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ÇAĞ UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE TEACHING

**TEACHING COLLEGE LEVEL ENGLISH VOCABULARY
THROUGH DRAMA**

THESIS BY

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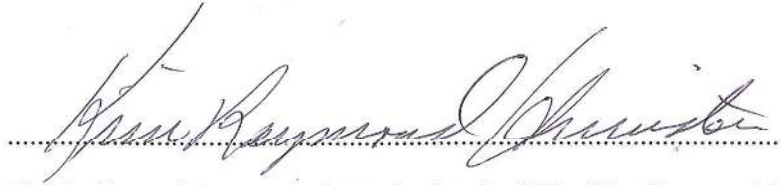
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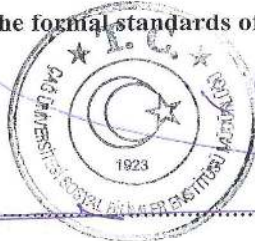


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Hakkı ŞİMŞEK

ÖZET

ÜNİVERSİTE DÜZEYİNDE DRAMA YOLUYLA İNGİLİZCE KELİME ÖĞRETİMİ

Hakkı ŞİMŞEK

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Dil öğretiminde İngilizce kelime öğretimi en zorlu alanlardan biridir çünkü bir dildeki kelime sayısı oldukça çoktur. Bir dilde bütün olası durumlarda iletişim kurabilmek için kişinin çok iyi kelime bilgisine sahip olması gerekir; fakat Türkiye şartlarında İngilizce kelime bilgisinde yeterli olmak oldukça uzun bir süre almaktadır çünkü İngilizce eğitim sistemimizde yabancı dil olarak öğrenilmektedir. Öğrencilerin sınıf dışında hedef dili kullanma şansları olmadığı için öğrenilen öğeler kolayca unutuluyor. Bu problemin üstesinden gelebilmek için bilgi kartı, anahtar kelime, oyunlar, resimler, çizimler gibi birçok yöntem eğitimciler tarafından dil sınıflarında uyarlandı ve kullanıldı fakat ne yazık ki eğitimciler dersin sonunda sadece kelimelerin Türkçe karşılıklarını verdi. Yani kelime öğeleri unutulmaya terkedildi.

Bu problemleri akılda tutarak hazırlanan bu çalışmanın amacı üniversite seviyesi öğrencilerde drama yoluyla kelime öğretiminin etkilerini görmektir. Çalışma Adıyaman Üniversitesi Gölbaşı Meslek Yüksekokulu Turizm ve Otel İşletmeciliği bölümü öğrencileriyle gerçekleştirildi. Kelime öğrenme puanları ön-test ve son-test ölçekleriyle yapıldı. Öğrencilerin drama yoluyla kelime öğrenimindeki görüşleri için de tutum anketi uygulanmıştır.

Çalışmanın sonucunda katılımcıların drama aktiviteleriyle kelime öğrenmeye istekli oldukları görülmüş ve drama aktivitelerinden önce ve sonra yapılan test sonuçları arasında da anlamlı bir fark olduğu tespit edilmiştir.

Anahtar Kelimeler: Kelime Öğretimi, Drama Temelli Kelime Öğretimi

ABSTRACT

TEACHING COLLEGE LEVEL ENGLISH VOCABULARY THROUGH DRAMA

Hakkı ŞİMŞEK

Master of Arts, Department of English Language Teaching

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Teaching English vocabulary is one of the challenging areas in language teaching because the number of the vocabulary items in a language are numerous. To communicate in a language in all possible situations one needs a good knowledge of vocabulary; however, it takes quite a long time to be competent in English vocabulary in Turkey's context since English is learned as a foreign language in our education system. Learners do not have chance to practice the target language outside the classroom thus, they easily forget what is learned due to lack of practice. To overcome these problems various techniques such as flashcards, keywords, games, pictures, drawings etc. are adapted and applied by the instructors in language classrooms; however, unfortunately, the instructors just ended up giving the Turkish equivalent of the words at the end of the class. Namely the vocabulary items fall into disuse.

With these problems in mind the aim of this study is to see the effects of using drama in vocabulary teaching on college level students. The study was carried out in Gölbaşı Vocational School of Adıyaman University with the students of tourism and hospitality management department. The data was collected through a pre-test and post-test for vocabulary learning scores and an attitude questionnaire was applied to the participants.

At the end of the study it is found out that the participants were eager to learn vocabulary through drama activities and the analysis of the test scores showed that there is a significant difference between the test scores before and after applying the drama activities.

Key Words: Teaching Vocabulary, Drama Based Vocabulary Teaching

ABBREVIATIONS

ALM	: Audio-Lingual method
CLT	: Communicative Language Teaching
DM	: The Direct Method
EF	: Education First
EFL	: English as a Foreign Language
ELT	: English Language Teaching
EPI	: The English Proficiency Index
ESL	: English as a Second Language
FL	: Foreign Language
GTM	: Grammar Translation Method
L1	: First Language
L2	: Second Language
SL	: Second Language
TESOL	: Teaching English to Speakers of Other Languages
VLSs	: Vocabulary Learning Strategies

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CHAPTER I

1. INTRODUCTION

This chapter intends to present an overview of the present study Teaching College Level English Vocabulary Through Drama. This chapter will discuss the background of the study, statement of the problem, the aim of the study, research questions and limitations.

1.1. General Background of the Study

Every instructor has his or her own methods which they apply in their classrooms according to the needs of the target audience in English language teaching. Many times we see these methods as integrated with the four basic skills of English instruction, listening, speaking, reading, and writing. While instructing they highlight one skill or choose different methods and techniques. As we all know, these are the absolute musts of English instruction; however, one thing should never be forgotten in English instruction: The importance of vocabulary.

In its simplest definition vocabulary is all the words of a language. In our country we all learn English as a foreign language so, our students do not have chance to practice the target language in everyday use. As a result, the number of the words used in a classroom environment stays limited or the words are dependent on the knowledge of the instructor. The language acquired in that case stays limited. With these things in mind we can say that without sufficient vocabulary in English language teaching, classroom interaction can be interrupted or even comes to a stop. In order to solve this vocabulary problem various techniques are adapted and applied by the

instructors. They use flashcards, keywords, games, pictures, drawings etc. Unfortunately, as a former foreign language (FL) learner our instructors just ended up giving the Turkish equivalent of the words. To be frank as a current instructor many times I also have to share the same tragic end.

With these things in mind while searching ways to overcome my students' vocabulary problem a famous old American proverb came to my mind which I heard first from my drama instructor in my university years. "Tell me, and I'll forget. Show me, and I may not remember. Involve me, and I'll understand". To me this proverb clearly explains a successful English instruction. It is quite known that when the learners are engaged in the teaching process we obtain better results. However, it is not always easy to engage students in this process. If the target audience is made up of children, it is easy to take their attention with topics including games or plays, but if the audience is adults or young adults the situation changes. These learners have different interests, aims, needs, or expectations while learning English, so it is a hard work to engage them in learning process. The instructors have to put a lot of effort into teaching. They need to have a good knowledge of the language and all the background knowledge to apply this integration to classroom. While doing this different techniques and methods should be used to motivate the learners.

