lessons that they did improvisation and when they tried to give the meaning through their body language and acting, I saw that they considerably used their imagination.

As it is given in the conclusion part, the students clearly expressed the idea that drama contributes to their target language learning in different ways. As instructors we are, we struggle with the problem of student interest and motivation during the lesson presentation. At this point, the findings of this study will be useful to instructors who have great difficulty in these issues in the classroom. At the end of this study we can say that drama techniques are more effective than traditional training methods and should be viewed as the piece of the puzzle that has been missing. They add a new dimension to the students' training experience because they involve more of the student and the experiences of the student. In addition, they encourage a wider range of participation and emotional investment in language training than traditional methods and, for that reason alone, it deserves to be included as a standard approach to language training. Regarding the reasons above, we can say that drama activities are a vital and necessary part of the academic curriculum in the field of language training as they improve student motivation and interest because students' motivation and interest play big roles on the way of learning the target language which leads to success. As a result, it can be said that drama should be included as an effective method in language learning and teachers should consider it while preparing their lesson plan.

5.2. Limitations of the Study

There is not enough study that has been done in this area; the effect of drama on reading. Even the studies that have already done are applied to children, not teenagers. If there were some more thesis and articles about it, it would have been stronger by supporting the ideas that were argued.

Secondly, as the time for the thesis was limited, I could not apply the method on more than four groups. If there were some more time, I could not have limited the generalizability of the study.

5.3. Recommendations for Further Research

Firstly, there should be rooms that are created for drama activities. In these rooms, there should be large stages to perform the activities and also costumes to make them more realistic and effective. If there were costumes and stage, the students could adopt their roles and be eager.

Secondly, this study focuses on the students' roles and outcomes throughout drama activities. However, I realized that there is no study which mentions teachers' role to accomplish a drama activity and encourage students. It can also be done a study about the teachers' importance in this area.

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7. APPENDICIES

7.1. APPENDIX-1

Name/Surname:

Date:

Signature:

QUESTIONNAIRE FOR TRADITIONAL READING INSTRUCTION

1. I enjoy 'reading texts'. (The first question of Traditional Reading Instruction (TRI))

always () most of the time () sometimes () hardly ever () never ()

2. I can understand reading texts in traditional reading instruction.

always () most of the time () sometimes () hardly ever () never ()

3. I can understand the main idea of the text in traditional reading instruction.

always () most of the time () sometimes () hardly ever () never ()

4. I can easily find supporting ideas of the text in traditional reading instruction.

always () most of the time () sometimes () hardly ever () never ()

5. I can focus on the reading comprehension questions and find the answers easily
in traditional reading instruction.

always () most of the time () sometimes () hardly ever () never ()

6. I feel motivated and relaxed by comprehending a text in traditional reading
instruction.

always () most of the time () sometimes () hardly ever () never ()

7. I can keep the meaning of new words in memory and use them in sentences after a lesson presented with traditional reading instruction.

always () most of the time () sometimes () hardly ever () never ()

8. When I learn the meaning of new words directly in traditional reading instruction, it is more effective and permanent.

always () most of the time () sometimes () hardly ever () never ()

9. Comprehending the meaning is easier and effective when the lessons are conducted by teacher in traditional reading instruction.

always () most of the time () sometimes () hardly ever () never ()

10. I mostly participate in the lessons presented in traditional reading instruction.

always () most of the time () sometimes () hardly ever () never ()

7.2. APPENDIX-2

Name/Surname:

Date:

Signature:

QUESTIONNAIRE FOR READING THROUGH DRAMA ACTIVITIES

1. I enjoy 'reading texts' through drama activities (The first question of drama activities (DA))

always () most of the time () sometimes () hardly ever () never ()

2. I can understand reading texts through drama activities.

always () most of the time () sometimes () hardly ever () never ()

3. I can understand the main idea of the text through drama activities.

always () most of the time () sometimes () hardly ever () never ()

4. I can easily find supporting ideas of the text through drama activities.

always () most of the time () sometimes () hardly ever () never ()

5. I can focus on the reading comprehension questions and find the answers easily through drama activities.

always () most of the time () sometimes () hardly ever () never ()

6. I feel motivated and relax by comprehending a text through drama activities.

always () most of the time () sometimes () hardly ever () never ()

7. I can keep the meaning of new words in memory and use them in sentences after a lesson that we do drama activities.

always () most of the time () sometimes () hardly ever () never ()

8. When I learn the meaning of new words by acting them out, it is more effective and permanent in drama activities.

always () most of the time () sometimes () hardly ever () never ()

9. Comprehending the meaning is easier and effective when the lessons are conducted by both teacher and students through drama activities.

always () most of the time () sometimes () hardly ever () never ()

10. I mostly participate in the lessons presented through drama activities.

always () most of the time () sometimes () hardly ever () never ()

7.3. APPENDIX-3

Name/Surname:

Date:

Signature:

INTERVIEW QUESTIONS

1. In which lesson did you enjoy mostly: the one that the teacher used traditional way or the one that you did drama activities? Why?

2. In which lesson did you motivate mostly: The one that the teacher used traditional way or the one that you did drama activities? Why?

3. Do you think which method does provide you permanent learning: Traditional way or Drama Activities? Why?

4. Which learning style is more effective for you in terms of new words?
Giving the direct translation or deducing it from actions and body language?
Why?

5. If you were a teacher, which method would you prefer in your reading lessons? Why?