

**A STUDY ON THE IDENTIFICATION OF THE USE OF
DRAMATIC TECHNIQUES AND ACTIVITIES IN THE ENGLISH
PREPARATORY SCHOOL OF THE UNIVERSITY OF GAZIANTEP**

**A Master's Thesis
Presented by
F. Sule (OZBERK) EMRE**

**to
the Institute of Social Sciences
of Gaziantep University in Partial
Fulfillment for the Degree of**

MASTER OF ARTS

in

**ENGLISH LANGUAGE TEACHING
THE UNIVERSITY OF GAZIANTEP**

GAZIANTEP

September 1993

Approval of the Graduate School of Social Sciences



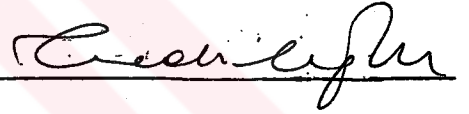
Assoc. Prof. Dr. Yener Gülmez
Director

I certify that this thesis satisfies all the requirements as a thesis for the degree of Masters of Arts.



Assoc. Prof. Dr. Yener Gülmez
Chairman of the Department

We certify that we have read this thesis and that in our opinion it is fully adequate, in scope and quality, as a thesis for the degree of Master of Arts in English Language Teaching.



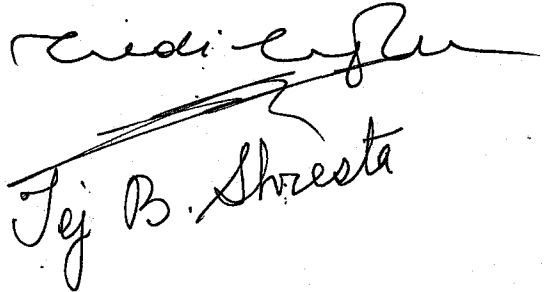
Assoc. Prof. Dr. Tokay Gedikoğlu
Supervisor

Examining Committee in Charge :

Assoc.Prof.Tokay GEDİKOĞLU

Assoc.Prof.Dr. Erdal CEYHAN

Asst. Prof.Dr. Tej B. SHRESTA



ABSTRACT

IDENTIFICATION OF THE USE OF DRAMATIC TECHNIQUES AND ACTIVITIES IN THE ENGLISH PREPARATORY SCHOOL OF THE UNIVERSITY OF GAZIANTEP

EMRE (ÖZBERK) ŞULE

M.A. in English Language Teaching

Supervisor: Assoc. Prof. Dr. Tokay GEDIKOGLU

September ,1993, 125 Pages

The purpose of this study was to investigate the use of the dramatic techniques or activities in the English Prep School of the University of Gaziantep. The primary focus is on how and to what extent these techniques or activities are used in the ELT classrooms. Therefore, a descriptive study was carried out by administering questionnaires to the subjects involved in the English Foreign Language teaching/learning processes at the University of Gaziantep. Data were gathered through those questionnaire forms answered by nineteen instructors and ninety students out of two hundred and fifty as a sample. The obtained data were classified and analyzed, then percentile ranking procedure and chi square formulas were applied to see whether there was a statistically significant difference among the instructors' and students' opinions on the subject. The analysis of the data indicated that there is no statistically significant difference among the instructors' and students' opinions on the use of the dramatic techniques or activities. The findings revealed that the use of these techniques or activities still has some lacks.

SCIENCE CODE: ELT 599

ÖZ

GAZİANTEP ÜNİVERSİTESİ
İNGİLİZCE HAZIRLIK OKULUNDA
SINIF İÇİNDE DRAMA TEKNİKLERİNİN VEYA AKTİVİTELERİNİN
KULLANIM DURUMUNUN ANALİZİ

EMRE (ÖZBERK) ŞULE

Yüksek Lisans Tezi, İngiliz Dili Eğitimi

Tez Yöneticisi: Doç. Dr. Tokay GEDİKOĞLU

Eylül , 1993, 125 Sayfa

Söz konusu tez Gaziantep Üniversitesi İngilizce Hazırlık Okulu'nda sınıf içinde drama tekniklerinin ve aktivitelerinin nasıl ve ne dereceye kadar kullanıldığını belirlemeye yöneliktir. İngilizce Hazırlık Okulu öğretmenlerinin tümüne ve geneli temsil eden bir grup hazırlık sınıfı öğrencisine uygulanan anket formları ile konu ile ilgili veriler toplanmıştır. Öğretmen ve öğrencilerin görüşleri arasında istatistiksel olarak anlamlı bir fark olup olmadığını araştırmak için verilerin analizinde x^2 testi uygulanmıştır. Bu bulguların ışığında öğretmen ve öğrencilerin görüşleri arasında anlamlı bir fark gözlenmemiştir ve drama tekniklerinin ve aktivitelerinin sınıf içinde daha verimli bir şekilde kullanılması için birtakım öneriler sunulmuştur.

BİLİM KODU: ELT 599

ACKNOWLEDGEMENTS

I would like to express my gratitude to my thesis supervisor, Assoc. Prof. Dr. Tokay Gedikoglu, ~~without his~~ guidance and constructive criticism this thesis would not have been accomplished.

I am grateful to Assoc. Prof. Dr. Erdal Ceyhan and to my colleagues and to English Preparatory School Students who have been kind enough to spare time for me in preparing and administering the questionnaires.

I would also like to express my thank to Yildiray Karaaslan for his efforts in supplying the documents.

I would like to express my special thanks to Ali Ihsan DASKIN for his great intelligent efforts in making the computer programs available.

And I would like to express my special thanks to my husband A. Yunus Emre for his great, intelligent efforts in making the computations and computer programs available, for his great patience and for his encouragements for me in accomplishing this study.

I would also like to thank to Mihcioglu Trade Company and all my family and my husband's family members for their efforts, patience and encouragements in accomplishing this study.

TABLE OF CONTENTS

ABSTRACT	iii
OZ	iv
ACKNOWLEDGEMENTS	v
LIST OF TABLES	ix
LIST OF SYMBOLS	xii

CHAPTER I. INTRODUCTION

I.1. Background	1
I.2. Problem	4
I.3. Purpose	5
I.4. Hypothesis	5
I.5. Definition of terms	6
I.6. Scope of the Study	6
I.7. Assumptions	9

CHAPTER II. REVIEW OF LITERATURE

2.0. Presentation	10
2.1. What is a ' language activity'?	10
2.2. Interaction	11
2.3. Problem-solving	11

2.3.1. Simulation and problem-solving games	12
2.4. Poetry and drama	13
2.4.1. Drama in second language learning	14
2.4.2. Poetry and song as effective language learning	
activities	16
2.4.3. Pantomimes	17
2.4.4. Improvisation	17
2.5. Songs	17
2.6. The place of literature in English Language Teaching	
and drama techniques	18
2.7. Role play in language teaching and learning	20
2.7.1. Literary role play	21
2.8. The use of literary texts	22
2.9. Dramatic techniques	22
2.10. Games	23
2.10.1. Grammar games	24
2.11. The role of the teacher	25

CHAPTER III: PROCEDURES FOR DATA COLLECTION AND METHODOLOGY

3.0. Presentation	26
3.1. Preparation for Data Collection	26

3.2. Subjects and Their Characteristics	27
3.3. Characteristics of the Questionnaires	28
3.4. Methodology and the Procedures for Data Analysis	30

CHAPTER IV: ANALYSIS OF THE DATA

4.0.Presentation	33
4.1. Analysis of the EPS Students' and EPS Instructors' Questionnaire Results	33

CHAPTER V: DISCUSSION OF THE RESULTS AND CONCLUSIONS

5.0. Presentation	60
5.1. Discussion of the Results	60
5.2. Conclusions.	63
5.3. Recommendations.....	65

REFERENCES	67
------------------	----

APPENDICES

APPENDIX A Students' Questionnaire Form (Turkish English)	74
APPENDIX B Instructors' Questionnaire Form(Turkish English).....	88
APPENDIX C Tables of the Results	103

LIST OF TABLES

Table. 1 The Frequency of the Use of the DTA During the English Lessons	34
Table. 2 The Frequency of the T/L Phases the DTA Are Used	36
Table. 3 The Frequency of the Behaviours of the Inst. Before the Application of DTA	37
Table. 4 The Frequency of Having a Preparation Before the Application of the DTA	38
Table. 5 The Frequency of the Techniques Used During the Explanation of Any Item	39
Table. 6 The Frequency of the Use Rate of the DTA During the Lesson	40
Table. 7 The Frequency of the Variable Use of the DTA According to the Roles and Status in the Activities	41
Table. 8 The Frequency of the Relation of the Content of the DTA to Real Life.....	42
Table. 9 The Position of the Instructor During the Application of the DTA	43
Table. 10 The Frequency of the Motivation Done by the Instructor	44
Table. 11 The Frequency of the Ways the Motivation Supplied	45
Table. 12 The Frequency of the Care Taken on the Language Level Differences of the Students ...	46
Table. 13 The Frequency of the Application of the DTA in Various Fields	47
Table. 14 The Frequency of the Use of the Same Kind of Activities	48
Table. 15 The Frequency of the Behaviours of the Instructor Against Unmilling Students	49
Table. 16 The Frequency of the Limitation of the Activity	50
Table. 17 The Frequency of the Use of the Mother Tongue	51
Table. 18 The Frequency of the Effect of the Activities for the Inst.-Stud. Relationship	52
Table. 19 The Frequency of What the Use of the DTA Supply Most	53

Table. 20 The Frequency of the Behaviours of the Instructor Before the Application
of the DTA 55

Table. 21 The Frequency of the Classification of the DTA the Inst. Uses Most 56

Table. 22 The Frequency of the Aim of the Instructor to use the DTA 57

Table. 23 The Frequency of the Instructor’s Behaviour to Organize the Classroom
setting 58

Table. 24 The Frequency of the Use of the Language According to the Requirements of Each
Activity 59

Table. 25 The x2 Results for Question 2 103

Table. 26 The x2 Results for Question 3 103

Table. 27 The x2 Results for Question 4 103

Table. 28 The x2 Results for Question 5 104

Table. 29 The x2 Results for Question 6 104

Table. 30 The x2 Results for Question 7 105

Table. 31 The x2 Results for Question 8 105

Table. 32 The x2 Results for Question 9 105

Table. 33 The x2 Results for Question 10 106

Table. 34 The x2 Results for Question 11 106

Table. 35 The x2 Results for Question 12 106

Table. 36 The x2 Results for Question 13 106

Table. 37 The x2 Results for Question 14 107

Table. 38 The x2 Results for Question 15 107

Table. 39 The x2 Results for Question 16
Table. 40 The x2 Results for Question 17
Table. 41 The x2 Results for Question 18
Table. 42 The x2 Results for Question 19
Table. 43 The x2 Results for Question 20



LIST OF SYMBOLS

EPS	English Preparatory School / English Prep Section
df	degrees of freedom
p	probability level
χ^2	chi square
χ^2_c	calculated chi square value
χ^2_t	table chi square value
DTA	Drama Techniques or Activities
Inst.	Instructor
Stud.	Student
T/L Phases	Teaching/Learning Phases

CHAPTER I

INTRODUCTION

1.1. Background

Everyone knows that learning a foreign language is a long process, extending over many years. It involves acquiring the ability to compose correct sentences, but it is also acquiring and understanding sentences, or parts of sentences which are appropriate in particular contexts. These are instances of correct language "usage." However, we are also required to use our knowledge of the language system in order to achieve some kind of communicative purpose and this is "use." Therefore, usage is the citation of words and sentences as manifestations of the language system. Use is the way the system is realized for communicative purposes. However, it is a fact that much language teaching is done through structures. First comes form, then meaning. This can be misleading for the students, because they may be structurally competent, but they, mostly, cannot communicate appropriately. In other words, students gain the raw knowledge of syntactic and semantic rules of a language. However, they need the additional knowledge of social and psycholinguistic factors which govern their use in the specific contexts.

A review of recent literature which discusses the teaching of speaking skill in English as a Second Language (ESL) classes reveals a recurrent concept which Rivers (1981: 575) states briefly:

" In almost a quarter of a century we still have not come to grips with our basic problem: 'How do we develop communicative ability in a foreign language?' " (1981: 575)

As a response to Rivers' question above, the language should be presented in such a way to reveal its character as communication. As Rod and Moira Ashley (1985:7) state, communication is about understanding what other people mean and conveying what you mean to others. The communication skills are in reading, listening, writing, and speaking.

One of the main effects of a communicative approach to language teaching may be the abolition in the classroom of the traditional distinctions. The student will know the signification and value, that is, the purpose is from grammatical to the communicative properties of language.

Here, another important and related point occurs: How do we and can we supply the communicative use of language? As Stevick (1967:6) says:

" speaking, without communicating, is a tale told by an idiot."

It can be generalized for all of the four skills that gaining pure theoretical knowledge without practice is not so much valid and is usually temporary.

Practically, any sentence will have an abstract meaning- a propositional or dictionary meaning- but this face value may have nothing to do with its concrete use. It is necessary to supply the educational objectives within the transfer to the real world. However, drama attempts to put back the forgotten emotional content into language that it implies that we need to take more account of meaning. Dramatic activities supply this occasion.

The chief value of these procedures is their use to reduce the artificiality of the classroom. When we add drama and dramatic activities to the language classroom, we add a very meaningful dimension to rules and vocabulary. Susan Holden (1981) suggests that through the use of drama techniques, or in other words "dramatic activities", students may be sensitised to the effect of non-linguistic signals which influence the message we communicate just as much as do the words we use.

In addition to the activities such as speaking and listening, drama is the part of communicative process. Gestures, facial expression and movement all play their part. It is this unique human ability which enables us all to play, to create circumstances which are not actually present to our senses now. This means that we can manipulate images to conjour worlds which are beyond our immediate and by doing this we open the door to all imaginative thought. The drama process draws upon this natural ability to create imaginary situations through which to explore experiences.

As A. Maley and A. Duff (1988) state:

" the students use their own personality as well as their natural ability to imitate, mime, use gestures, and combine their imagination, memory, and experience in creating the material by means of dramatic activities." (1988:6)

It can be considered that dramatic activities consist of introductory exercises, observation, interpretation, creation and invention, word-play, problem-solving, the use of literary texts, poems, songs, games, and role-play.

Therefore, these activities and techniques which are related to the communicative use of language are taken into consideration in this study.