One of the most effective ways to motivate the learners to take part in the learning process is drama. When drama applied into teaching environment learners can take part in a dialogue, act out a role or simply say a few sentences. Even with these small integrations the words they memorize or say can be stored in the long term memory because of actively taking part in the contextualized learning process as it is mentioned in the proverb. They will be involved so they will understand.

At first, in this context it is important to realize that drama does not mean a mere theatre performance on stage in front of the audience, it is more like integrating the various aspects of the drama into teaching process. The main aim here is to involve and stimulate the students' feelings and imagination into teaching. On the other hand while using drama in classrooms we do not fully exclude all its elements. On the topic Wessels says that "Drama in education uses the same tools employed by actors in the theatre. In particular, it uses improvisation and mime." she also mentions that while in theatre everything is for the audience but in classroom everything is for the benefit of the learners (1987:8).

Drama helps learners in many areas. While practicing the real language students find themselves in different situations which are important in widening their imagination. It also develops their self-confidence while performing or using the target language in front of the teacher or their friends. They involve their emotions and mimics into their role which is helpful for their creativity. In English classrooms we can integrate role play, simulation, guided improvisation and acting play scripts into the activities. While doing these activities we can change the content according to our students' fields of interests. For instance as I am teaching in Adıyaman University in the South Eastern part of Turkey I chose play scripts from the local sagas or love stories like Mem-i Zin or Mount Nemrut myths. With the topics of interest and active participation learning foreign language vocabulary can be interesting and effective for young adult learners. Also it is well known that vocabulary plays an important role for learners to be proficient enough in English in college.

1.2. Statement of the Problem

As it is mentioned above using drama in teaching may provide benefits for our students; however, it is quite rare to encounter an instructor using drama techniques in classrooms regardless of the level or grade in institutions from primary school to college level. There are some reasons behind this situation. First of all, according to many, drama is a mere theatre, where people just memorize sentences or dialogues and it has nothing to promote learning. Another reason is that instructors do not have enough knowledge what to do with drama and how to adapt it to a classroom environment and use it for the benefit of the learners. Some of them may have enough knowledge about using drama; however, since they know it is a tiring and time consuming process they reject to use this method in their classes. They just use grammar translation method or following a course book seems easier for them. They, in a way, escape giving their all effort into teaching. As a result instructors do not use drama techniques in the classrooms.

Drama is not the unique method of teaching of course, but for vocabulary learning it is quite beneficial. It is quite known that when a new vocabulary item is introduced in the classroom the best way to teach is writing the Turkish equivalent of the word on the board or just showing pictures; this is one the mostly used methods by many of the instructors of English for ages. Another popular method is writing the word and its equivalent 10 or more times. When I was working in a secondary school as a substitute teacher, I even heard from my students that they used to draw the pictures of the words. When I controlled their notebooks I could only find 50 words and pages of drawings in a whole semester. Thus, with these kind of classical methods students memorize the vocabulary for a time or in a way they visualize the image of the

vocabulary in their minds but nothing more, as a result they cannot use them in sentences or many of them forget the meanings easily after a short time. At this point we can say that using drama activities may be a good solution for vocabulary instruction.

1.3. The Aim of the Study

With these things in mind as an instructor of English in University level, I decided applying drama in English Classrooms to promote vocabulary teaching. Because one of the biggest challenges that faced in English Instruction in universities today is non-native students' lack of vocabulary. Thus, the aim of this study is to see the effects of using drama in vocabulary teaching on college level students.

1.4. Research Questions

- 1- How effective is using drama for vocabulary teaching in college level?
- 2- Does drama activities have an impact on college level learners' success in learning vocabulary?
- 3- What are the attitudes of the students towards learning vocabulary through drama?

1.5. Limitations

Several limitations can be noted for this study. First of all the study was carried out with the vocational school students in Adiyaman University which mean that different results may occur if it was conducted in a faculty or with the school of foreign languages students or prep class students.

Also the students were in tourism and hospitality management department and they have background knowledge of English from their high schools, this might have affected the results of the study a little bit, because of the prior vocabulary knowledge.

Furthermore the researcher worked with only one group, according to the feedback from his advisor and the other instructors during his three chapter defense. There was no control group in the study which made the study non-experimental. Another limitation was that there was almost no drama activities suitable to use in teaching environment so the researcher found applied drama activities which were quite time consuming.

CHAPTER II

2. LITERATURE REVIEW

2.1. Introduction

In this chapter the related literature is investigated in three parts. First of all the demand for learning English in our country is reviewed with highlighting the learners, their needs, interests, strong points and lacks. In the second part, the importance of vocabulary instruction, the need to learn vocabulary for learning a foreign language and its role in foreign language instruction is examined. Lastly, using drama and its forms in English Language Teaching (ELT), the reasons to use drama, its benefits are investigated.

2.2. Interest in Learning English

As an English instructor, many times, we came across the popular question among FL learners: “Why we need English?” The answer in fact was quite easy: “To communicate.” If we go beyond; it is one of the most commonly spoken languages in the World by 53 countries as official language and by more than 400 million of people as the lingua franca. If this is not enough; English is the language of computers, aviation, diplomacy, tourism and science; if science is boring, it is the language of the media and film industry and more similar answers could be added.

English is recognized as a global language and it is seen as an international channel of communication by numerous people lately. Day by day with globalization and the improvements in technology the borders are disappearing and the entire World

turns into a huge single country in which all the bureaucracy, business, government and entertainment issues are provided with a valid language and it is English.

The families who are aware of this fact want their children to learn English or the young or adults with their own desires want to learn English in our country. However, foreign language learning and teaching is unfortunately unsuccessful in our country. As Aktaş states “it is a well-known fact that English language teaching/learning is problematic in Turkey” (2005, 89-101). Due to the lack of authentic language input teaching English in Turkey has certain problems.

2.2.1. Turkey’s English Deficit

In Turkey English instruction is a foreign language context, so learners could not find opportunities to use the target language and they cannot master English quickly in a short time. Of course this is not the solely reason, also in terms of instruction and lesson planning, we must admit that most of the time we fail and this made a bad contribution to the language learning process. As a result, after years of English instruction at school we see that many of the students cannot reach a desirable level of English to communicate. Let alone communication students cannot even follow simple texts or conversations in the target language. However, we have also examples of students who go abroad or enroll in private schools and in a short time they learn English, this is the other side of the coin.

Aktaş also suggests other reasons such as the efficacy of language teachers, student interest and motivation, instructional methods, learning environment and learning materials behind our language deficit. As Met says, if we start with the efficacy of language teachers; they must be skilled enough to see what is going on in the

classroom and monitor student behaviors and they have to be qualified enough to prepare suitable lesson plans for the audience in the classroom (1999). Furthermore teachers are models for students in all the branches but in English instruction this goes a bit far because most of the time it is known that imitating the instructor is a good way to be successful in English.

2.2.1.1. Efficacy of the Language Teachers

Teachers have great part in learning process thus they must be fully equipped with all the requirements and these are well education, experience and teaching abilities. However, experience is not always a key factor in teaching, many example can be given from our foreign language instructions that teachers of English more than 20 years come into class with a huge grammar book and all the lesson plan is made up of fill in the blanks and rewriting the given sentences, thus we cannot say that years of teaching is a good definer on foreign language teaching. On this issue Richardson says “it is found that teacher success is rooted in their being reflective rather than having worked for long” (2005).

As for students’ interest in learning and motivation, it can be said that motivation is one of the key components of success in classroom environment for educators (Dörnyei, 2001; Ellis, 1994). Winke states that teachers’ job is to motivate students by creating interesting tasks and engaging them with authentic materials and interest for further target language activities (2005).

2.2.1.2. Educational Method

Another reason stated by Aktaş is the educational method which is in other words educational background of the teachers as well as the experience. Basically this

view deals with the need of a balanced approach in teaching, not a fully meaning based or skill based education. On the topic Norris and Ortega states that teachers should not present all the teaching material implicitly because this results in boredom of the students because they will desire to communicate in the target language instead of just learning all the time (2000). Zurawsky's words define this in depth as follows: "There are many ways to draw attention to the form of a language (whole words, sentence structures, stress, and intonation patterns), depending on the student's aptitude, motivation, and previous experience and on the educational and learning goals of the student and the teaching program" (Zurawsky, 2006, p. 2).

2.2.1.3. Learning Material, Environment and the Learners

The other point highlighted by the researcher is learning material and the learning environment. These are also inseparable parts of instructional methods of the teacher. If a learner cannot combine what is learned with the target language this affects the motivation of the learner and all the learning process. VanPatten, Dvorak and Lee (1987, p.2) states the difference between first language (L1) and foreign language (FL) as follows: "... FL learning is essentially limited to a classroom within L1 environment." This clearly highlights the importance of using appropriate materials and classroom environment in which the learners can feel comfortable and communicate in the target language. So, how can we define a good teaching material? Hutchinson defines appropriate teaching materials as having a text which arouse curiosity, consists of enjoyable activities, providing learners with opportunities to show their skills and abilities as well as helping both the teacher and the learners maximize teaching and learning process (1987).

When it comes to strong and weaker parts of learners in our country it can be said that our students are good at grammar, writing and structure of the target language; however, they are weaker in terms of language production and understanding, namely, speaking, reading and listening. To give an example of this; as a senior student of English Language and Literature department, I took the highest grade in grammar test in our department when I was sent to Europa by Erasmus program, but at those days I could hardly speak and communicate and my voice was trembling and I was searching for the right word in conversations. This is clearly our current situation most of the time when we first encounter the English speaking environment.

Furthermore, this view is also supported by international surveys. According to The English Proficiency Index (EPI) Turkey is ranked as the 43rd among 44 countries, for instance we are behind the countries such as Chili, Saudi Arabia and Indonesia. What is pleasing is that we are ahead of Kazakhstan which is the worst of all ranked as 44th (EF, 2011). This survey was conducted by Education First (EF), the largest privately held education company. No matter how strong is a learner's knowledge of structure or grammar, this does not mean that this learner is proficient in English. Our students are strong in grammar but weak in speaking and listening. One should never forget that languages are all made up of structures and you can produce the target language if you know all the rules and grammar of that language.

All of the skills are important to apply and use in communication and connect with other people in English. With grammar based education one can just fill in the blanks or put the words in order to create a sentence but cannot produce speech. This view is in fact the weaker part of our English instruction. Unfortunately we cannot go beyond this most of the time. As Koru states; good English should include everyday

interactions, conversations both on the phone and on the internet, ability to write or answers e-mails, namely good English includes all means of communication. Unluckily, most of these cannot find place in our education system.

With these things in mind two questions occurs; “What is good English?” And “Where does it come from?” Though these are hard questions to answer, some determiners like level of globalization in a country, rate of internet access, development in economy and trade can be added as extrinsic factors other than the intrinsic ones highlighted above. Moreover, linguistics differences between language families can be listed as a drawback for Turkey’s bad English proficiency level. As we know English belong to Indo-European Language family whereas Turkish belongs to Ural-Altaic language family. All these examples could be prolonged as the reasons of Turkey’s language deficit; however, one of the most important point is ignored. It is the money invested on education. When the survey of EPI is investigated, it is seen that Turkey spends only \$12,708 dollars per student from 6 to 15 years old age. This means that the less the money is spent on education the worse the situation gets. Textbooks, materials, and quality getting worse day by day especially after using the books written and published in Turkey.

Another deficiency which is again ignored by the authorities is the age of the learners at which foreign language instruction began. The countries who are ranked at the top in English proficiency are the ones who made their students to start English instruction at first grade at the beginning of their education life. Children acquire languages at early ages better; however, in Turkey instruction begin at the fourth grade and provided by their class teacher not by an English teacher. So, they end up just

writing the Turkish equivalents of particular vocabulary such as colors, seasons or classroom items.

In this case, what our students need? Many times both as an instructor and as a language learner we witnessed numerous things on this foreign language learning process. We have been trained by old methods such as Grammar Translation Method (GTM) or we have been given Turkish sentences and asked to translate into the target language or the worse one was just giving the Turkish equivalents and asked to write the word 10 or 20 times. These were all took place in our language instruction history and generations were all thought with these old methods. However, there is one common point in all the methods or techniques. It is the necessity of having sufficient vocabulary knowledge.

2.3. What is Vocabulary?

What is vocabulary? The answer would probably be the words of a language or the words required to speak in a language or similar. The answers are correct because the field of vocabulary is the words; however, they are not enough. Vocabulary is not just single words it includes lexis, lexical chunks, phrases, etc. It is also true that vocabulary “refers to all the words in a language, the entire vocabulary of a language” (Barcroft, Sunderman, & Schmitt, 2011, p. 571). To make a clear definition we can say that vocabulary is words of language which can be made up of single items or phrases and chunks consist of several words.

It is quite known that FL and second language (SL) learners cannot understand and communicate in the target language if they do not have sufficient vocabulary. This view is supported by Coady and Thomas who stated that mastering vocabulary is at the

core of communication and understanding (1997). Decarrico argued that “vocabulary is central to language acquisition, whether the language is first, second, or foreign” (2001 p. 285). This view was also supported by Carter and Nunan, they argued that words are carrying cultural elements and learning vocabulary can be seen as the main aim of the learners who are trying to learn another language (2001).