1.2. Problem

The problem to be investigated in this study is to find answers to the questions on how and to what degree the Drama Techniques or Activities are used in language teaching and learning at the English Preparatory School of the University of Gaziantep.

To solve the problem, data will be collected from 19 English Prep Section instructors and 90 English Prep Section students out of 250 as a sample.

1.3. Purpose

The purpose of this study is to see how and to what degree the dramatic techniques and activities are used in English language teaching and learning classrooms in the English Preparatory School of the University of Gaziantep.

1.4. Hypothesis

The following is the hypothesis of this study which is formulated in the null form:

There is no significant difference between the English Preparatory School students' opinions and the English Preparatory School instructors' opinions regarding the use of the Drama Techniques and Activities in the English Preparatory School of the University of Gaziantep.

In relation with the hypothesis above, the following question will be tested throughout the investigation to provide answers to the problem of the study:

" How and to what extent are the Dramatic Techniques or Activities used in the English Preparatory School of the University of Gaziantep?"

1.5. Definition of Terms

The terms in the study are defined as follows.:

Role play: "The term 'role play' calls to mind the fable of the blind man trying to describe an elephant; the term takes on different meanings for different people. It certainly seems to encompass an extremely varied collection of activities. These range from highly-controlled guided conversations at one end of the scale, to improvised drama activities at the other; from simple rehearsed dialogue performance, to highly complex simulated scenarios. And there are few teachers who would not claim to have used 'role play' at some time " (Rivers 1981: 284).

Culminating activity: "A play, quiz show, festival, party, assembly program, interclass demonstration, preparation of an exhibit, etc., which marks the completion of a unit of work and which includes all or some of the material learned during the study of that unit " (Finocchiaro, 1964: 202) .

Diorama: "A miniature stage setting in which lifelike scenes are created (farms, stores, streets, historical events) through paintings or the use of appropriate small objects " (Finocchiaro, 1964: 203) .

Follow-up activities: "Experiences such as drills, songs, and dramatization of dialogues in which children participate in order to practice language items that have been presented" (Finocchiaro, 1964: 203) .

Integration: "The process of bringing together related materials, e.g., language items and cultural situations in which the items can be used logically " (Finocchiaro, 1964: 204).

Interaction: "(1) A synonym of "communication"; (2) the response to a previous speaker by words, gestures, or actions " (Finocchiaro, 1964: 204) .

Language arts: "Also called language skills: A term that includes the abilities to understand, speak, read, and write a language " (Finocchiaro, 1964: 204) .

Improvisation: "The improvisation is a dramatic hypothetical situation in which two speakers interact without any special preparation " (Dobson, 1988: 41).

Group projects: "Projects involving hobbies, crafts, physical exercise, sports, and civic services are extremely fruitful for English conversation groups, provided that only English is spoken during a given activity " (Dobson, 1988: 102) .

Drama: "Drama is communication between people. Therefore if our students are doing dialogue work, and if they are conveying the intended meaning, as opposed to reciting the lines, they are using drama " (Rivers, 1983: 110) .

Theater: "Theater is communication between people for the benefit of other people, which includes play production. It is important to remember that merely reciting memorized lines and speeches is not theater. There must be meaning conveyed -among the performers and between the performers and the audience " (Rivers, 1983: 110) .

Drama techniques: "Drama techniques are strategies to achieve either drama or theater, or both. They cover a wide range of activities that are useful in the language classroom. They may be verbal or nonverbal and can be designed to accomplish a variety of goals " (Rivers, 1983:110) .

Dramatic Activities or Techniques are such as introductory exercises, observation, interpretation, creation and invention, word-play, problem-solving, the use of literary texts, poems and songs, games, and roleplay as they are mentioned in Allan and Duff's terms.

1.6. Scope of the study

This study is limited to the opinions of 90 English Prep Section students out of 250 and 19 English Prep Section teachers.

1.7. Assumptions

Personal differences among the subjects of the study will not be taken into consideration. It is assumed that the students' backgrounds will not affect the results of the study. Also, the tools used for collecting data are assumed to be valid and reliable. Another assumption is that answers given by the subjects in the questionnaires are sincere and samplings represent the population.

CHAPTER II

REVIEW OF THE LITERATURE

2.0. Presentation

This chapter is intended to portray the nature of the Drama Techniques and Activities through the studies performed on that subject all over the world. It is hoped by the researcher that this survey provides a light on the importance and necessity of the Drama Techniques and Activities in foreign language teaching.

Drama, role-play, simulations, games - for some time, these terms have been as much part of the foreign language teacher's vocabulary as reading, writing, speaking and listening. All of these techniques are commonly used in the classroom to allow the students to practice the language they are learning. Also, 'warm-up' activities, 'improvisation' techniques, 'interaction' and so on - all words which seem to belong more to workshop sessions at a theatre school than to a foreign language classroom.

2.1. What is a 'language activity' ?

As Simon Greenall (1984) claims, every time the learner uses English either productively

or receptively, s/he is involved in some kind of language activity.

Role-plays, simulations, improvisations etc. are all 'language activities'. The term 'game' is used whenever there is an element of competition between individual students or teams in a language activity.

2.2. Interaction

Rivers (1983) says that students achieve facility in using a language when their attention is focused on conveying and receiving authentic messages (that is, messages that contain information of interest to speaker and listener in a situation of importance to both). This is interaction.

Similarly, Wells (1981) has expressed it exchange is the basic unit of discourse. Linguistic interaction is a collaborative activity involving the establishment of a triangular relationship between the sender, the receiver and the context of situation, whether the communication be in speech or writing. Rivers (1981) has granted it that through interaction, students can increase their language store as they listen to , read authentic linguistic material, or even the output of their fellow students in discussions, skits, joint problem- solving tasks, or dialogue journals.

2.3. Problem-solving

Sadow (1982) says that with intermediate and advanced students, intellectually challenging

problem-solving activities can be used on a regular basis to promote interaction and divergent thinking. Role play is commonly part of the procedure.

Sadow (1982) emphasizes that the activities in Maley and Duff's (1982) *Drama Techniques in Language Learning* differ from those proposed by Ur in that they often call for pantomime or acting.

Maley and Duff (1982) also have students create a new language, invent a machine, or dream up new meanings for well-known acronyms.

In *Idea Bank*, Sadow (1982) suggests that students be told to describe the people in a very old family portrait, decipher the information locked in a woven cloth, invent a new animal or hobby, or publicize the study of a nonexistent language. Supporting Sadow's suggestion, Bolton (1984) says that much of what has already been discussed here involves solving problems in the course of communication.

2.3.1. Simulation and problem-solving games

Bolton (1984) says that the simulation and problem- solving games approach is a very workable one for EFP classes, provided the initial problem-solving situations have relevance to the students' interests.

In addition to Bolton, Ellis and Forman (1991) say that one of the prerequisites of an effective simulation is undoubtedly a coherent, organised structure built around the presentation to the students of a problem or problems. Nation (1980) says that the main value of the

interview technique is its effectiveness in providing practice in spoken communication.

As Sanders (1980) observes, over the past few years there has been increasing interest in the communicative use of English in the classroom.

Similarly, Goldenberg (1980) claims that few things please an English teacher more than to hear his students chatting away with each other - in English.

2.4. Poetry and drama

It is proposed by Comeau (1987) that many language instructors who have a fondness for literature enjoy conducting various literary activities associated with poetry, songs, plays, soap operas, or short stories. There can be no doubt that these add variety and richness to the language class, but every effort must be made, in the context of oral grammar practice, to select activities that are simple enough and deal with specific points of grammar.

According to Preston (1982) the scarcity of references to poetry writing in ESL/EFL literature suggests that little has been done by either literature or writing teachers to tap this potentially valuable resource as a means of directly and actively involving foreign students in communicative, creative uses of English.

Spencer (1979) argues that literature can play an important role not as " an end in itself" to be analyzed as an ordinary type of factual information, but as a " means of beginning a creative process in the minds and emotions of the students."

Similar to Spencer, Brain Way (1967) says drama concerns the " individuality of

individuals" and the " uniqueness of human essence."

Maley and Duff (1982) also say that role playing and dramatic activity put the student into learning situations where the language transcends the predictability of the classroom.

In fact, many noted methods, both past and present, have important elements in common with dramatic activities. Gouin's Series Method (1880), for example, made use of natural series of actions to be performed, which were based on everyday events such as opening a door or chopping wood. Any of these series is vividly evocative of common experience, much in the same way that drama can be in the language class. Asher's Total Physical Response Approach (1965) relies heavily on the synchronization of the learner's movements with commands, tapping a relationship between the body and language that is also an important part of drama. The Direct Method, Community Language Learning, the Silent Way, and other methods too have areas of intersection with role playing and drama in language learning.

2.4.1. Drama in second language learning

Wessels (1987) says that drama is doing and being. Shakespeare supports this view in his words in his famous play ' As You Like It':

All the world's a stage

and all the men and women merely players.

Wessels (1987) supports it by his words in his study that in language teaching, drama

should be viewed as a technique of communicative language teaching. It emphasizes the role of the learner as active participant rather than passive receptor.

Via (1972) says that the students learn by doing. Similar to Via, Hines (1980) says that drama is commonly used in ESL and foreign language classes for developing communicative competence, especially oral language skills. Via (1976) and Moulding (1977) say that motivation is the most frequently cited reason for using drama in ESL and foreign language classes. Dramatic activities inspire students to want to learn another language. Maley and Duff (1978) explained that language teaching has tended to kill motivation by divorcing the intellectual aspects of language (vocabulary + structures) from its body and emotions, limiting instruction to the former. Dramatic techniques restore the body and emotions to language learning, thereby restoring motivation.

Hines (1980) and Via (1976) say that L2 learners who are afraid of what others may think of their less-than- perfect command of the language will be inhibited in using it. The role shields learners against the less desirable consequences of their assertions, and their assertions thereby become freer (Hines, 1980). Shafteel and Shafteel (1967) have found that role-play is a successful approach for forming positive intergroup relations because it permits the individual to understand and relate to the feelings of others.

Stevick (1980) says that it is therefore hypothesized that dramatic activities are an effective way of creating within the classroom setting that " concatenation of natural factors" which could make a permeability of ego boundaries possible for everyone.

Stern (1983) says that drama can be especially effective with speakers whose skills are

considered lower than average.

Stern (1985) says that role-playing helps the individual become more flexible, i.e., develop a sense of mastery in many different role situations. Likely, Comeau (1987) mentions that in role-play, having the courage to demonstrate the ability to use the second language is in itself a success, and they should therefore not be embarrassed by a poor performance.

2.4.2. Poetry and song as effective language-learning activities

Comeau (1987) says that poetry is one of the richest vehicles for encouraging students to play with language in a personal way. Widdowson (1983) confirms that one of the key factors in learning a foreign language is the ability and opportunity to play with it, to test its elasticity. In their studies, Brown and Yule (1983) say that spoken-language uses are divided into 'interactional' and 'transactional'. In 'interactional' language use, people are mainly concerned with social lubrication-making speakers feel comfortable with each other. In 'transactional' language the major concern is with communicating a utilitarian message: giving instructions, stating opinions, describing, and so on.

Comeau (1987) mentions that there is an obvious motivational element in learning songs in the foreign language. In English, which is the language of popular music, this motivational tug is self-evident. Even poetry, however, exerts a motivational force. He also says that the use of poems and songs offers unparalleled opportunities both for teacher-student and student-student interaction. Similar to Comeau, Casse (1981) says that songs and poems, as well as being

exploited for their own sake, can act as a stimulus for other spin-off activities.

2.4.3. Pantomimes

Comeau (1987) says that a pantomime is a scene in body language which can be used to elicit spoken or written language.

2.4.4. Improvisation

Via (1985) says that improvisation is a very useful drama technique, since the focus is on students' ability to use the language they have acquired without the benefit of a script.

2.5. Songs

Finacchiaro (1964) says that although some teaching techniques may provoke controversies, all educators agree on one: At least one song should be sung during each language period. Songs may be used to introduce a new center of interest, to practice language items, or merely to give pleasure in a shared activity.

Finacchiaro (1964) also says that poems may be taught in the same way and may serve the same purpose, but, simple, authentic poems are difficult to find. Some teachers like to compose their own.

2.6. The place of literature in English language teaching and drama techniques

Harper (1988) says that methods of teaching foreign languages have greatly improved as a result of pedagogical and linguistic research. Carrell (1984) says that ensuring that students have sufficient background knowledge of a text's content reduces reading and comprehension problems.

Ostyn and Godin (1985) say that students should not be expected to discuss a text until they have assimilated the lexical material, for linguistic competence affects the student's ability to read and comprehend.

Harper (1988) says that in addition to linguistic activities, it is often necessary to establish student comprehension of the text, especially on the introductory levels, before proceeding to interpretation.

Similarly, Carrell (1984) says that the reader makes sense of the text by constructing schemata and interprets through a process of integrating new knowledge and readjusting schema in accord with new information.

Harper (1988) claims that the final stage in the teaching of the literary text should be that of synthesis, that is, the reuniting of parts since analysis often involves dissecting the text into fragments.

In Lalande's article (1988), it is mentioned that where the term "literature" is concerned, the definition provided by the 1967 Northeast Conference Reports serves as an adequate starting point for the purposes of this work. It defines literature as a work of imagery, infused with a

dominant aesthetic intent. What sort of literature will work best to achieve various cultural, linguistic and affective goals? Methodologists such as Allen and Valette (1977) and Rivers (1981) provide some useful, generic guidelines for the selection of literature. Both mention the desirability of simple poems and proverbs at the elementary level with dramatic works reserved for the advanced level. Should literature to be part of an ESL curriculum? McKay (1982) says that clearly, we all share the objective of promoting students' awareness of the structure of the language. However, there are as Widdowson (1978) points out two levels of linguistic knowledge: the knowledge of usage and the level of use. According to his definition, usage involves a knowledge of linguistic rules, whereas use entails knowing how to use these rules for effective communication.

Povey (1972), in summarizing the aims of using literature in ESL classes, argues that literature will increase all language skills because literature will extend linguistic knowledge by giving evidence of extensive and subtle vocabulary usage, and complex and exact syntax." Like Povey, McKay (1982) says that whereas literature has traditionally been used to teach language usage, rarely has it been used to develop language use. Widdowson (1979) and others regard reading not as a reaction to a text but as interaction between writer and reader mediated through the text.

Again as Frye (1964) puts it:

" It is clear that the end of literary teaching is not simply the admiration of literature; it's something more like the transfer of imaginative energy from literature to the students."

Allen (1975) puts it that literature is a facet of a culture. Its significance can be best

understood in terms of its culture, and its purpose is meaningful only when the assumptions based on are understood and accepted. The availability of English literature in translation, Marckwardt (1978) insists, is an important factor for consideration of its use on the college or university level, in terms both of types and of quantity.

2.7. Role play in language teaching and learning

Ladousse (1987) says that in ELT, we are often guilty of not defining our terms. The term ' role play', of course, is not really specialized, but it does conjure up a variety of images, some of which are uncomfortable and embarrassing. Ladousse (1987) also says that role play is not high drama or psychoteraphy. It is an activity that can be quite quick and simple to set up and that is akin to the safe, imaginative, cocooned play of children.

Casse (1981) states that role play is a teaching tool for overcoming cultural fatigue and for understanding and using appropriate verbal and nonverbal messages in specific sociolinguistic settings. Each step of the cofrontation with other constructions of reality is an occasion for learning and growing.

Casse (1981) also says that role play permits members of a group to work together criticizing, commenting upon, and explaining themselves to each other in such a manner that they learn from one another, without the teacher's help, how to recognize and accept differences in people from other cultures, how to adapt to a new culture without losing their own identity, as well as how to articulate the appropriate questions and statements in a given situation.

Shafstel and Shafstel (1967) mention that role playing has several advantages. First, it provides a setting for teaching both the technical rules of the language (grammar, pronunciation, etc.) and the appropriate rules of conversation. Second, role play provides a sensitizing situation in which the students work as a group to develop awareness and understanding of other cultures. Third, students may evaluate the similarities and differences between their reactions and those of their classmates. Fourth, " role play also can provide the means of attacking new problems with new methods." Finally, the problem-solving nature of role play reassures students that they are not alone in their cultural fatigue.

As Via (1985) says, dramatic results can be obtained by play production (the pun is intentional), for quite obvious reasons. The production of a play is goal-oriented; language is "real" instead of belonging to a textbook, and language is set in its appropriate setting.

Via (1985) also says that drama is not a method. It is a technique, or useful tool, that can be a part of any language program. With today's focus on communicative competence and interactive language teaching, drama seems to be a viable answer.

2.7.1. Literary role play

Gerber (1990) says that in the language classroom, most lessons about English literature tend to concentrate on the pupils' analytical faculties. The literary role play is best employed for fluency practice. It does not replace other ways of dealing with literature in the language classroom (see Collie and Slater, 1987) but forms a useful addition to the repertory of the foreign language teacher.

2.8. The use of literary texts

Ibsen (1990) says that literature represents valuable authentic material and literary texts represent a valuable source of civilization knowledge, and the very nature of literature with its ambiguity can easily provide a stimulus for expressing different opinions.

Goodman (1970) defines reading as a " psycholinguistic guessing game." Steffenson and Joag-Dev (1984) say that reading is not just a process of extracting meaning that exists on the pages, but of creative interaction of reader and text. For Widdowson (1979) literature contributes significantly to both the process and the purpose of language learning. Stern (1987) says that literature can help students understand, empathize with, and vicariously participate in the target culture.

Similarly, Misra and Sylvester (1990) say that stories can provide the basis for effective communicative activities in an English language class. They not only motivate the learners to participate in various activities that promote language learning, but they also stir the learners' imagination.

2.9. Dramatic techniques

Jones (1982) says that roleplay takes many shapes, from the brief two- or three-line improvisations used to extend prepared dialogues to the elaborate simulations used originally in ESP classes but now in more general use.

Piper and Piper (1984) claim that while roleplay is, without doubt, a valuable addition

to the language teacher's repertoire, it has limitations - limitations which, if not anticipated, can result in the kinds of failure illustrated by the following incidents.

Ladousse (1987) says that in some roleplays, the student may simply be assigned the role of playing himself, but then you have a simulated situation rather than real roleplay. The two basic requirements for roleplay are improvisation and fictitious roles.

Piper and Piper (1984) say that a difficulty with roleplay lies in Paulston's distinction between roleplay and simulation, a distinction that seems to depend entirely on whether or not a particular role identity and a particular second-language learner happen to go under the same name. Her distinction implies a direct relationship between roles and person-names and, therefore, distinguishes between classroom roleplay and that everyday kind by which an individual assumes the roles of parent, patient, or consumer without in any way re-naming himself.

Piper and Piper (1984) also say that the difference between the type of roleplay that normally takes place in the classroom and that which takes place in real life can be reduced if classroom roleplay emphasizes the communicative interaction of individuals acting on their own behalf and without the assumption of personae superimposed by the teacher. Taylor (1982) calls this type of interaction " real reality," and he stresses the importance of modeling learning situations and processes in terms of actual student identity.

Gavin Bolton (1984) says that drama offers exciting educational possibilities to many areas of the curriculum, and gives children access to experiences not otherwise available to them.

Holden (1981) says that ' drama' is a convenient umbrella term for activities which involve an element of ' let's pretend....'. These can include role- playing and simulation and also some

language games. For the present purposes, however, ' drama' can be said to cover all those activities in which students

a) play themselves in an imaginary situation

or

b) play an imaginary person in an imaginary situation.

Supporting Holden, Agelasto (1991) says that class participation is a necessary element of a successful conversation class, but drawing out the shy students who lack confidence is a major obstacle teachers face.

2.10. Games

Gerber (1990) declare that the games can be one of the most enjoyable supplementary activities you can do with your class whether you use them once a week or once a day. Chamberlin and Stenberg (1979) mention that games are more than just relaxation. Some of them practice important grammatical structures, others train students in fluency. In addition to Chamberlain and Stenberg, McCallum (1980) says that when one considers the importance of communicative competence in the target language, a major goal of all language acquisition, and the need for spontaneous and creative use of that language, one recognizes the significant role of word games in achieving these objectives.

Rixon (1981) says that there are hundreds of games that can be used in some connection with language teaching. Bock (1969) says that a game consists of play governed by rules. As affirmed by Willing (1988) what might be called the " artificial" side of the communicative approach is relatively unpopular. Listening activities using cassettes; activities involving pictures, films and video, and(especially) " games", all received low ratings.

In the words of Smith (1984) says that a communication strategy is like salt. You do not necessarily notice its addition but you would notice its absence. You can add a little or a lot -it is a matter of personal taste.

2.10.1. Grammar games

The exercises and games could act as adequate frames for the teaching of any grammar under the sun.

Dulay, Burt, and Krashen (1982) say that games help students to improve their command of the more important and common structures (sentence patterns) of English.

Dahnin (1991) points out that ESL teachers of general English who have tried ESP can hardly fail to notice the intrinsic difference in the style and terminology of the two subjects.

Coherent, or texture, according to Dobson (1988) language games can add fun and variety to conversation sessions if the participants are fond of games. Games are refreshing after demanding conversational activities such as debates or speeches.

Dobson (1988) also says that a game is a wonderful way to break the routine of classroom drill by providing relaxation while remaining within the framework of language learning.

2.11. The role of the teacher

Way (1967) says that the teacher is a stimulator and constructive builder of different types of experiences. In his study, Chang (1990) supports it that through drama properly used, the students are into the actuality of the target language. Stevick (1980) has suggested that the teacher is " central" to a language class.

CHAPTER III

PROCEDURES FOR DATA COLLECTION AND METHODOLOGY

3.0. Presentation

At the beginning of this study, data collection was done in two steps and opinions of all related parties (English Preparatory School students and English Preparatory School instructors) were asked to investigate the use of Drama Techniques and Activities in terms of to what degree and how these activities or techniques are used. This chapter is mainly concerned with the structure of the questionnaires, how and to whom they were administered, characteristics of the subjects, questionnaires and the procedures for data collection and the methodology.

3.1. Preparation for Data Collection

Several methods have been used in collecting information for the descriptive type research studies. Among these methods, the most suitable one should be determined according to the requirements, objectives of the study and the features of the situation that the investigator is involved in. Since this study is a present situation survey (case analysis), the most common and practical method for collecting data in many of the descriptive cases is

administering questionnaires (Gay, 1981). In this study, two types of questionnaires have been used to collect data for the investigation of the problem described in the first chapter.

The two types of questionnaires are parallel except some extra questions related to their professions directed to the instructors, but not to the students. As Gay (1981) suggests, no item is included that does not directly relate to the objectives of the study. The questions were piloted according to Allan and Duff's (1982) book called " Drama Techniques in the Classroom" and after some rearrangements, and discussions with English Prep Section instructors, English Prep Section students, my advisor Assoc. Prof. Dr. Tokay Gedikoglu, Assoc. Prof. Dr. Erdal Ceyhan, Research Assistant Arif Saricoban, Research Assistant Omer Zahterogullari, Instructor Necmiye Karatas, and Instructor Jale Sanal, they were administered as reliable data collection tools.

3.2. Subjects and Their Characteristics

The subjects of this investigation consisted of 90 English Prep Section students out of a total of 250 students. The study was conducted in the 1991-1992 academic year. This population was representative for the total population since it was the thirty percent of the total. On the other hand, 19 English Prep Section instructors were taken as a total.

Since the purpose is to analyze the use of the Drama Techniques and Activities, in terms of how and to what degree they are used, the questionnaires were administered to students and instructors. Another underlying purpose of the study is to see if there is a significant relationship between the views of the students and teachers on that subject. The first questionnaire was administered to English Prep Section students (see Appendix A), then

the second questionnaire was administered to English Prep Section instructors (see Appendix B)

3.3 Characteristics of the Questionnaires

The first set of questionnaire which consisted of 20 close-ended questions was administered to 90 students to collect data on the use of the Drama Techniques and Activities. Among the aims of the study, as analyzing the present learning situation occurs, the students' questionnaire included questions to achieve this goal.

Another questionnaire was administered to 19 EPS instructors asking for their opinions on the use of the Drama Techniques and Activities.

20 questions in those two types of questionnaire forms are parallel in order to compare the opinions of the students and the instructors to see if there is a significant difference among the opinions of these two questionnaire groups.

In both of the questionnaire forms, the questions are prepared in the light of an idea accepting that all of the options or proportions are in the content of the Drama Techniques and Activities. However, the aim is to find out how and to what degree these techniques and activities are used in the foreign language classrooms and to see if there is a relationship among the opinions of the students and instructors on the subject.

In the first question, the purpose is to see which of the Dramatic Techniques and Activities are used upmost in foreign language classrooms.

Question 2 is intended to determine at what time during the lesson these techniques and activities are used upmost. Question 3 asks if the instructors are making an explanation before the application of these techniques and activities or not. Question 4 is

designed to see if the students and the instructors are having a preparation before the application altogether, or not.

In question 5, the subjects are asked about what is being done during the explanation of any feature in the foreign language. Question 6 asks about the usage rate of these techniques and activities. Questions 7, 8, and 9 are aiming at getting the subjects' opinions whether the foreign language is used variable, whether the contexts which these techniques or activities contend are related to real and how the instructor is behaving during the application.

Questions 10, 11, 15, and 20 are asked about motivation of the students during the application.

Question 16 is asked to see the nature of the application of these techniques and activities.

In questions 12, 14, and 17, the purpose is to get information on the use of language during the application of these techniques. Questions 13, 18, 19, 20 investigate the aim to use these techniques and activities, the contexts they can be used in and the power of these techniques and activities on student-instructor relationship.

Up to here all of the questions in both of the questionnaire forms are parallel. However, there are 4 extra questions in the instructors' questionnaire forms. These questions are related to the instructors' professions, they are not asked to the students.

Question 21 is asked on the classification of the Dramatic Techniques and Activities. In question 22, the purpose is to see why the instructors are using these techniques and activities. Question 23 is prepared to ask about the preparation of the

classroom setting. Question 24 is asked to see the nature of the application of these techniques and activities.

Finally, the 24th question is asked to see whether the instructors are accepting the grouping of the language used during the application of these techniques and activities, or not.

3.4. Methodology and the Procedures for Data Analysis

This part of the study describes how the data collected was analyzed. As stated previously, the number of the student group whom the questionnaire was administered was 90 in total. It was found out that all of the questionnaires were returned and all of the questions were answered. Therefore, the students' questionnaire results were processed, classified and analyzed by evaluating the gathered data in an integrated fashion:

Raw data were obtained by spotting on the ' Fortran Matrix Coding Forms' provided by the computer center of the University of Gaziantep.

The instructor group was given the same questionnaire which consisted of 24 questions (The first 20 questions were prepared parallel with the questions in the students' questionnaire forms and the last 4 questions were related to the instructors' professions only.). The questionnaire was administered to 19 instructors as a total number and all of them returned answered. Raw data were obtained by spotting on the ' Fortran Matrix Coding Forms'.

All the questions in the students' and the instructors' questionnaire forms were tested through a nonparametric chi square test of significance (Gay, 1981), after obtaining

the concrete percentages of the valid cases. In this study, chi square was applied since it is a test of statistical significance, and it helps us to determine whether a systematic relationship exists between two variables. This was done by computing the cell frequencies which would be expected if no relationship is present between the variables given the existing row and column totals (marginals). The expected cell frequencies are then compared to the actual values found in the table according to following formula: (Gay, 1981: 340)

$$\sum x^2 = \frac{(f_o - f_e)^2}{f_e}$$

In this formula, f_o is equal to the observed frequency in each cell, and f_e is equal to the expected frequency calculated as; (Nie, 1975: 223)

$$f_e = \frac{c_i r_i}{N}$$

where c_i is the frequency in a respective column marginal, r_i is the frequency in a respective row marginal, and N stands for total number of valid cases. In the formula, sigma (Σ) refers to the sum of all chi square values. This formula was used for questions 2 to 20 in bothh of the students' and instructors' questionnaire forms.

The degrees of freedom were calculated for each table seperately. The degrees of freedom vary with the number of rows and columns in the table.

$$df = (C-1)(R-1)$$

formula was used to calculate the degrees of freedom, where C is equal to the number of

columns and R is equal to the number of rows obtained.

In order to determine whether a systematic relationship does exist, the calculated chi square value was compared to the appropriate value in the ' critical values of chi square table.'

During the analysis of the data obtained from both the students' and the instructors' questionnaire forms, two separate columns were prepared for each question, showing the concrete percentage distribution of responses to each choice.