Schmitt states that knowledge of vocabulary “contributes a very great deal to overall language success” (2010. p. 4). The vital role of vocabulary in learning another language is also supported by learners themselves as well as these given specialists of vocabulary. Most of the ESL and EFL students feel the necessity of having a good knowledge of vocabulary to express themselves.

First of all learners should understand the definition of vocabulary. In ELT vocabulary means lexical knowledge or word knowledge (Laufer & Goldstein, 2004). Lewis for instance defines vocabulary as lexical units and lexis as “the core or heart of language” (1993. p. 89). Lexical units can be defined as “an item that functions as a single meaning unit, regardless of the number of words it contains” (Schmitt, 2000, p. 2). Besides, Nandy (1994), Nation (2001), and Thornbury (2002) define vocabulary as a key linguistic component. Nandy’s definition of vocabulary is “When we speak of a person’s vocabulary, we mean the words he or she knows and it’s able to use” (1994. P. 1). Schmitt states that vocabulary does not only cover the word, it includes word families, inflections, and derivatives (2000) thus knowing the meaning of a word in the L1 is just an aspect of our vocabulary knowledge. It can be inferred from this view that in order to master a word, students have to recognize, comprehend and make use of the word that is taught.

2.3.1. The importance of Vocabulary on Teaching

The importance of vocabulary is highlighted by Wilkins in a comparative way with Grammar. “Without grammar very little can be conveyed; but without vocabulary nothing can be conveyed.” (Wilkins 1972:111). Also Wilkins says that without sufficient vocabulary in foreign language instruction learners cannot convey messages, understand the content of the course and surely fail to express their own ideas (1972). Without grammar or structure of a language if some vocabulary is known you can, to somehow, communicate and convey your message; however, if one does not know vocabulary he cannot communicate in the target language.

Moreover, Lewis moved the debate a bit further and argued that, “lexis is the core or heart of language” (1993p. 89). Students develop vocabulary as they get fluent and productive in the target language. So, the vocabulary knowledge they had stays limited and this force them to learn new vocabulary and the process is triggered with intrinsic needs. On the topic Schmitt notes that, “learners carry around dictionaries and not grammar books” (2010 p. 4). Learning vocabulary helps students to understand and communicate with each other and others from different countries.

With traditional methods, grammar or structure based education learners just follow what the books say or learn the words that are given; however, with a good knowledge of vocabulary they learn English for their own purposes. By the way if vocabulary is given just with the meaning in the learners’ mother tongue (L1) it works for nothing and cannot go beyond being pages of homework doomed to be forgotten. For years we have been given the meanings of the blocks of vocabulary and pages of meaning are attached to it and most of us forgot it just after the instructor checked our homework. On the issue Harmer says that "If we are really to teach students what words

mean and how they are used, we need to show them being used, together with other words, in context." (1991: p, 24). As it can be inferred from Christina, knowledge of a language is built upon words. (Cristina, 2010, p.170).

In Turkey's context where English is taught as an FL, learners need more practice to learn new vocabulary. Vocabulary is necessary for all communication; learners come across vocabulary in a daily basis and if not retained and repeated it will be probably lost after the first 24 hours. Nation says that vocabulary learning is an increasing process learners build new knowledge on each other day by day and it must be taught, learned and recycled (2001). This is important for a number of reasons. First of all, learners should encounter the words in rich contexts because learners remember the words easily when they use it in various contexts. Another thing is that as mentioned above, to prevent learners from forgetting the words a recycling is needed with homework or after class activities to store the vocabulary in the long term memory. As Socrates says "Learning is remembering". Thus it can be said that being able to remember the words after they are taught is the aim of learning.

2.3.2. Vocabulary Learning and Strategies

Vocabulary plays an important role in understanding any text in any language. On learning process it has a vital role in understanding the communication and develops the other skills. The importance of vocabulary on FL or on second language (SL) learning is highlighted by many writers and studies. Zimmerman for instance says that "vocabulary is central to language and of critical importance to the typical language learners" (1997, p. 5). It is obviously true that the more vocabulary the learners use, the more successful they will be in the target language both as an FL and SL. It is the core of learning another language. Richards and Renandya states the importance of

vocabulary in developing other language skills as: “vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write” (2002. p. 255). They also underlined that without sufficient vocabulary and required strategies to acquire new vocabulary, learners would probably fail in using their exact capacity in the target language in different situations such as watching TV, listening to the radio, reading or communicating with the native speakers because of the lack of accurate input.

As is it seen even vocabulary learning needs strategies and McCarten states that Vocabulary Learning Strategies (VLSs) occurs not only because of the importance of vocabulary but also because of the fact that learning and using the vocabulary is one of the most important contradictions for FL learners (2007). Many examples can be given on the topic. The learners of English as a second language (ESL) and English as a foreign language (EFL), are required to learn lots of vocabulary to understand what they are reading and to be proficient in the target language (Laufer, 1992; Schmitt & McCarthy, 1997; Nation, 2001; McCarten, 2007). Having a knowledge of 3000 word families is needed for effective reading at the college level whereas 5000 word families is enough for academic success (Nation, 1990; Schmitt & McCarthy, 1997). Thus the teachers of college have to search for new ways to promote vocabulary knowledge of the students. Brown says that what the teachers should do is to teach the pupils how to learn; however, unfortunately most of the time teachers just deliver the language and spends most of the time on this, not on how the learners receives the language which is by far important than the previous.(2001). Moreover he states that most of the students are unaware of the tricks that they can use in achieving language learning successfully (2001, p. 208). VLSs can make them to take their own learning responsibility. Nation

also suggests that with using VLSs language learners can acquire great amounts of vocabulary (2001).

Another reason to label vocabulary learning as a hard work for ESL and EFL learners is that learning a word is a profound process which involves changing levels of knowledge (Nation, 2001; Schmitt, 2000). That is to say, knowing a word means more than just knowing its equivalent in the L1 or similar meanings in L2. Nation, Carter and Nunan states that it involves deeper process such as recognizing its form (spelling, derivations, pronunciation), grammatical properties, functions and the contexts it is used in (2001). According to them these are necessities of mastering vocabulary and certainly making a teacher's job harder. If learners master vocabulary to some extent with the help of VLSs, this can help instructors to assist learners in mastering other skills. Likewise, Schmitt and McCarthy underline the necessity of assisting learners how to learn vocabulary on their own since it is almost impossible to acquire all the vocabulary they need in a classroom environment. Thus the teachers' role is to be aware of the VLSs and assist their students to adopt these strategies (1997).

2.3.3. The History of Vocabulary Teaching and Learning

The value of vocabulary both in teaching and learning has been underestimated by teachers and SL and FL learners. Many teachers thought that vocabulary acquisition could happen by itself (Nation, 1990; Decarrico, 2001; Richards & Renandya, 2002). As a result as Zimmerman states, grammar remained at the forefront. (, 1997). To see the place of vocabulary in ELT history let's have a look at four main methods Grammar Translation Method (GTM), The Direct Method (DM), Audio-Lingual method (ALM), and Communicative Language Teaching (CLT).

As Zimmerman says, GTM dominated SL and FL teaching beginning from the second half of the eighteenth century to 1920's. As the name suggests the main aim is to teach grammar rules and their usage to learners by giving explanations in the native tongue of the learners. Vocabulary is presented to learners by dictionaries and sets of vocabulary items together with equivalents. The students are expected to memorize these words.

More emphasis is given to vocabulary during the years in which direct method (DM) was popular. In this method communication abilities of the learners were dealt with. Thus target language is used as a mean of instruction. Grammatical structures or the translation to native language of the learners were not used. In this method direct instruction in the target language is used communicatively. So the students ended with everyday vocabulary linked with daily life phrases rather than grammatical structures. Memorization of the new vocabulary left its place to the everyday usage of the words. In other words, vocabulary were linked with real life situations rather than made up patterns (Zimmerman, 1997, p. 9).

With the Audio-Lingual Method (ALM) introduced by Charles Fries in 1945, the increase in the necessity of vocabulary provided by DM began to decrease. ALM mainly focused on teaching pronunciation and grammar through oral drilling and examples and its priority was acquisition of structure. In terms of vocabulary it resembled GTM. Vocabulary is presented as new, simple and familiar lists together with their equivalents in L1 (Zimmerman, 1997). The supporters of this method believed that learning a language is habit formation so new vocabulary has to be repeated in the context to be fully understood.

Beginning from 1970, Communicative Language Teaching (CLT), a new approach was introduced by British linguists and different methods emerged with the introduction of CLT, such as the Natural Approach, Cooperative Language Learning and the Task-Based Instruction. Developing communicative competence of learners through teaching the four skills (reading, writing, listening, and speaking) rather than focusing on structures was the main goal of this method. Its aim was developing fluency rather than accuracy and “consequently shifted the focus from sentence-level to discourse –level function (e.g., request, greeting, apologies, and so on)” (Decarrico, 2001, p. 286). Thanks to this approach, the value of vocabulary had been realized again. This approach can be labeled as “re-thinking of the role of vocabulary” (Thornbury, 2002, p. 14). Wilkins (1972, as cited in Oxford, 1990), one of the pioneers of (CLT) syllabuses, remarked the role of mastering vocabulary in language learning as important as its grammar. With this method and recognition, learning vocabulary has been a different area in teaching.

When it comes to our day, we can ask ourselves which method should learners and instructors follow in order to learn and teach vocabulary? The answer lies in the words of Rodgers who says in one of his speech that “methods die.”(2013). He adds that teachers and learners are free to use and apply any method or technique as far as they feel these meet their needs and make them reach to target. Within the light of Rodgers’ word about methods the researcher of this paper decided to work on teaching vocabulary in college level through drama.

2.4. What is Drama?

The common notion that drama and the theatre are the same is wrong. When these two words linguistically investigated it is seen that both comes from Greek and

“Drama” comes from "dra(n)", meaning "to do", "Theater" comes from "thea" (-sthai), meaning "to view". The latter means performance whereas the first means action. (Rauen. 1990. p.273). These are the universal dimensions of the term drama. When it comes to educational aspect there are other terms to define drama. Educational dimensions include *developmental drama* (Cook, 1917:9), *creative dramatics* (Ward, 1930:15), *educational drama* (Way, 1967:10), *mantle of the expert* (Bolton, 1985; Heathcote & Herbert, 1985: 23), *informal drama* (Wagner, 1998:25) and *process drama* (O’Neill, 1995:10).

Hubbard et al as cited in Davies, states that drama can be defined in many ways. It can be marked as a blanket term covering "a wide range of oral activities that have an element of creativity present" (1990). Drama provides an opportunity for learners to express themselves verbally with expressions and gestures through imagination and memorization. The basic idea here is to develop a creative drama environment which suggests that learners need to play and act in the process of learning (Redington, 1983). Upon realizing this requirement, creative drama began to be used more in education. Besides, according to Maley and Duff as cited in Sam, drama reveals imagination and energy and these can be viewed as educational objectives (1990). On the topic Fernandez and Coil (as cited in Sam) says that thanks to drama learners exercise their imagination and senses and this makes learning realistic and meaningful (1990).

The related literature for drama supports the idea that creative drama is designed for the learners’ development rather than practicing for a performance in front of an audience (Freeman, Sullivan and Fulton, 2003:56). According to The Children’s Theatre Association of America the definition of creative drama is “an improvisational

non-exhibitional, process-centered forms of drama that participants are guided by a leader to imagine, reflect and enact upon human experience” (Davis&Behm, 1978:77).

Though supporters and specialists of creative drama have differed in their opinions there is one common feature of it: “Creative drama is always improvised (Ward, 1930: 23). Many people believe that special preparation is needed both for the learners and teachers; however, Shakespeare’s words from his world famous play *As you like it*, clearly defines the process. “All the world's a stage, and all the men and women merely players” *Act 2, scene 7, (139–143)*. So there is no need to get ready because it is in our nature. The life itself is an act. The learners can act out a story with their own words that they are familiar beforehand or act out a dialogue that they have written from a story. The learners are both a part of the acting and observers of the others in the dialogue for instance which emerges interaction with each other forms a desired learning environment in the classroom. Moreover Siks states that existence of a leader who guides the learners through the story or acting by imagining and reflecting is effective in terms of learning (1958. p. 45). Maley and Duff also stress that the words of other people can turn into the ashes in the learners mouth as long as they have been memorized (1984. p,12) and Kelner says that this allows them to translate different aspects into meaningful forms by synthesizing (1985, p.4).

2.4.1. The Role of Drama in Teaching

Drama in teaching namely, creative drama, is nothing to do with the instruction of drama, however; it is learning through drama. As Cottrell says it is a kind of art for learners through which learners involve themselves in learning wholly and this process make use of imaginative thinking and creative expressions (1987. p. 45). When most

people think about drama they just visualize students memorizing lines, designing sets wearing costumes and make up (Coney& Kanel, 1997:8). However, the situation is not like this. That can be a scene from a theater performance but not drama in classroom. As Maley suggests; in a theater performance audience expects an alluring end but in classroom drama the process is important not the end of the activity and this make classroom drama process-centered not product-centered (1983:p.87). There are also other differences between theatre and drama; Gardy compares them as follows in terms of some certain elements (2000 p.98). The explanation of the table is also given below.

Table1. Differences between theatre and drama.