The tables tested through chi square formula were provided with the results, by identifying; degrees of freedom (df), $p = .05$, which indicates the column where the degree of freedom was found, calculated and table values of χ^2 were also given as χ_c and χ_t , respectively. The last marking (-) indicates that no statistically significant difference was found, whereas (+) indicates that there is a statistically significant difference.

The first question in both of the questionnaire forms was analyzed different from other questions. Only the usage rates were given for this question according to the intuitions of the EPS students and EPS instructors and they were compared by means of percentages.

Similarly, questions 21, 22, 23, 24 were analyzed, again, apart from the chi square formula. Since those questions were directed to the EPS instructors' professions, they did not appear in the EPS students' questionnaire forms and they were analyzed only by means of percentages.

CHAPTER IV

ANALYSIS OF THE DATA

4.0. Presentation

In this chapter, the results of the questionnaires that were obtained from all the subjects will be analyzed, and comments will be made based on the findings. The responses of EPS students and EPS instructors will be presented in percentages. Each question will be tabulated, accompanied by the original question, and the interpretation will appear right under the tables.

4.1. Analysis of the EPS Students' and EPS Instructors' Questionnaire Results

This section is devoted to the analysis of the questionnaire results of both the students' and instructors'. Responses to each question will be presented in percentages and the number of actual respondents will also be given for each table together with the distribution of the percentages. This way, the opinions of EPS students and EPS instructors on the issues they are questioned will be compared. Question 1 and questions 21 to 24 will be discussed only by means of the distribution of the percentages.

In question 1, the purpose is to see which of the five techniques are being applied in the classroom.

Questions 21 to 24 are only asked to instructors.

Question 1. " Tick five of the Dramatic Techniques or Activities which you use upmost during your English classes."

Table. 1

The Frequency of the Use of the DTA During the English Lessons

CHOICES	INST.		STUD.		TOTAL	
	N	%	N	%	N	%
word-games	13	68.42	4	60	67	61.46
prb-solving	14	73.68	42	46.66	56	51.37
u.of lit. texts	5	26.31	24	26.46	29	26.60
games	16	84.21	35	38.88	51	46.78
role-play	19	100	36	40	55	50.45
puppets	0	0	1	1.1	1	.91
diorama	2	10.52	6	6.66	8	7.33
dramatization	11	57.89	29	32.22	40	36.69
poems	2	10.52	2	2.2	4	3.66
songs	5	26.31	24	26.66	29	26.60
simulation	8	42.10	20	22.22	28	25.68
improvisation	9	47.36	13	14.4	22	20.18
TOTAL	104	547.32	286	317.46	390	

The responses to the first question reveal that the five mostly used techniques and activities are chosen as the same ones by the students and the instructors: word plays, problem solving, role-play, games, and dramatization. 100% percent of the instructors group and 40% of

the students group have chosen the role-play. 84.21 % of the instructors and 38.8% of the students say that games are used a lot. 73.68% of the instructors and 46.66 % of the students mention that they use problem-solving much. The distribution of the percentages show that 68.42 % of instructors and 60% of the students mention that word-plays are used much. 57.89% of the instructors and 32.22% of the students say that they use dramatization during their English classes.



Question 2. " In what phase are the dramatic techniques and activities used during the English class."

Table 2

The Frequency of the Use of DTA in Teaching/Learning Phases

CHOICES	INST.		STUD.		TOTAL	
	N	%	N	%	N	%
present.	3	15.78	11	12.2	14	12.84
practice	10	52.63	40	44.4	50	45.87
reinforce.	6	31.57	38	42.2	44	40.36
TOTAL	19	100	90	100	109	100

$df = 2$ $p = .05$ $\chi^2_c = .79$ $<$ $\chi^2_t = 5.99$ (-)

Among the answers to the second question, 52.63% of the instructors choose the practice phase whereas this proportion is 44.4% for the students. Reinforcement phase is chosen by 31.57% of the instructors and 42.2% of students. 15.78% of the instructors mention that these techniques and activities are used during the presentation phase and this percentage is 12.2% for the students.

Chi square result did not reveal any statistically significant difference, since the calculated χ^2 value was found lower than the critical value of it at an acceptable probability level ($p = .05$).

Question 3. " Is the instructor giving an explanation of the technique and the activity before the application of it?"

Table. 3

The Frequency of the Behaviours of the Inst. Before the Application of DTA

CHOICES	INST.		STUD.		TOTAL	
	N	%	N	%	N	%
Yes	16	84.21	69	76.6	85	77.98
No	3	15.78	21	22.2	24	22.01
TOTAL	19	100	90	100	109	100

df= 1 p= .05 $\chi^2_c = .39 < \chi^2_t = 3.84$ (-)

84.21% of the instructors and 76.6% of the students point out that the instructor is giving an explanation before the application of the technique and the activity.

The application of the chi square test to the findings did not reveal any statistically significant difference at $p = .05$.

Question 4. " Does the classroom altogether have a preparation before the application of these techniques and activities?"

Table. 4

The Frequency of Having a Preparation Before the Application of the DTA

CHOICES	INST.		STUD.		TOTAL	
	N	%	N	%	N	%
Yes	16	84.21	48	53.3	64	58.71
No	3	15.78	42	45.5	45	41.28
TOTAL	19	100	90	100	109	100

df= 1 p= .05 $\chi^2_c = 5.93 > \chi^2_t = 3.84$ (+)

According to the results, 84.21 % of the instructors and 53.3% of the students agree on the preparation for the activity before its application. On the other hand, 15.78% of the instructors and 45.5% of the students declare that no preparation is done before the application of the activity.

Application of the chi square test in this question has shown that there is a statistically significant difference between the opinions of the two groups, because the calculated value of χ^2 is higher than the critical value of it at $p = .05$.

Question 5. " Which way is used during the explanation of any item?"

Table 5

The Frequency of the Ways Used During the Explanation of Any Item

CHOICES	INST.		STUD.		TOTAL	
	N	%	N	%	N	%
by gram.	2	10.52	40	44.4	42	38.53
directly	0	0	10	11.1	10	9.17
by drama	9	47.36	25	27.7	34	31.19
in context	8	42.10	15	16.6	23	21.10
TOTAL	19	100	90	100	109	100

df= 3 p= .05 $\chi^2_c = 13.54 > \chi^2_t = 7.81$ (+)

The analysis of answers to this question shows that 47.36% of the instructors mention that the item is explained mostly by simulation or games whereas 42.10% of them mentined that it is explained in context. 44.4% of the students mntion that the explanation is done through structure whereas 11.1% of them support the direct explanation. 27.7% of the students mention the use of simulation or games and 16.6% of them support the use of context.

Chi square test has shown a statistically significant difference at $p = .05$.

Question 6. " How often are the dramatic techniques or activities used during the lesson?

Table 6

The Frequency Showing How Often the DTA are Used

CHOICES	INST.		STUD.		TOTAL	
	N	%	N	%	N	%
often	1	5.26	3	3.3	4	3.36
generally	11	57.89	18	20	29	26.60
sometim	6	31.57	45	50	51	46.78
seldom	1	5.26	24	26.6	25	22.93
TOTAL	19	100	90	100	109	100

df= 3 p= .05 $\chi^2_{c}= 16.32 > \chi^2_{t}= 7.81$ (+)

This table shows the frequency distribution of choices that considered the usage frequency of the dramatic techniques or activities. 57.89% of the instructors declare that they use them "generally," 31.57 % use " sometimes," 5.26 % use " often" and again 5.26 % use them "seldom." 50% of the students mention the usage rate of these techniques or activities as sometimes, 26.6% say seldom, 20% say generally, and 3.3% mention it as often.

Chi square test has shown a statistically significant difference in this question at $p= .05$.

Question: "Is the foreign language used variable according to the roles and status in the activities?"

Table. 7

The Frequency of the Variable Use of the DTA According to the Roles and Status in the Activity

CHOICES	INST.		STUD.		TOTAL	
	N	%	N	%	N	%
Yes	15	78.94	35	38.8	50	45.87
No	4	21.05	55	61.1	59	54.12
TOTAL	19	100	90	100	109	100

$$df=1 \quad p=.05 \quad \chi^2_{c}=10.13 > \chi^2_{t}=3.84 \quad (+)$$

In this table, answers to this question show that 78.94% of the instructors make the students use the foreign language in a variable way according to the role and the status in the activity whereas 21.05% does not apply this. On the other hand, 61.1% of the students mention that such a variation is not being applied whereas 38.8% support just the opposite.

After the application of the chi square test, it has been observed that there is a statistically significant difference between the opinions of the two groups, since the calculated value of the " χ^2 " was found higher than its critical table value, when $p=.05$.

Question 8. " Is the content of the dramatic techniques or activities related to real life or not?

Table 8

The Frequency of the Relation of the DTA to Real Life

CHOICES	INST.		STUD.		TOTAL	
	N	%	N	%	N	%
related	19	100	71	78.8	90	81.65
not rel.	0	0	19	21.1	19	17.43
TOTAL	19	100	90	100	109	100

$$df= 1 \quad p= .05 \quad x^2_c= 4.85 > x^2_t= 3.84 \quad (+)$$

The distribution of the frequencies for this question show that 100% of the instructors and 78.8% of the students share the same idea that the content of the techniques or activities is related to real life. 21.1% of the students mention that the content of the techniques or the activities is not related to real life.

Chi square test results indicated a statistically significant difference between the choices of the two groups, because the calculated X^2 value is found higher than the table value, when $p= .05$.

Question 9. " What is the position of the instructor during the application of the dramatic techniques or activities?"

Table. 9

The Position of the Instructor During the Application of the DTA

CHOICES	INST.		STUD.		TOTAL	
	N	%	N	%	N	%
keeps control	15	78.94	38	42.2	53	48.62
takes role	3	15.78	40	44.4	43	39.44
never role	1	5.26	12	13.3	13	11.92
TOTAL	19	100	90	100	109	100

$$df= 2 \quad p= .05 \quad x^2c= 8.46 > x^2t= 5.99 (+)$$

78.94% of the instructors and 42.2% of the students tell that the instructors are keeping the control and guiding the students. By far, 44.4% of the students mention that the instructor is taking part in the activity during the application of it whereas 15.78% of the instructors support the same option. 13.3% of the students and 5.26% of the instructors declare that the instructor never takes part in the activity during its application.

Statistically significant difference was found between the answers of the groups, since $X^2c > X^2t$, when $p= .05$.

application?"

Table. 10

The Frequency of the Motivation Done by the Instructor

CHOICES	INST.		STUD.		TOTAL	
	N	%	N	%	N	%
Yes	18	94.73	59	65.5	77	70.6
No	1	5.26	31	34.4	32	29.35
TOTAL	19	100	90	100	109	100

$$df=1 \quad p=.05 \quad x^2_c=6.42 > x^2_t=3.84 \quad (+)$$

A great proportion, such as 94.73% of the instructors and 65.5% of the students mention that the instructor motivates the students to take part in the activity. On the other hand, 5.26% of the instructors and 34.4% of the students claim the instructor does not motivate the students to take part in the activity.

Chi square result has shown that there is a statistically significant difference between the opinions of the two groups, since $X^2_c > X^2_t$, when $p=.05$.

Question 11. " How is the motivation supplied?"

Table 11

The Frequency of the Ways the Motivation Supplied

CHOICES	INST.		STUD.		TOTAL	
	N	%	N	%	N	%
inst.direct	1	5.26	29	32.2	30	27.52
itself	9	47.36	27	30	36	33.02
stud.						
interest	9	47.36	34	37.7	43	39.44
TOTAL	19	100	90	100	109	100

$$df= 2 \quad p= .05 \quad x^2c= 5.92 < x^2t= 5.99 \quad (-)$$

As it is seen in the table, a great proportion of the instructors, 47.6%, and students, 37.7% say that the motivation occurs through the interest of the student. Again 46.6% of the instructors and 30% of the students point out that the motivation is improving during the application of the activity. 5.26% of the instructors and 32.2% of the students mention that the motivation occurs through the commands of the instructor.

Application of chi square test to the obtained data in this particular question did not indicate any statistically significant difference.

Question 12. " Are the language level differences of the students taken into consideration during the application of the dramatic techniques or activities?"

Table 12

The Frequency of the Care Taken on the Language Level Differences of the Students

CHOICES	INST.		STUD.		TOTAL	
	N	%	N	%	N	%
Yes	15	78.94	28	31.1	43	39.44
No	4	21.05	62	68.8	66	60.55
TOTAL	19	100	90	100	109	100

$df=1$ $p=.05$ $\chi^2_c=15.04 > \chi^2_t=3.84 (+)$

According to the results of this question, 78.94% of the instructors claim that they take the language level differences of the students into consideration whereas 68.8% of the students deny it. However, 31.1% of the students say that the language level differences are taken into consideration whereas 21.05% of the instructors mention that it is not taken into consideration.

The application of chi square test to the findings reveals a statistically significant difference.

Question 13. " Are the dramatic techniques or the activities applied in any field?"

Table 13

The Frequency of the Application of the DTA in Various Fields

CHOICES	INST.		STUD.		TOTAL	
	N	%	N	%	N	%
Yes	10	52.63	32	35.55	42	38.53
No	8	42.10	58	64.44	66	60.55
TOTAL	19	100	90	100	109	100

$df=1$ $p=.05$ $\chi^2_c=2.53 < \chi^2_t=3.84$ (-)

The distribution for this question shows that 52.63% of the instructors and 35.55% of the students mention that the dramatic techniques or activities are used in any field. However, 42.10% of the instructors and 64.44% of the students tell the opposite.

The application of the chi square test has shown that there is no statistically significant difference between the answers of the both groups involved in the study.

Question 14. " Are the same kind of activities used in different levels of the language learned?"

Table. 14

The Frequency of the Use of the Same Kind of Activities

CHOICES	INST.		STUD.		TOTAL	
	N	%	N	%	N	%
Yes	16	84.21	49	54.44	65	59.63
No	3	15.78	41	45.55	43	39.44
TOTAL	19	100	90	100	109	100

$df=1$ $p=.05$ $\chi^2_c=7.19 > \chi^2_t=3.84$ (+)

As it is seen in the table, a great amount of the instructors, 84.21%, and over half of the students, 54.4%, mention that the same techniques or activities are used in different language levels. 10.52% of the instructors and 45.55% of the students say that it is not in this way.

Chi square tests prove a statistically significant difference for this question.

Question 15. " What does the instructor do if the students are unwilling during the application of any game or any other activity?"

Table 15

The Frequency of the Behaviours of the Instructor Against Unwilling Students

CHOICES	INST.		STUD.		TOTAL	
	N	%	N	%	N	%
leave them	2	10.52	21	23.33	22	20.18
take attention	15	78.94	59	65.55	74	67.88
forcen them	2	10.52	10	11.11	12	11.00
TOTAL	19	100	90	100	109	100

$df = 2$ $p = .05$ $\chi^2_c = 1.68 < \chi^2_t = 5.99$ (-)

The instructor does his best for the student to take part in the activity according to the 78.94% of the instructors and 65.55% of the students. 10.52% of the instructors and 11.11% of the students mention that the instructor forcens the students. 10.52% of the instructors and 23.33% of the students say that the instructor leaves the unwilling students by themselves.

In this question, chi square tests did not prove any statistically significant difference.

Question 16. " What is the limitation for the activity?"

Table 16

The Frequency of the Limitation of the Activity

CHOICES	INST.		STUD.		TOTAL	
	N	%	N	%	N	%
in a certain frame	5	26.31	38	42.22	43	39.44
creative	8	42.10	25	27.77	33	30.27
creative in a frame	6	31.57	27	30	33	30.27
TOTAL	19	100	90	100	109	100

df= 2 p= .05 $\chi^2_c = 2.11 < \chi^2_t = 5.99$ (-)

31.57% of the instructors and similarly, 30% of the students say that the activity gives opportunity for the students to use their creativity in a frame. 26.31% of the instructors and 42.22% of the students mention that the activity gives opportunity for the students to use their creativity. Finally, 26.31% of the instructors and 42.22% of the students mention that the activity is applied in a limited frame.

Chi square result did not turn out to be significant, because the χ^2_c was found lower than χ^2_t at an acceptable probability level (p= .05).

Question 17. " To what extent is the mother tongue used during the application of the activity?"

Table. 17

The Frequency of the Use of the Mother Tongue

CHOICES	INST.		STUD.		TOTAL	
	N	%	N	%	N	%
90%-75%	2	10	5	5.55	7	6.42
74%-50%	0	0	23	25.55	23	21.10
49%-25%	3	15.78	24	26.66	27	24.77
24%-01%	12	63.15	25	27.77	37	33.94
0%	2	10.52	13	14.44	15	13.76
TOTAL	19	100	90	100	109	100

$df = 4$ $p = .05$ $\chi^2_c = 12.99 > \chi^2_t = 9.48$ (+)

In this question, results indicate that 63.15% of the instructors and 27.77% of the students consider that the mother tongue is seldom used during the application of the activity. This proportion is sometimes 15.78% for the instructors and 26.66% for the students.

Chi square test result has shown a statistically significant difference at $p = .05$.

Question 18. " What is the effect of the activities for the sake of the instructor-student relationship?"

Table 18

The Frequency of the Effect of the Activities for the Inst.-Stud. Relationship

CHOICES	INST.		STUD.		TOTAL	
	N	%	N	%	N	%
improving	18	94.73	76	84.44	94	86.23
not imp.	1	5.26	14	15.55	16	14.67
TOTAL	19	100	90	100	109	100

$df = 1$ $p = .05$ $\chi^2_c = 1.42 < \chi^2_t = 3.84$ (-)

The figures in this table clearly show us the activities are improving the instructor-student relationship. 94.73% of the instructors and 84.44% of the students support this view. On the other hand, 5.26% of the instructors and 15.55% of the students mention that they are not improving the instructor-student relationship.

Chi square test result did not indicate any statistically significant difference at $p = .05$.

Question 19. " What does the use of the dramatic techniques or activities supply most?"

Table 19

The Frequency of What the Use of the DTA Supply Most

CHOICES	INST.		STUD.		TOTAL	
	N	%	N	%	N	%
interaction	3	15.78	9	10	11	10.09
reinforce.	4	21.05	20	22.22	24	22.01
permanance	4	21.05	31	34.44	35	32.11
self-conf.	1	5.26	15	16.66	16	14.67
fill time	0	0	3	3.33	3	2.75
all above	10	52.63	12	13.33	22	20.18
TOTAL	19	100	90	100	109	100

$df = 5$ $p = .05$ $\chi^2_c = 9.98 < \chi^2_t = 11.07$ (-)

This table shows the frequency distribution of the answers gathered on the identification of the items given in question 19. These findings reveal that while a significant proportion of the instructors, 52.63%, say that the dramatic techniques or activities supply all of the points in the other options, whereas 13.33% of the students support this situation. However, majority of the students, 34.44%, has considered that these techniques supply the permanance of the item learned. 15.78% of the instructors and 10% of the students mention the improving of the in-class interaction whereas a least proportion, 0% instructors and 3.33% students mention filling time.

The distribution for the reinforcement of the subject and the permanence of it is same for the instructors, 21.05% each. The frequency for the reinforcement of the subject is 22.22% for the students.

After the application of the chi square test, it has been observed that there is no statistically significant difference between the opinions of the two groups at $p = .05$.



Question 20. " What does the instructor do before the application of the dramatic techniques or activities?"

Table 20

The Frequency of the Behaviours of the Instructor Before the Application of the DTA

CHOICES	INST.		STUD.		TOTAL	
	N	%	N	%	N	%
creating real atm.	11	57.89	61	67.77	72	66.05
directly pass to the preps.	8	42.10	29	32.22	37	33.94
TOTAL	19	100	90	100	109	100

$df=1$ $p= .05$ $\chi^2_c= .70 < \chi^2_t= 3.84$ (-)

Table 20 presents the findings concerning the behaviour of the instructor at pre-activity period. A great majority of the instructors, 57.88%, and students, 67.77%, mention that the instructor tries to create a relaxed atmosphere before the application of the techniques or activities. On the other hand, 42.10% of the instructors and 32.22% of the students say that the instructor directly passes to the activity.

Application of the chi square test to the obtained data in this question did not indicate any statistically significant difference at $p= .05$.

Question 21. " Which of the classification of the dramatic techniques or activities the instructor uses most?"

Table. 21

The Frequency of the Classification of the DTA the Inst. Uses Most

CHOICES	N	%
int. exer.	7	36.84
observation	3	15.78
interpret	3	15.78
creativity	6	26.31
TOTAL	19	100

Here, in question 21, the most popular choice is the introductory exercises. However, the same proportion of the instructors choose observation and interpretation exercises as they are applying during the application of the activity, 15.78%. Only 26.31% of them use the creation and invention exercises.

Question 22." What is the aim of the instructors to use the dramatic techniques or activities?"

Table. 22

The Frequency of the Aim of the Instructor to use the DTA

CHOICES	N	%
necessity of Com. App.	8	42.10
course books	7	36.84
reinforcing feat.	4	21.06
time-filling	0	0
use in context	0	0
use & meaning	0	0
participation of student	0	0
use in more real situations	0	0
TOTAL	19	100

According to the results of this question, 42.10% of the instructors propose that they use the dramatic techniques or activities since it is a necessity of the Communicative Approach which is in current in the curriculum of the EPS. Over half of them use these techniques or activities since they have a reinforcing and attractive feature. 36.84% of them use these techniques or activities just only they appear in the course books.

Question 23. " What does the instructor do to organize the classroom setting?"

Table. 23

The Frequency of the Instructor's Behaviour to Organize the Classroom setting

CHOICES	N	%
org. for activity always	3	15.78
org. for activity sometimes	6	31.57
organized by chance	2	10.52
imagine in mind	7	36.84
not pay attention	1	5.26
TOTAL	19	100

The findings for this question show that the 36.84% of the instructors demand the students to imagine the setting in their minds, whereas 15.78% of them try hard to prepare the setting appropriate to the necessities of the activity. 31.57% mention that they sometimes organize the setting. However, 5.26% of them do not pay attention to the setting and according to 10.52%, setting can sometimes be appropriate to the activity by chance.

Question 24. " Is the language used according to the classification of it through the requirements of each activity?"

Table. 24

The Frequency of the Use of the Language According to the Requirements of Each Activity

CHOICES	N	%
Yes	19	100
No	0	0
TOTAL	19	100

The findings reveal that all of the instructors, 100%, use the foreign language according to such a classification as: transactional language, discussion language, and performance language.

CHAPTER V

DISCUSSION OF THE RESULTS AND CONCLUSIONS

5.0. Presentation

In this final chapter, the results obtained from the evaluation of the questionnaires administered to the EPS students and EPS instructors will be compared with the hypotheses formulated at the beginning of the investigation, to see whether these hypotheses were supported or not. In addition, some recommendations will be made, since the study may contribute to curriculum design and preparation of the materials.

5.1. Discussion of the results

In order to investigate the use of the Dramatic Techniques and Activities in the Preparatory School of the University of Gaziantep, several hypotheses were tested and the following results were obtained at the end.

1. The five techniques which are mostly used in the English classes are obtained as the same ones in both the EPS students' and EPS instructors' questionnaire forms: word games, problem-solving, games, role-play, and dramatization. This variation can be thought to be valid.

2. Results have indicated that students and instructors have the same idea on the application of these techniques and activities that they are mostly used in the practice phase of the lesson.

3. Findings have shown that instructors, mostly, give an explanation in the pre-activity application phase.

4. Over half of the students say that they do not have a preparation with their instructors before the application whereas most of the instructors mention that they do. Therefore there is no significant relationship among the students' opinions and instructors' opinions.

5. Answers concerning the explanation of any item in the foreign language have shown that explanation by the structure is applied mostly according to the students, however explanation through dramatic techniques and activities is applied mostly according to the instructors.

6. Over half of the students say that the dramatic techniques and activities are sometimes used in the classrooms whereas instructors mention that they are generally used in the classrooms.

7. A high proportion of the students say that the foreign language is not used in variable forms. However, a high proportion of the instructors declare just the opposite.

8. Almost all of the respondents say that the contexts in these activities are related to real life.

9. According to the findings, most of the students agree on the participation of the instructors during the application of the activities. On the other hand, a great amount of the instructors mention that they are only the guides and keep the control apparently.

10. A higher proportion of the respondents think that the students are motivated sufficiently before the application of the technique and the activity.

11. The motivation required for the participation of the students is supplied during the application phase by itself.

12. Most of the students say that the language level varieties of the students are not taken into consideration. However, most of the instructors say that these varieties are taken into consideration.

13. A high proportion of the students say that techniques and activities are not used on every job or subject whereas a majority of instructors say that they can be used in any field.

14. Distribution of the percentages has shown that according to most of the students a same technique or activity is not used on different levels of the foreign language. Most of the instructors mention that a same technique or activity is used on different foreign language levels.

15. A higher proportion of the respondents say that the instructor is doing his best for the students to participate in the activity.

16. According to the results, it is seen that the techniques and activities are mostly used for the students to use their creativity and to improve the situation.

17. The use of the mother tongue during the application of the techniques and activities is average according to the students whereas it is high according to the instructors.

18. Almost all the respondents say that the techniques and activities have an improving characteristic in favor of the relationship between the instructor and the student.

19. Results have shown that the use of the dramatic techniques and activities supply mostly the permanence of the learned item and the reinforcement, to gain self-confidence, to improve the communication among the members of the class and not to waste time.

20. According to a high proportion of the respondents, the instructor tries to create a

relaxed atmosphere before the application of the activity.

21. Most of the instructors use the introductory exercises upmost.

22. Over half of the instructors respond that they use these techniques and activities since they are reinforcement and attractive features.

23. A high proportion of the instructors are preparing the classroom setting related to the techniques and activities being held by making the students to imagine it in their minds.

24. According to the results, all of the instructors are using the foreign language during the application of these techniques and activities according to the classification as: transactional language, discussion language, and performance language.

5.2. Conclusions

1. First of all, the investigation may well serve to the aims of curriculum planners and material writers in formulating the procedures for the instruction for English courses of the English Preparatory School of the University of Gaziantep. Although the study has justified our predictions about the use of the Dramatic Techniques and Activities in the foreign language classes, a further experimental study may be conducted to complement this study. In this way, the factual situation about the use of the Dramatic Techniques and Activities can be discovered in a more detailed way.

2. One of the most significant outcomes of the investigation may be the agreement of most of the subjects on regarding the power of the dramatic techniques and activities to improve the instructor- student interaction. Another agreement was observed that these techniques or

activities are related to real life situations. Another significant finding is that the instructor motivates the students to take part in the activity. It is also noteworthy that the two groups, involved in the study, have held diverse views concerning the language level differences of students.

3. On the other hand, a little number of subjects involved in the study have stated that the motivation required occurs through the instructions of the instructor. It mostly occurs throughout the activity or through the interest of the student.

4. According to the results, the instructors say that they ask the students use the foreign language according to the roles and status in the activities. However, this result conflicts with the students' opinions and this indicates a lack on one of the sides.

5. On the other hand, over half of the subjects have involved in the study have stated that any same activity could be applied in different language levels. However it requires to be applied in any field, such as tourism, economy, etc....

6. Findings also illustrated that the instructor does his best for the students to take part in the activity.

7. Based on the findings, the use of the dramatic Techniques or activities supply the in-class interaction, reinforces the learned issue, supply the learned issue to be permanent, help the students gain self-confidence and helps to fill time.

8. The investigation has revealed that over half of the instructors use the dramatic techniques or activities for they are reinforcing and attractive features.

One of the significant outcomes of the study is that the dramatic techniques or activities are mostly used during the practice phase of the lesson therefore it requires much more

emphasis through the use of them in all of the phases.

9. Based on the findings, it can be concluded that the instructors make use of the language in the activity appropriate to the classification as: transactional language, discussion language, and performance language.

5.3. Recommendations

In order to obtain much more benefit and improve the quality of learning in the English courses in the EPS of the University of Gaziantep, the followings could be recommended.

1. The instructors should be academically informed on the detailed meanings and requirements of the Communicative Approach and the Dramatic Techniques and Activities as a part of that approach. They should also be informed on the types and application of those techniques and activities.

2. Supplementary materials and extra exercises should be provided for the use of those techniques or activities to enable the students to practice the theoretical knowledge more, to gain the analyzing skill (critical mind). These supplementary materials should be prepared by a committee, but the instructor should apply the ones that take the attention of the students. If he has difficulty in finding an appropriate piece, he should not give it up. Anyway he should prepare one according to the requirements of the students and instruction. An important point is that the materials in those activities should be related to real life situations upmost and they should enable to be applied in any field, such as tourism, economy, engineering, etc..