<u>Theatre</u>	<u>Drama</u>
Stage	Classroom, playing area, space
Scenery	Environment, setting
Actors	Students, participants, players, teacher-in-role
Director	Teacher, leader, facilitator, artist-teacher
Play script	Scenario, story, material, ideas
Rehearse	Practice, work on, experiment with, explore
Perform	Share, show, play out, dramatize, improvise
Audience	Observers, Peers
Critique	Assess, discuss, and reflect
PRODUCT	PROCESS

Theatre is performed on the stage; drama is applied in the classrooms. In theatre there is need for a special scenery such as a dungeon, waterfall or inside of a house etc.

whereas in educational drama the setting is the classroom with its own environment. In theatre the roles played by the trained actors; however, in drama students, participants and learners take place. There is a director in theatre but in drama teacher act as a facilitator rather than a director. Actors rehearse the roles in theatre; however, participants use practice, play out or improvise the roles. The theatre flows according to a play script whereas drama flows according to the materials, ideas of the participants or a story. Performances of the actors are important for theatre but in drama activities dramatizing, miming or improvising of the participants are important. The audience is an important part of theatre since all the performance for the admiration of them whereas in drama the audience is other peers or observers and all the drama activities are done for the sake of the participants themselves because the process is important. Critique is an important part of theatre; however, the important elements of in drama are assessment, discussion and reflection of the learning process. Lastly, product is the aim of theatre, and for drama process is the main goal since it puts the participants in the learning process.

Another view is that since most of the language teachers use ‘communicative approach’ they began to realize the value and effectiveness of drama in language teaching. Drama involves learners in the context and unavoidably an effective tool of communication which also includes gestures, mimics, body postures etc. Nevertheless, drama based activities are not so common in ELT books or other related materials that instructors use. In this context drama may be seen as an alternative approach to language teaching in which learners take part in real life conversations and may better understand the target language since they are engaged in the process of teaching not the product. Moreover social interaction emerges by being part of drama since emotions,

facial expressions, gestures and body movement are present in its nature. As a result drama frees learners from the precise boundaries of the course book or strict schedules.

When instructing learners we should put in mind that our duty is to satisfy their needs as a whole person. Effective language learning emerges if physical, mental, psychological and linguistic needs are met. At this point it can be said that drama is a key to reach this whole person need because it has all the elements mentioned above in itself. Drama converts traditional classrooms into a creative environment where all the learners draw on their own learning and experiences of course with the guidance of the teacher. With drama activities language classes turn into a free learning environment which arouse interest on the learners as the interaction grow. By being part of this friendly and joyful environment individuals find support from the others and with the support of the group and interaction effective learning process is provided.

To name some other valuable characteristics of drama the following views of the linguists can be given. According to Maley and Duff drama reveals imagination and energy which are important educational objectives (1978). Fernandez and Coil underlined that thanks to drama learners are encouraged to reflect their senses and imaginations so learning becomes more realistic and meaningful (1986). Dougill states that drama enhances social, intellectual and linguistic development of the learners when used as a tool in the classroom environment. When it comes to motivational aspect of drama the words of Mordecai can be given; drama increases motivation and these lead learners to work harder (1987). With drama learners in a way see the necessity of communication and therefore they concentrate themselves to learn.

Other than pure educational effects drama also have social aspects on the development of the learners. Early and Tarlington states that drama arouses a sense of responsibility among students and this trigger the co-operation (1983). Even shy and weak students cannot stay silent for too long in a drama based classroom and feel responsible to join a group and complete the tasks guided by the teacher. Drama also helps learners to solve their emotional and behavioral problems in itself or among each other as Stern suggests (1980). For instance in role playing activity a student puts him in one another's shoes and a sense of empathy unearths and this result in moral and social quality development in the learner (Scharengnive, 1970).

When it comes to the point of the teachers, Mordecai says that drama motivates teachers to meet the needs of the learners (1985). It is a way to understand the learners' ideas and thoughts, their feelings or role models etc. because as they take part in the drama activities they will give out clues about their need, interests, strong and weak points. And what the teacher should to here is to organize his/her classroom and teaching environments according to their needs or find and apply activities, strategies, etc. All in all the value of drama summed up by Stern who visualized it from psycholinguistic point as follows; with drama learners' self-esteem, motivation and empathy raised whereas their rejection to learning diminished, and all these made classrooms an appropriate environment for effective learning (1980).

2.4.2. The History of Drama in Education

Tough it may sound like a new concept using drama in education is not new. As Whiteson says Drama is a good platform to explore practical aspects of language (1996). Drama gives an opportunity to learners to develop communicative skills for

everyday use. When drama is used in language classrooms, the use of English arouses interests in the learners since it is something new and out of the traditional curriculum. Since drama is interactive and visual learners make enjoy the learning process and since senses are incorporated learners easily recall the previous inputs later.

Via states that drama was in use for educational purposes since the middle ages (as cited in Sam 1990). However, it has not played important roles in language teaching in the UK and the USA since 1970's. The most known footprints of drama in teaching could be seen in the classrooms of Heatcote and Bolton (as cited in Dodson 2000). They suggested teachers to use drama whatever they did. Bolton also viewed the drama as the center of the curriculum' and stated that drama and particularly role play 'has long been recognized as a valuable and valid means of mastering a language'. The pioneers who wrote books about using drama in language classrooms were Via (1976), Maley and Duff (1982) and Smith (1984). They all wrote their books based on experiences of using drama in language teaching. Their books included both practice and theory.

Day by day more authors began to follow these writers and got encouraged to apply drama activities in teaching language. For instance Vessels' book *Drama* (1987) is very useful that it provides basics of using drama and also activities. Ladousse also published a book similar to that of Vessels in 1987 and role play examples covered most of the book. There are also books that discussing the theories of theatre techniques and language learning. For instance the book written by Fleming in 1998 is devoted to describe how the teachers should use drama activities to enhance understanding and awareness of the culture of the target language. (As cited in Dodson) Kao and O'neil tries to explain technique and virtue of process drama and extended role play in which they integrated all skills to involve all the participants in the learning process. Books

including practical drama techniques and activities continue to come out. For example Whiteson is the editor of New Ways series of Teaching English to Speakers of Other Languages (TESOL). These series include games lessons plans and exercises which are all based on drama techniques.

2.4.3. Drama Techniques in Language Teaching

The relation between drama and language teaching naturally indispensable since the benefits of using drama can be observed in language instruction. Hamilton and McLeod underline the situation like:

“It is hard to imagine anything else that offers to language teachers such as wide variety of types of talks, for example monologues, paired speaking, role-plays, group discussions, reporting, talking in response to other stimuli, problem-solving, developing scenarios, acting out, etc. from explaining, complaining, praising, disagreeing to exhorting, apologizing and requesting – there is no language function that drama is not capable of easily encompassing” (1993: p.5).

Phillips also suggests that teachers “can use topics from other subjects: the children can act out the scene from history, or the life cycle of a frog; or he or she can work on the ideas and issues that run through the curriculum, such as sexism, respect for the environment and road safety.” (p. 8). When drama is used for educational purposes it is very beneficial for learners.