3. English Preparatory School instructors should be given a special in-service training on the use of the dramatic techniques and activities.

4. The dramatic techniques and activities should be prepared in a way to support the learning in each phase of the instruction as presentation, practice, and reinforcement. Therefore, the issue being learned remains permanent.

5. Motivation is an undeniable important factor in learning. Therefore the students should be motivated in any way, for example through another activity, to take part in the activity and the unwilling students should be helped to take part in the activity.

6. The activities should give way to the students to use their creativity and interpretation skills and gain self-confidence. This way, they could feel the foreign language a part of their life, like food.

7. The activities should have an elasticity that they could be applied in different levels of the language with little differences.

8. The dramatic techniques and activities should be classified as introductory exercises, observation, interpretation, and creation and invention in order to give an opportunity for the instructor to apply the most required one at that time the learning is.

9. The physical setting required for the activity should be tried to be prepared and to demand the students to imagine it in their minds could help.

10. During the preparation of the dramatic techniques and activities, the language required by them should be classified as transactional language, discussion language, and performance language to make them apply in different language levels.

11. In order to achieve above mentioned goals, more time should be allocated for the investigation of the use of the Dramatic Techniques and Activities and the requirements of them, students, and the Engineering sections.

REFERENCES

- Agelasto, Michael, 1991. " Roleplaying Helps Inactive Students," Forum , Vol. 29, No. 1. January. pp. 32.
- Allen, R. and Rebecca Vallette, 1977. Classroom Techniques: Foreign Languages and English as a Second Language, 2nd ed., New York: Harcourt Brace Jovanovich. pp. 575.
- Allen, P., 1975. "The Sacred Hoop: A Contemporary Indian Perspective on American Indian Literature," In A. Chapman (ed.) Literature of the American Indians: Views and interpretations, New York, Meridian.
- Bock, Barbara, 1969. " Role Playing Reality," Educator's Guide to Media and Methods, 2. pp. 45.
- Bolton, Gavin, 1984. Drama as Education. An argument for placing drama at the centre of the curriculum, Longman, London.
- Brown, G. and G. Yule, 1983. Teaching the Spoken Language. Cambridge University Press. Cambridge.
- Carrell,P. L., 1984. " Schama Theory and ESL Reading: Classroom Implications and Applications." Modern Language Journal. 68: 332-43.
- Casse, P., 1981. "Training for the Cross- cultural Mind." The Society for the Intercultural Training and Research. Washington, D. C. pp. 191.
- Chamberlin, A. and Kurt Stenberg, 1979. Play and Practice: Graded Games for ELT, Voluntad

- Publishers Inc. A subsidiary of NTC. USA. pp. 5-6.
- Chang, Jo Yu-yuan, 1990. " Using Drama to Teach English to Young Adults," English Teaching Forum, July. pp. 49- 51.
- Collie, Joanne and Stephen Slater, 1987. Literature in the Language Classroom, Cambridge University Press. Cambridge.
- Comeau, Raymond F., 1987. " Interactive Oral Exercises." In W. M. River's book. CUP. pp. 57, 59- 60.
- Dahnin, Omar M. 1991. " Technical English at Play," English Teaching Forum. April. pp. 40- 41.
- Dobson, J. M. 1988. "Effective Techniques for English Conversation Groups." English Language Programs Division. Bureau of Educational and Cultural Affairs. United States Information Agency. Washington, D. C. pp. 41.
- Dulay, H., M. Burt and S. Krashen. 1982. Language Two, Oxford University Press. New York. pp. 52.
- Ellis, David and David Forman. 1991. " Skeleton Simulations Adaptable to a Wide Range of Teaching Situations and Levels." Forum. Vol. 29. No. 1. January. pp. 37- 39.
- Finocchiaro, M. 1964. Teaching Children Foreign Languages. Ph. D., by McGraw- Hill, Inc. USA.
- Fowler, M. E. 1965. Teaching Language, Composition and Literature, Mc. Graw- Hill, Inc. USA.
- Frye, N. 1964. The Educated Imagination, Indiana. Indiana University Press. pp. 129.

- Jay, L.R. 1981. Educational Research, Competencies and Application. Bell and Howell Company. Columbus, Ohio.
- Jerber, U. 1990. " A Good Way to Use Plays in the Classroom." Forum April. United States Information Agency. Washington.
- Goldenberg, 1980. " An Approach to Group Discussion." Forum . Vol. 18. No. 4. October. pp. 44- 45.
- Goodman, K. S. 1970. "Reading: A psycholinguistic guessing game." In Language and reading: An interdisciplinary approach, ed. D. V. Gunderson. Center for Applied Linguistics. Washington, D. C.
- Greenall, Simon. 1984. Language Games and Activities, Hulton Educational Publications Ltd. Great Britain. pp. 5- 15.
- Holden, S. 1981. Drama in Language Teaching, Longman. London.
- Hoy, P. H. 1989. " Playing Hamlet with Modern Languages." Modern Languages Journal, pp. 95- 96.
- Harper, N. S. 1988. " Strategies for Teaching Literature at the Undergraduate Level." The Modern Language Journal, 72. iv. pp. 402, 405, 407.
- Hines, Mary E. 1980. Skits in English, Regents Publishing Company. New York. pp. i.
- Holden, S. 1981. " Drama." In Johnson, K. and K. Morrow (eds.). Communication in the Classroom. Applications and Methods for a Communicative Approach. Longman Group Ltd. pp. 131- 136.
- Huckin, Thomas. 1980. " Review of Widdowson, Teaching Language as Communication." Language Learning, 30. pp. 223.

Ibsen, Elisabeth B. 1990. " The Double Role of Fiction in Foreign- Language Learning:

Towards a Creative Methodology." Forum . Vol. 28. No. 3. July. pp. 2- 10.

Jones, K. 1982. Simulations in Language Learning, Cambridge University Press. Cambridge.

Ladousse, G. P. 1987. Role Play, Oxford University Press. pp. 5.

Lalande, John F. 1988. " Teaching Literature and Culture in the High School Foreign Language Class." Foreign Language Annals. 21. No. 6.

Longman Dictionary of Contemporary English. 1980.

Maley and Duff. 1978. Drama Techniques in Language Learning,

London: Cambridge University Press.

Maley, A. and A. Duff. 1982. Drama Techniques in Language Learning, 2d ed. Cambridge University Press. Cambridge.

Marckwardt, Albert H. 1978. The Place of Literature in the Teaching of English as a Second or Foreign Language, Honolulu. East- West Center/ University of Hawaii Press. pp. 71.

McCallum, George P. 1980. 101 Word Games (For Students of English as a Second or Foreign Language), Oxford University Press, Inc. New York Oxford. USA. pp.9-13, 143.

McKay, Sandra. 1982. " Literature in the ESL Classroom." Tesol Quarterly. Vol. 16. No. 4. December. pp. 529.

Misra, J. and S. P. Sylvester. 1990. " Stories for Language Learning." Forum . V28. No. 3. July. pp. 43- 45.

Moulding, S. 1977. " Developing all Four Skills," in Modern English Teacher 5/4.

Nation, Paul. 1980. " Graded Interviews for Communicative Practice." Forum . Vol 18. NO. 4. October. pp. 26- 30.

- Nie, Norman H. 1975. Statistical Package for the Social Sciences. New York Mc Graw-Hill Company Book Co.
- Northeast Conference Reports. 1967.
- Ostyn, P. & Pierre Godin. 1985. " RALEX: An Alternative Approach to Language Teaching." Modern Language Journal. 69: 346-354. pp. 353.
- Piper, D. and Terry Piper. 1984. " A Redefinition of Roleplay for EFL/ ESL." Forum. Vol. 22. No. 4. October. pp. 34- 36.
- Preston, William. 1982. " Poetry Ideas in Teaching Literature and Writing to Foreign Students." Tesol Quarterly. Vol. 16. No. 4. December. pp. 489- 490.
- Povey, J. 1972. "Literature in TESL programs: The language and the culture." In H. Allen and R. Campbell (ed.). Teaching English as a second language. New York. McGraw- Hill. 1972. pp. 187.
- Rivers, W. 1981. Teaching Foreign- Language Skills. 2nd ed. Chicago: University of Chicago Press. pp. 284.(J.pp. 575).
- Rivers, W. M. 1983. Communicating Naturally in a Second Language: Theory and Practice in Language Teaching. Cambridge University Press. New York.
- Rixon, Shelag. 1981. How to Use Games in Language Teaching. Essential Language Teaching Series. MacMillan Publishers Limited. London. pp. 1-8.
- Sadow, S. A. 1982. Idea Bank: Creative Activities for the Language Class. Newbury House. Rowley, Mass.
- Sanders, Austin. 1980. " Activities for Communication Practice." Forum. Vol. 18. No. 4. October. pp. 30- 33.

- Shaftel, F. R. and G. Shaftel. 1967. Role playing for social values: Decision making in the social studies. Englewood Cliffs, Prentice- Hall, Inc. NJ. pp. 65.
- Smith, S. M. 1984. The Theater Arts and the Teaching of Second Languages. Addison-Wesley. Reading, Mass.
- Spencer, D. D. 1979. Computer Dictionary for Everyone. Scribner's. New York.
- Stern, S. L. 1983. " Why Drama Works: A Psycholinguistic Perspective," In John W. Oller, Jr. and Patricia A. Richard- Amato, eds., Methods That Work. Newbury House Publishers. Rowley, MA. pp. 207.
- Stern, S. L. 1987. " Expanded Dimensions to Literature in ESI/ EFL: An Integrated Approach." English Teaching Forum. Vol. 25. No. 4. pp. 47- 54.
- Stevick, E. W. 1980. A Way and Ways. Newbury House. Rowley, Mass. pp. 6- 33.
- Toprak, Leyla Elif. 1992. Teaching English Through a Short Story: A Study of Language-based Approaches to the Teaching of Literature. An unpublished MA. thesis. Nottingham. pp. 29- 32.
- Via, R. A. 1985. Drama and self in language learning. English Teaching Forum. 23. 3. pp. 12- 15.
- Via, R. A. 1976. English in Three Acts. The University Press of Hawaii. Honolulu. pp. 19, 40.
- Way, Brian. 1967. Development Through Drama. London: Longman Group Ltd. pp. 3, 255.
- Wells, G., et al. 1981. Learning Through Interaction: The Study of Language Development. Cambridge University Press. Cambridge.
- Wessels, C. 1987. Drama. Oxford University Press.
- Widdowson, H. G. 1978. Teaching Language as Communication. England. Oxford University Press. chp. 3. pp. 73.

- Widdowson, H. G. 1979. Explorations in Applied Linguistics. England. Oxford University Press.
pp. 74, 12, 255, 66.
- Widdowson, H. G. 1983. " Competence and Capacity in Language Learning," in Clarke and Handscombe, eds. pp. 97- 106.
- Willing, K. 1988. " Learning Styles in Adult Migrant Education." Research Series National Curriculum Resource Centre Adult Migrant Education Programme. pp. 117.



APPENDICES



APPENDIX A

**STUDENT QUESTIONNAIRE FORM
IN TURKISH AND IN ENGLISH**

ÖĞRENCİ ANKET FORMU

Değerli Öğrenci,

Bu anket, Gaziantep Üniversitesi Hazırlık sınıflarında uygulanan İletişimsel Metod'un bir parçası olan Drama (oyun, gösterim, canlandırma) Tekniklerinin veya Aktivitelerinin ne derece ve nasıl kullanıldığını belirtmek amacıyla hazırlanmıştır.

Bu ankette elde edilecek veriler yalnızca yukarıda sözü edilen amaç doğrultusunda değerlendirilecek ve sonuçta İngilizce Hazırlık sınıflarında yapılan yabancı dil eğitiminde Drama tekniklerinin daha verimli kullanılması için bir dizi öneri geliştirilmesine ışık tutacaktır. Anketteki sorulara vereceğiniz yanıtlar kesinlikle başka bir amaç için kullanılmayacaktır.

Katkılarınız için şimdiden teşekkür ederim.

Arş.Gör. Şule (Özberk) EMRE

Fen-Ed. fak.

İngiliz Dili ve Edebiyatı

Anket formundaki bazı terimlerin açıklamaları aşağıda verilmiştir.

Drama Teknikleri veya Aktiviteleri : Öğrenilen konunun uygulanması
canlandırılması ve oyun şekline dönüştürülmesi ile
ilgili teknikler ve benzeri faaliyetler

Dramatizasyon : Oyunlaştırma, canlandırma, gösterim

Motivasyon (Motive etme) : Harekete geçirme, dürtü, güdüleme, bir işi
yapmak üzere bir kişiyi teşvik etme, heveslendirme

1) Drama tekniklerinden veya aktivitelerinden, İngilizce dersleriniz sırasında en fazla oranda kullandığınız 5 tanesini işaretleyiniz.

- a) Kelime oyunu
- b) Problem çözme (Bir konu üzerinde tartışma)
- c) Edebi metinleri kullanma
- d) Çeşitli oyunlar
- e) Rol yapma
- f) Kukla oynatma
- g) İlgili araç gereçleri kullanarak sahne oluşturma ve uygulamayı (Oyunu) bu sahnede yapma yöntemi
- h) Herhangi bir olayı canlandırma (Dramatizasyon)
- ı) Şiirler
- i) Şarkılar
- j) Taklit yapma (simulasyon)
- k) Herhangi bir rol ile ilgili konuşmaları elimizde bir metin bulunmaksızın anında uydurma ve rolü oynama (improvizasyon)

2) Drama tekniklerini ders içinde en çok ne zaman kullanıyorsunuz ?

- a) Ders başında konuya giriş yaparken.
- b) Konu anlatıldıktan sonra uygulanması (pratiği) sırasında
- c) Dersin sonunda konuyu pekiştirirken

3) Drama tekniklerini veya aktivitelerin geçmeden önce

öğretmeniniz bir açıklamada bulunuyor mu ?

- a) Evet b) Hayır

4) Drama tekniklerini veya aktivitelerini uygulamaya geçmeden önce

tüm sınıf ve öğretmeniniz ile birlikte bir ön hazırlık yapıyor

musunuz ?

- a) Evet b) Hayır

5) Herhangi bir öge (sozcuk vs) açıklanırken aşağıdakilerden

hangisi büyük oranda kullanılmaktadır.

a) Yapıya (gramere) dayalı olarak anlatılıyor.

b) Ögenin karşılığı direkt veriliyor.

c) Öge mümkün olduğunca gösterim veya oyun yoluyla anlatılmaya çalışılıyor. Aksi takdirde karşılığı direkt veriliyor.

d) Öge dersin ilk başında bir durum (paragraf,hikaye,oyun vs) içinde veriliyor.

6) Drama tekniklerini veya aktivitelerini ne kadar sıklıkla

kullanıyorsunuz?

a) Oldukça sık (%90-%75)

b) Genellikle (%74-%50)

c) Arasıra (%49-%15)

d) Nadiren (%14-%05)

7) Drama tekniklerini veya aktivitelerini uygularken oyun içindeki rolünüz ve statünüze göre yabancı dili farklı biçimlerde kullanıyorsunuz musunuz?

- a) Evet b) Hayır

8) Sınıf içinde öğretmen ve öğrenciler tarafından kullanılan drama tekniklerinin veya aktivitelerinin kapsadığı konular

- a) Gerçek yaşamla ilintilidir.
b) Gerçek yaşamla ilintisizdir.

9) Drama tekniklerini kullanırken öğretmen:

- a) Kontrolü açık ve net olarak elinde tutarak rehberlik etmektedir.
b) Öğrencilerle birlikte faaliyette bir rol almaktadır.
c) Aktiviteye kesinlikle katılmamaktadır.

10) Drama aktivitelerini kullanırken öğrenci aktiviteye katılması için yeterince teşvik ediliyor mu?

- a) Evet b) Hayır

11) Aktiviteye katılım için gerekli olan teşvik (güdüleme, motivasyon),

- a) öğretmenin komutları doğrultusunda sağlanıyor.
b) Aktivitenin uygulanması sırasında kendiliğinden oluşuyor.

12) Drama tekniklerinin veya aktivitelerinin uygulanması sırasında öğrencilerin İngilizce dil seviye farklılıkları gözönünde bulunduruluyor mu?

- a) Evet b) hayır

13) Drama tekniklerini veya aktivitelerinin her konuda veya alanda (turizm, ekonomi, mühendislik, günlük yaşam,vs) uygulayabiliyor musunuz?

- a) Evet b) Hayır

14) Aynı türdeki aktiviteleri (bir alış-veriş olayını canlandırma gibi) dil öğrenme süreci içerisindeki farklı seviyelerde — başlangıç, orta, ileri dil seviyeleri) kullanıyor musunuz?

- a) Evet b) Hayır

15) Herhangi bir oyunu oynarken veya benzeri bir faaliyette bulunduğunuz sırada isteksiz olduğunuz durumlarda öğretmenin nasıl davranıyor?

- a) Bizi kendi halimize bırakıyor.
b) İlğimizi aktiviteye çekmek ve istekli olarak katılımımızı sağlamak için elinden geleni yapıyor.
c) Aktiviteye katılmamız için isteksiz olsak da zorluyor.

16) Aktivite:

- a) Belirlenen bir çerçeve içinde oluyor.
- b) Yaratıcılığımızı kullanmamıza ve oyundaki konuyu geliştirmemize olanak tanıyor.
- c) Yaratıcılığımızı kullanmamıza belirlenen çerçevede olanak tanıyor.

17) Anadilinizi, aktivitenin uygulanması sırasında ne oranda kullanıyorsunuz?

- a) %90-%75 b) %74-%50 c) %49-%25 d) % 24-%01 e) %0

18) Aktiviteler "öğretmen-öğrenci ilişkisini:

- a) Geliştirici niteliktedir.
- b) Geliştirici nitelikte değildir.

19) Drama tekniklerinin veya aktivitelerinin kullanımı

asğıdakilerden en çok hangisini sağlamaktadır?

- a) Sınıf içindeki bireylerin birbirleri ile olan iletişimlerini geliştirmektedir
- b) Konuyu pekiştirmektedir
- c) Öğrenilen konunun kalıcı olmasını sağlamaktadır
- d) Bireylerin kendilerine güvenlerini kazanmalarına yardımcı olmaktadır

e) Vakit doldurmaya yardımcı olmaktadır

f) Yukarıdakilerin tümünü sağlamaktadır

20) Drama tekniklerini veya aktivitelerini uygulamaya geçmeden önce

a) Öğretmenimiz tarafından rahat bir ortam oluşturulmaya çalışılıyor

b) Direkt olarak aktivitenin uygulanması hazırlıklarına geçiliyor



STUDENTS QUESTIONNAIRE FORM

Dear Student,

This questionnaire is designed to determine how and to what degree the Dramatic Techniques or Activities as a part of the current approach - Communicative Approach - are used in the English Preparatory School of the University of Gaziantep.

The data obtained from this questionnaire will be analyzed only according to the aim explained above and the results of it will give light on constructing some propositions on the use of the Dramatic Techniques or Activities in a more efficient way in the English Preparatory Classes. The answers for the questions in the form will never be used for any other aim.

Thank you for your attributions.

Res. Asst. Sule (OZBERK) EMRE

Fen. Ed. Fak.

Ingiliz Dili ve Ed.

1) Tick 5 of the Drama Techniques or Activities which you use upmost during your English lessons.

- a) Word - play**
- b) Problem solving**
- c) Use of Literary Texts**
- d) Games**
- e) Role play**
- f) Puppets**
- g) Diorama**
- h) Dramatization**
- i) Poems**
- i) Songs**
- j) Simulation**
- k) Improvisation**

2) When do you use Drama Techniques most during the lesson hour?

- a) During presentation phase**
- b) During practice phase**
- c) During reinforcement phase**

3) Does your teacher have an explanation before the application of the Drama Techniques or

Activities?

a) Yes

b) No

4) Do you have an preparation altogether with the class members and your teacher?

a) Yes

b) No

5) Which of the following is used much while explaining any pattern,(word,etc)?

a) It is explained depending upon the structure (grammar)

b) The meaning of the pattern is given directly.

c) The pattern is explained mostly by means of improvisation or game. Otherwise, the meaning of it is given directly.

d) The pattern is given in a context, such as paragraph story, game, etc., right from the beginning of the lesson

6) How often do you use Drama Techniques or Activities?

a) Often

b) Generally

c) Sometimes

d) Seldom

7) Do you use the language in different forms or variations according to the role and status in the play while applying Drama Techniques or Activities.

a) Yes

b) No

8) The content of the Drama Techniques or Activities used by the instructor and students in the classroom is:

a) related to real life

b) not related to real life

9) While using Drama Techniques or Activities the teacher:

a) keeps the control and guide the students

b) takes a role together with the students in the activity

c) never takes part in the activity

10) Is the student motivated sufficiently to take part in the activity while applying the Drama Techniques or Activities?

a) Yes

b) No

11) The motivation required for taking part in the activity ;

a) Is supplied by the directions of the instructor.

b) occurs by itself during the application of the activity.

c) occurs throughout the interest of the student.

12) Are the language level differences of students taken into care during the application of the Drama Techniques or Activity?

a) Yes

b) No

13) Could you apply the Drama Techniques or Activities on different subjects or fields (e.g. tourism, economy, engineering, daily life)?

a) Yes

b) No

14) Do you use the same type of activities (e.g. dramatizing a shopping occasion) on different levels (e.g. beginning, intermediate, advanced language levels) in the language learning process?

a) Yes

b) No

15) How does your teacher react when you are unwilling while taking a game or such activities?

a) He leaves us by ourselves.

b) He tries to take attention and participation of us. c) He forces us to take part in the activity.

16) Activity:

a) is applied in a certain frame

b) gives way for the students to use their creativity and to improve the subject in the play

c) gives way for the students to use their creativity in a certain frame

17) To what extent is the mother tongue being used during the application of the activity?

- a) %90-%75
- b) %74-%50
- c) %49-%25
- d) %24-%01
- e) %0

18) Activities are:

- a) Improving instructor-student relationship.
- b) Not improving instructor-student relationship.

19) Which of the following does the use of Drama Techniques or Activities supply most?

- a) They improve the in-class interaction among the members of the class.
- b) Reinforce the learned subject.
- c) They supply the permanence of the learned subject.
- d) They help the class members to gain self confidence.
- e) They help to fill time.
- f) All of the above.

20) Before the application of the Drama Techniques or Activities;

- a) a relaxed atmosphere is created by our teacher.
- b) our teacher directly passes to the preparations required for the application of the activities.

APPENDIX B

**INSTRUCTOR'S QUESTIONNAIRE FORM
IN TURKISH AND IN ENGLISH**

ÖĞRETMEN ANKET FORMU

Değerli Meslektaşım,

Bu anket, Gaziantep Üniversitesi İngilizce Hazırlık Sınıflarında uygulanan İletişimsel Metod'un bir parçası olan Drama (oyun, gösterim, canlandırma) Tekniklerinin veya Aktivitelerinin ne derecede ve nasıl kullanıldığını belirlemek amacıyla hazırlanmıştır.

Bu anketten elde edilecek veriler yalnızca yukarıda sözü edilen amaç doğrultusunda değerlendirilecek ve sonuçta İngilizce Hazırlık Sınıflarında yapılan yabancı dil eğitiminde Drama Tekniklerinin daha verimli bir şekilde kullanılabilmesi için bir dizi öneri geliştirilmesine ışık tutacaktır. Anketteki sorulara vereceğiniz yanıtlar kesinlikle başka bir amaç için kullanılmayacaktır.

Katkılarınız için şimdiden teşekkür ederim.

Ars. Gör. Şule ÖZBERK

Fen-Ed. Fak.

İngiliz Dili ve Edebiyatı

1) Drama tekniklerinden veya aktivitelerinden, İngilizce dersleriniz sırasında en fazla oranda kullandığınız 5 tanesini işaretleyiniz.

- a) Kelime oyunu
- b) Problem çözme (bir konu üzerinde tartışma) (Problem- solving)
- c) Edebi metinleri kullanma (Use of Literary Texts)
- d) Çeşitli oyunlar (Games)
- e) Rol yapma (Role-play)
- f) Kukla oynatma (Puppets)
- g) İlgili araç gereçleri kullanarak sahne oluşturma ve uygulamayı (oyunu) bu sahnede yapma yöntemi (Diorama)
- h) Herhangi bir olayı canlandırma (Dramatization)
- i) Şiirler (Poems)
- i) Şarkılar (songs)
- j) Taklit yapma (Simulation)
- k) Herhangi bir rol ile ilgili konuşmaları elimizde bir metin bulunmaksızın anında uydurma ve rolü oynama (Improvisation)

2) Drama tekniklerini ders içinde en çok ne zaman kullanıyorsunuz?

- a) Ders başında konuya giriş yaparken (Presentation)
- b) Konu anlatıldıktan sonra uygulanması sırasında (Practice)
- c) Dersin sonunda konuyu pekiştirirken (Reinforcement)

3) Drama tekniklerini veya aktivitelerini uygulamaya geçmeden önce öğrencilerinize bir açıklamada bulunuyor musunuz?

- a) Evet b) Hayır

4) Drama tekniklerini veya aktivitelerini uygulamaya geçmeden önce tüm sınıfla birlikte bir ön hazırlık yapıyor musunuz?

- a) Evet b) Hayır

5) Herhangi bir ögeyi (sözcük, vs.) açıklarken aşağıdakilerden hangisini büyük oranda kullanıyorsunuz?

- a) Yapıya (gramere) dayalı olarak anlatıyorum.
b) Ögenin karşılığını direkt veriyorum.
c) Ögeyi mümkün olduğunca gösterim veya oyun yolu ile anlatmaya çalışıyorum. Aksi takdirde karşılığını direkt veriyorum.
d) Ögeyi, dersin ilk başından bir durum (paragraf, hikaye, oyun, vs. (context)) içinde veriyorum.

6) Drama tekniklerini veya aktivitelerini ne kadar sıklıkla kullanıyorsunuz?

- a) Oldukça sık (%90-%75)
b) Genellikle (%74-%50)
c) Arasıra (%49-%15)
d) Nadiren (%14-%5)

7) Drama tekniklerini veya aktivitelerini uygularken oyun içindeki rol ve statüye göre yabancı dili öğrencilere farklı biçimlerde kullanıyor musunuz?

- a) Evet b) Hayır

8) Sınıf içinde öğretmen ve öğrenciler tarafından kullanılan drama tekniklerinin veya aktivitelerinin kapsadığı konular:

- a) Gerçek yaşamla ilintilidir.
b) Gerçek yaşamla ilintisizdir.

9) Drama tekniklerini veya aktivitelerini kullanırken:

- a) Kontrolü açık ve net olarak elimde tutarak öğrencilere rehberlik ediyorum.
b) Öğrencilerle birlikte faaliyette bir rol alıyorum.
c) Aktiviteye kesinlikle katılmıyorum.

10) Drama tekniklerini veya aktivitelerini kullanırken öğrenciyi aktiviteye katılması için yeterince teşvik (motive) ediyor musunuz?

- a) Evet b) Hayır

11) Aktiviteye katılım için gerekli motivasyon:

- a) Komutların doğrultusunda sağlanıyor.
b) Aktivitenin uygulanması sırasında kendiliğinden oluşuyor.

c) Öğrencinin ilgi alanı doğrultusunda oluşuyor.

12) Drama tekniklerinin veya aktivitelerinin uygulanması sırasında öğrencilerin İngilizce dil seviye farklılıklarını gözönünde bulunduruyor musunuz?

a) Evet b) hayır

13) Drama tekniklerini veya aktivitelerini her konuda veya alanda (turizm, ekonomi, mühendislik, günlük yaşam, vs.) uygulayabiliyor musunuz?

a) Evet b) Hayır

14) Aynı türdeki aktiviteleri (bir alış-veriş olayını canlandırma gibi) dil öğrenme süresi içerisinde farklı seviyelerde (başlangıç, orta, ileri dil seviyeleri) kullanıyor musunuz?

a) Evet b) Hayır

15) Herhangi bir oyunu oynarken veya benzeri bir faaliyette bulunulduğu sırada, öğrencilerin isteksiz oldukları durumlarda nasıl davranıyorsunuz?

a) İlgisiz öğrencileri kendi hallerine bırakıyorum.

b) İsteksiz öğrencilerin ilgilerini aktiviteye çekmek ve istekli olarak katılımlarını sağlamak için elimden geleni yapıyorum.

c) İsteksiz öğrencileri aktiviteye kaulmaları için zorluyorum.