Nevertheless, it is quite difficult to label techniques of drama in language teaching. Watkins (as cited in Gaudart, 1990) states that there is not any universally proved and accepted of ideology of what is drama and what is its purpose in education. Holden (as cited in Gaudart, 1990), added that ‘drama applies to any activity which asks the student to portray himself in an imaginary situation; or to portray another person in an imaginary situation.’ Many answers were given to question “what is drama in education?” However, it is easier to define what drama is not in language instruction.

To start with it is not a theatre. Theatre includes performance but drama includes process. Theatre is done for audience; however, in the drama the aim is the participant itself. Drama could be used to increase self-awareness of the participants whereas theatre is used to catch attention of the audience. The examples can be multiplied. For instance Judith Hamilton lists what using drama techniques can mean:

She states that before drama activities learners are doing silent reading to get ready for the action. For instance in this study the researcher present the love story of Mem u Zin to the participants and make them read and analyze the events occurring in the story. Moreover as an in class activity, the researcher make the students continue the story within their own words and imagination. While doing this, the classroom turns into an atmosphere of concentration. Moreover, the learners share ideas, co-operate to encourage good behavior or change the weaker parts of their act or performance.

Another benefit of drama activities is the absence of discipline problems caused by bored, unmotivated learners since these activities make all the class to take part in the process. As a result even the silent or weak students join the activities. The thing that breaks the ice here is performing the activities in their own classroom environment. They do not need to go somewhere unfamiliar or prepare shows or acts for some other people. All the action takes place in the classroom in their regular hours. While one group performing the activity the others are watching their friends, namely there is no one to be ashamed of since everybody is familiar. Lastly, according to Hamilton, may be the best part of drama activities is that it allows learners use the target language willingly and without any fear of making mistakes or limitation (1993:12).

2.4.4. Types of Drama Activities

Jim Scrivener defines six of the most commonly used drama activities in English Languages Teaching classes, saying that “by bringing the outside world into the classroom, we can provide a lot of useful practice and there may also be a freeing from the constraints of culture and expected behavior, which can be personally and linguistically very liberating” (Scrivener: 363), and describes the most traditional activities as follow. In role-play, students act small scenes using their ideas or from ideas and information on role cards. Simulation is a large-scale role-play the intention here is to create a much more complete, complex ‘world’, say of a business company, television studio, etc. Drama games are short games that usually involve movement and imagination in which participants feel free to communicate. Guided improvisation is as the name suggests improvising a scene and the students join in one by one in character, until the whole scene takes on a life on its own. Acting play scripts is short written sketches or scenes that are acted by the students. In prepared improvised drama, students in small groups invent and rehearse a short scene or story that they perform for the others (Scrivener: 362). While teaching, instructors may use all of them or apply some of them according to the need and interest of the classroom. Let’s look at some of these in depth.

2.4.4.1. Improvisation in the form of Language Games

Landy makes definition of improvisation as an unscripted, unrehearsed, spontaneous set of actions as a reflection to the directions from a leader, indicating that whom to role play, where the case is and what the participants is doing there (1982. P.63). In other words improvisation is based on memory, observation, guessing and

interaction. Hayes (as cited in Davies), defines improvisation as a play without a script. As there is no script then there is no need to read from scripts or memorize. Students just take parts and enjoy the language learning process (1990).

Improvisation focuses on the characters, their roles in drama activities and traces of their imagination. The participants do not memorize a script or do what the instructor says, instead they behave freely which results in emerge of new thoughts and acts. What lies beneath improvisation is the idea that two individuals will not behave in the same way as the other in a given situation and also one individual will not behave similarly if that situation is given at different times (McNeece, 1983 p.15).

Jahanian says that there are numerous ways to introduce improvisation in teaching for instance with objects, such as clothing and costumes one can promote learners imagination or with a blue sheet one can represent the sky (1997:45). Improvisation is unscripted and unrehearsed thus just giving the participants where they are and what they need to represent would be enough to trigger. The rest is spontaneous acts of the learners for a given situation which is an advantage of improvisation for the learners to feel free in a learning environment. McCaslin states that the aim of improvisation is to help learners to discover their inner resources where imaginative ideas and strong feelings come (1990:118).

There are two types of improvisation; spontaneous and prepared improvisation. The first is an open ended process triggered by the teacher and the aim is to help learners to discover their inner resources and capabilities of language production freely. The instructor begins with talking to learners on a topic with the headlines and then asks to students for volunteers to talk on the topic and the process continues like this. With

spontaneous improvisation learners practice language and communication skills, they in a way have an opportunity to develop and experience language with playing roles and giving out emotions outside the traditional curriculum. The second type of improvisation is as the name suggests a prepared one where students make up a planned theme and follow it. As the improvisation continues the participants develop ideas, communicate and shape the process. Though this type is not favored by many it also gives students a chance to practice group work and organizing on given situations.

Although improvisation sounds good for learners to communicate and interact in a classroom environment it may also be challenging for learners. It is not easy to follow a dialogue or respond quickly in an unrehearsed situation. Facial expressions, gestures and body language will be inseparable parts of improvisation. Cotrell states that by improvising, learners create in their mind not only their lines of a conversation but also others' (1987.p.132). By the way the aim of improvisation is not to entertain the other members of the class but provide ability to self-express and break the barriers of language anxiety.

Improvisation changes the role of the teacher into a kind of side coach and emerges communication between students and the teacher. Teacher works as a guide and give small directions, the aim here is not to control all the activity but to improve their ability to communicate in unplanned situations.

2.4.4.2. Mime

Dougill (as cited in Davies, 1990) makes a definition of mime as 'a non-verbal representation of an idea or story through gesture, bodily movement and expression'. By mime learners get encouraged and this builds up self-confidence to do act out things

in front of the other members of the class. Mime develops learner's imagination and observation abilities. By mime learners support their memory with the help of visuals and recalls linguistic items when they are needed. Though mime doesn't use language it is quite awkward that it supports language learning. (As cited in Gaudart) Savignon states that mime make learners comfortable because the participants do not have to use language in front of the others thus the anxiety will lessen (1990). Dougill (as cited in Gaudart), supports this idea by saying that though the language is not used in mime its hidden potential unearths language before, during and after the activity (1990).

Mime can be applied both individually and in groups. A story of any kind can be read and then mimed in any situation. Also learners could be made to listen to any piece of information, news, or stories and mime what they heard. Other than these a group of writers Melville, Langenheim, Spaventa and Rinvolutri (as cited in Gaudart) states that although grammar could be mimed. They say that drills, questions propositions or phrasal verbs can be mimed (1990). On the other hand Long and Castanos (as cited in Gaudart, 1990) warn the instructors not to overestimate mime and use it during all the teaching process as the only method. There are three ways that mime can be used in teaching environments. The first is imagining in which learners see themselves in a given situation and act their roles. The second includes concrete forms of movements such as facial expressions and the third one is the group miming.