16) Aktivite:

- a) Belirlenen bir çerçeve içinde uygulanıyor.
- b) Öğrencilerin yaratıcılıklarını kullanmalarına ve oyundaki konuyu geliştirmelerine olanak tanıyor.
- c) Öğrencilerin yaratıcılıklarını kullanmalarına belirlenen çerçevede olanak tanıyor.

17) Anadil, aktivitenin uygulanması sırasında ne oranda kullanılıyor?

- a) %90-%75 b) %74-%50 c) %49-%25 d) %24-%01 e) %0

18) Aktiviteler, öğretmen-öğrenci ilişkisini:

- a) Geliştirici niteliktedir.
- b) Geliştirici nitelikte değildir.

19) Drama tekniklerinin veya aktivitelerinin kullanımı aşağıdakilerden en çok hangisini sağlamaktadır?

- a) Sınıf içindeki bireylerin birbirleri ile olan iletişimlerini geliştirmektedir.
- b) Konuyu pekiştirmektedir.
- c) Öğrenilen konunun kalıcı olmasını sağlamaktadır.
- d) Bireylerin kendilerine güvenlerini kazanmalarına yardımcı olmaktadır.
- e) Vakit doldurmaya yardımcı olmaktadır.
- f) Yukarıdakilerin tümünü sağlamaktadır.

20) Drama tekniklerini veya aktivitelerini uygulamaya geçmeden önce:

- a) Rahat bir ortam oluşturmaya çalışıyorum.
- b) Direkt olarak aktivitelerin uygulanması hazırlıklarına geçiyorum.

21) Drama tekniklerinin veya aktivitelerinin sınıflandırılması ile ilgili dört kategoriden en fazla hangisini uyguluyorsunuz?

- a) Giriş alıştırmaları
- b) Gözleme
- c) Yorumlama
- d) Yaratıcılık ve buluş

22) Drama tekniklerini veya aktivitelerini kullanma nedeniniz aşağıdakilerden hangisine uymaktadır.

- a) Uygulamakta olduğumuz İletişimsel Yaklaşım'ın (Communicative Approach) bir gereği olması.
- b) Kitapta bu tür aktivitelerle ilgili bölümlerin bulunması.
- c) Konuyu sunarken, pekiştirici ve çekici bir unsur olması.
- d) Dersten artan zamanda vakit dolduracak türde aktivitelerin olması.
- e) Yapı olarak verilen unsurların çeşitli durumlar içindeki kullanımlarını göstermesi.
- f) Kullanım ve anlamı birarada veriyor olması.
- g) Öğrencinin derse katılımını büyük ölçüde sağlaması.
- h) Konunun daha gerçekçi durumlarda kullanılmasını göstermesi.

23) Sınıf ortamını aktivitelere bağlantılı olarak düzenleme konusunda aşağıdakilerden hangilerini gözönünde bulunduruyorsunuz?

- a) Fiziksel ortamı mümkün olduğunca kullandığım aktivitenin gereğine uygun olarak düzenlemeye çalışıyorum.
- b) Fiziksel ortamı arasıra aktivitenin gereklerine göre düzenlemeye çalışıyorum.
- c) Fiziksel ortam tesadüfen aktivitenin gereğine göre düzenlenmiş olabiliyor.
- d) Fiziksel ortamı öğrencilerin belleklerinde tasavvur etmelerini istiyorum.
- e) Fiziksel ortamın uygunluğuna pek fazla önem vermiyorum.

24) Drama tekniklerini veya aktivitelerini uygularken kullanılan dili her aktivitenin gereğine göre aşağıdaki gruplamaya uygun olarak kullanıyor musunuz?

I) Gösterim Dili

II) Anlatım Dili

III) Geçiş (grup içinde) Belirten dil unsurları.

- a) Evet
- b) Hayır

INSTRUCTOR'S QUESTIONNAIRE FORM

Dear Colleague,

This questionnaire is designed to determine how and to what degree the Dramatic Techniques or Activities as a part of the current approach - Communicative Approach - are used in the English Preparatory School of the University of Gaziantep.

The data obtained from this questionnaire will be analyzed only according to the aim explained above and the results of it will give light on constructing some propositions on the use of the Dramatic Techniques or Activities in a more efficient way in the English Preparatory Classes. The answers for the questions in the form will never be used for any other aim.

Thank you for your attributions.

Res. Asst. Sule (OZBERK) EMRE

Fen. Ed. Fak.

Ingiliz Dili ve Ed.

1) Tick 5 of the Drama Techniques or Activities which you use upmost during your English lessons.

- a) Word - play**
- b) Problem solving**
- c) Use of Literary Texts**
- d) Games**
- e) Role play**
- f) Puppets**
- g) Diorama**
- h) Dramatization**
- i) Poems**
- j) Songs**
- k) Simulation**
- l) Improvisation**

2) When do you use Drama Techniques most during the lesson hour?

- a) During presentation phase**
- b) During practice phase**
- c) During reinforcement phase**

3) Do you have an explanation for your students before the application of the Drama Techniques or Activities?

- a) Yes**
- b) No**

4) Do you have an preparation altogether with the class members?

a) Yes

b) No

5) Which of the below you use much while explaining any pattern,(word,etc)?

a) I explain it by grammer

b) I give the meaning of the pattern directly

**c) I try to explain the pattern mostly by means of improvisation or game. Otherwise,
I give the meaning of it directly**

**d) I give the pattern in a context, such as paragraph story, game, etc., right from the
beginning of the lesson**

6) How often do you use Drama Techniques or Activities?

a) Often

b) Generally

c) Sometimes

d) Seldom

**7) Do you make the students use the language in the different forms according to the role and
status in the play while applying Drama Techniques or Activities.**

a) Yes

b) No

8) The content of the Drama Techniques or Activities used by the instructor and students in the classroom is:

- a) related to real life**
- b) not related to real life**

9) While using Drama Techniques or Activities:

- a) I keep the control and guide the students**
- b) I take a role together with the students in the activity**
- c) I never take part in the activity**

10) Do you motivate the students sufficiently for them to take part in the activity while applying the Drama Techniques or Activities?

- a) Yes**
- b) No**

11) The motivation required for taking part in the activity ;

- a) Is supplied by my directions**
- b) By itself during the application of the activity**
- c) Throughout the interest of the student**

12) Do you take care on the language level differences of students during the application of the Drama Techniques or Activity?

- a) Yes**
- b) No**

13) Could you apply the Drama Techniques or Activities on different subjects or fields (e.g. tourism, economy, engineering, daily life)?

a) Yes b) No

14) Do you use the same type of activities (e.g. dramatizing a shopping occasion) on different levels (e.g. beginning, intermediate, advanced language levels) in the language learning process?

a) Yes b) No

15) How do you react when the students are unwilling while taking a game or such activities?

- a) I leave unwilling students by themselves
- b) I try to take attention and participation of unwilling students
- c) I force unwilling students to take part in the activity

16) Activity:

- a) is applied in a certain frame
- b) gives way for the students to use their creativity and to improve the subject in the play
- c) gives way for the students to use their creativity in a certain frame

17) To what extent is the mother tongue being used during the application of the activity?

- a) %90-%75 d) %24-%01
- b) %74-%50 e) %0
- c) %49-%25

18) Activities are:

- a) Improving instructor-student relationship**
- b) Not improving instructor-student relationship**

19) Which of the following does the use of Drama Techniques or Activities supply most?

- a) They improve the in-class interaction among the members of the class**
- b) Reinforce the learned subject**
- c) They supply the permanance of the learned subject**
- d) They help the class members to gain self confidence**
- e) They help to fill time**
- f) All of the above**

20) Before the application of the Drama Techniques or Activities;

- a) I try to create a relaxed atmosphere**
- b) I directly pass to the preparations required for the application of the activities**

21) Which of the following four categories related to the classification of the Drama Techniques or Activities?

- a) Introductory exercises**
- b) Observation**
- c) Interpretation**
- d) Crativity and invention**

22) Which of the following is your aim in using the Drama Techniques or Activities?

- a) It is a necessity of the current approach- Communicative Approach**

- b) There are some parts in course books related to the activities
- c) It is a reinforcing and attractive feature while presenting the subject.
- d) There are time filling type of activities
- e) They show the use of the structural patterns in variable contexts.
- f) They give the use and the meaning together
- g) They supply the participation of the student in a great extent
- h) They show the use of the pattern in more realistic situations

23) To which of the following you pay attention on the preparation of the classroom setting?

- a) I try to prepare the physical setting mostly according to the necessities of the activity.
- b) I try to prepare the physical setting sometimes according to the necessities of the activity.
- c) The physical setting could appear according to the necessities of the activity by chance.
- d) I ask the students to imagine the physical setting in their minds.
- e) I don't pay more attention to the suitability of the physical setting.

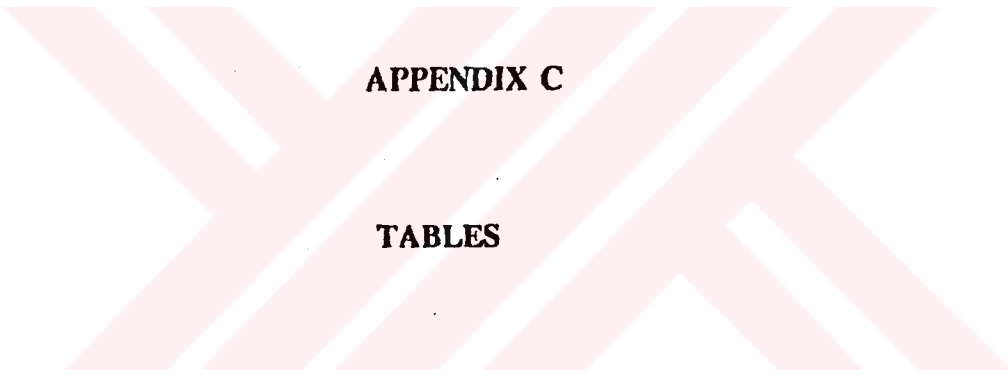
24) Do you use the language according to the classification of it below through the requirements?

I) Performance Language

II) Discussion Language

III) Transactional Language

- a) Yes b) No



APPENDIX C

TABLES

TABLE 25

OBSERVED DATA	EXPECTED DATA	(O-E) SQ/E
3	2.44	.11
10	8.7	.02
6	7.66	.16
11	11.55	.03
40	41.28	.39
38	36.33	.08

0.79

TABLE 26

OBSERVED DATA	EXPECTED DATA	(O-E) SQ/E
16	14.81	.07
3	4.00	.26
69	70.18	.01
20	18.99	.05

0.39

TABLE 27

OBSERVED DATA	EXPECTED DATA	(O-E) SQ/E
16	11.15	1.99
48	52.84	.42
3	7.66	2.90
41	36.33	.62

5.93

TABLE 28

OBSERVED DATA	EXPECTED DATA	(O-E) SO/E
2	7.32	3.86
40	34.67	.81
0	1.74	1.74
10	8.25	.37
9	5.92	1.60
25	28.07	.33
8	4.00	4
15	18.99	.83

7.81

TABLE 29

OBSERVED DATA	EXPECTED DATA	(O-E) SO/E
1	.69	.13
3	3.30	.02
11	5.05	7.01
18	23.94	1.47
6	8.88	.93
45	42.11	.19
1	4.35	4
24		2.57

7.81

TABLE 30

OBSERVED DATA	EXPECTED DATA	(O-E) SQ/E
15	8.71	4.54
35	41.28	.95
4	10.28	3.83
55	45.41	.81

TABLE 31

10.13

OBSERVED DATA	EXPECTED DATA	(O-E) SQ/E
19	15.51	.78
70	73.48	.16
0	3.31	3.31
19	15.68	.70
0	.17	.17
1	.82	.04

TABLE 32

5.16

OBSERVED DATA	EXPECTED DATA	(O-E) SQ/E
15	9.23	3.60
38	43.76	.75
3	7.49	2.69
40	35.50	.57
1	2.26	.70
12	10.73	.15

8.46

TABLE 33

OBSERVED DATA	EXPECTED DATA	(O-E) SQ/E
18	13.42	1.56
59	63.57	.32
1	5.57	3.75
31	26.42	.79

6.42

TABLE 34

OBSERVED DATA	EXPECTED DATA	(O-E) SQ/E
1	5.22	3.42
29	24.77	.72
9	6.27	1.18
27	29.72	.24
9	7.49	.30
34	35.50	.06

5.92

TABLE 35

OBSERVED DATA	EXPECTED DATA	(O-E) SQ/E
15	7.49	7.53
28	35.50	1.58
4	11.50	4.89
62	54.49	1.04

15.04

TABLE 36

OBSERVED DATA	EXPECTED DATA	(O-E) SQ/E
10	7.32	1.29
32	34.67	.26
8	11.50	.82
	54.49	.16

2.53

TABLE 37

OBSERVED DATA	EXPECTED DATA	(O-E) SQ/E
16	11.33	2.47
49	53.66	.50
2	7.49	3.47
41	35.50	.75

TABLE 38

7.19

OBSERVED DATA	EXPECTED DATA	(O-E) SQ/E
2	4.00	1.01
21	18.99	.22
15	12.89	.35
59	61.10	.08
2	2.09	.01
10	9.90	.01

TABLE 39

1.68

OBSERVED DATA	EXPECTED DATA	(O-E) SQ/E
5	7.49	.84
38	35.50	.18
8	5.75	.88
25	27.24	.19
6	5.75	.01
27	27.24	.01

2.11

TABLE 40

OBSERVED DATA	EXPECTED DATA	(O-E) SQ/E
2	1.22	.49
5	5.77	.10
0	4.85	4.85
23	18.99	.84
3	4.70	.61
24	22.29	.13
12	6.44	4.80
25	30.55	1.00
2	2.61	.14
13	12.38	.03

TABLE 41

9.48

OBSERVED DATA	EXPECTED DATA	(O-E) SQ/E
18	16.38	.16
76	77.61	.04
1	2.61	1.01
14	12.38	.21

1.42

TABLE 42

OBSERVED DATA	EXPECTED DATA	(O-E) SQ/E
3	2.09	.39
9	9.90	.08
4	4.18	.01
20	19.81	.01
4	6.10	.72
31	28.89	.15
1	2.78	1.13
15	13.21	.24
0	.52	.52
3	2.47	.11
8	3.83	4.54
12	18.16	2.08

9.98

TABLE 43

OBSERVED DATA	EXPECTED DATA	(O-E) SQ/E
11	12.55	.20
61	59.44	.04
8	6.44	.38
29	30.55	.08

.70