The drawback of mime could be underlined as the reluctance of the students to act. Though the audience namely the viewers of the class like and enjoy the mime they may reluctant to take part in this process. At this point the instructors have an obligation to design the lesson according to the needs of the class. This does not mean that instructors should insist on learners to take part in nor letting them to be the silent of the

class. Also the teacher or instructor should encourage the willing students not to break their interests otherwise they may get offended.

2.4.4.3. Role Play

Role play sounds familiar to most of us because it is the most accepted drama technique among instructors. Gaudart states that this technique is used by instructors in a number of different ways though the most common form of it to choose a dialogue, give roles to students and make them read the lines and correct the errors (1990. P.58). According to Ments the aim of role play in its simple definition is making someone imagine who they want to be and act in any given situation (1999:254). Role play makes learners to be anyone that they wish and allow them to feel in that way, Wrentschur and Altman states (2002:p.1).

Role play can be linked with any theme or any lesson plan in teaching and turns the classroom into a fun and creative environment in which learners practice verbal or non-verbal communications, interact with each other and so on. Dramatic plays, story dramatization and social drama, seminar style presentations, debates and interviews can be ranked as popular types of role play.

According to Athiemoolam the source of role play can be anything from reading passages to books, TV programs to learners own life experiences, namely borders are endless in role play (2004: p.65). The teachers' role in role play is creating environments to unearth students' interests in learning process. It is also vital to enable clear definitions and information to learners to support their confidence and lessen risks of getting offended in front of their peers. The purpose and the aim of role play should

be clearly explained beforehand or even a small part can be performed by the instructor so students can have an idea of what they are going to do.

Collier states that role play is proved to be an effective tool in teaching since learners are supported with visual aids, sounds, and movements in safer situations where they freely practice verbal and nonverbal communications (1997:p. 98). According to Kodotchigova role play prepares learners for communication in a different social and cultural context (2001:3) Curtain&Pesola states that this technique is successful in taking the attention and focus of the participants in the classroom. As learners prepare for role play activities, they benefit from adequate instruction and guidance, such hints that concerns vocabulary and grammar use (1988:p.169).

Ments makes a list of the advantages of role play. When Role play activities are applied in the classroom they enable students to express their hidden feelings. Since it creates a free and friendly environment students discuss private issues and problems with peers. These interactions enable students to empathize with others and understand their motivation; also it gives practice in various types of behavior, portrays social behavior and dynamics of group interaction both in formal and informal ways. Moreover, role play is motivational and effective because it involves action and emotional responses; also it provides rapid feedback for both students and instructors.

Another benefit of role play stated by Ments is that it is student-centered and addresses itself to the needs and concerns of the trainees; it enables the group to control content and pace, it also closes the gap between training and real life situations, which results in changes attitudes of the learners and permits training in the control of feelings and emotions. (1999:p.86).

The basics of all dramatic activity in education take its roots from role play. Thanks to role play learners develop a more sensitive understanding and see the world from others' perspective while practicing their language and movement skills. Phillips says that drama and role play allows learners to add emotion, experience and personality to what they have read and listened to (1999, p.7).

2.4.4.4. Simulation

Simulation can be defined as an activity in which learners discuss a problem in a previously defined setting. The participants can act themselves or others in simulation. Simulation activities can be divided into two social formulas which are made up of a series of dialogues such as greetings, introducing, or complaints about anything. The activities promote learners how to behave in a social situation. The other one is the community oriented tasks in which students deal with the given problems or situations such as shopping, buying a ticket at a train station or giving orders at a restaurant or checking in a hotel. These type of activities develop students' communication skills in a situation if they are happen to face in real life.

According to Jones (as cited in Gaudart) simulation is like a case study in which students become participants of an event, they have roles, functions and responsibilities in any defined setting (1990). In simulation teachers does not control the behaviors of the students conversely, learners contributes to the learning process. There is not a clear line between role play and simulation in fact. They overlap and can be called role-simulation. As Livingston (as cited in Gaudart) says in language instruction the differences between these two are not important, what is important is to provide learners with the opportunities of role play and simulation. (1990)

In a simulation activity as Gaudart states, a specific situation in which students can practice various communication skills like expressing opinions, convincing others, arguing, Giving opinions, problem solving, analyzing situations and so on can be found (1990). Though role play and simulations is used as forms of instruction in education for so long, after the 1960's simulations became more acceptable by educators. The value of simulations as an effective device for enhancing communication in the foreign language teaching classroom was formally recognized. Simulations in classrooms involve activities in which the students make decisions, negotiate with each other or solve defined problems. Any teaching materials like maps, cartoons, diagrams, interviews, newspaper and magazine can be tools of simulation, as well as the tools that can be found anywhere like leaves, sticks, stones and so on.

2.4.5. Advantages of Using Drama in Classroom

Drama enriches the learning and teaching process. It triggers the creative side of the students. It promotes improvisation with the language, stimulates imagination by including emotional aspects of a learners inner self. It arouses interest in the learner to use the target language since students act roles as if they were in the real life situation. They fully engage themselves in activities where they can move around the class, change positions and work with partners. While doing these activities, they experience the exact use of the target language in a natural way and they develop their communication and language skills. Teachers should forget that drama is a tool that supports learners to become users of the target language freely. With these in mind the benefits of drama can be viewed under these headings; imagination and creativity, motivation, learning styles, group work, and real life situations

2.4.5.1. Imagination and Creativity

According to Egan imagination is an ability to hold alternative concepts in mind and assess their suitability (1992 p .89). Applying creative drama in classroom is an effective tool in developing imagination. Drama requires the participants to envision possibilities and alternatives. Through drama activities imagination can be easily reinforced in the learners' minds since drama continuously evokes learners' imagination. According to Katz when a learner involved in a drama activity automatically practices many skills in his mind such as inventing, generating, speculating, assimilating, clarifying, inducing, deducing, analyzing, accommodating, selecting, refining, sequencing and judging (2000:p .77). Leyser states that through drama one can create imaginary situations and environments and all these enrich a learners thinking, imagination and creativity (1984 p.35) and Collins adds that drama makes students to send out their hidden individual voices and make them discover their individual strengths (1991 p.78).

2.4.5.2. Motivation

By using drama in education instructors motivate their students and help them understand what is being taught. Smith states that “motivation is a good word to summarize what drama gives us” (1984:278). If the instructor cannot take the learners attention on the topic the learners will surely fail to understand. Unfortunately most of the language classes are teacher – centered in which teacher just gives information and learners memorize some sort of structures or sets of vocabulary to be successful in a test. Instead of this traditional classroom environment; as Annarella states, a student centered class in which students take part in creative drama activities would be a good

environment for learners since this integrates learners to the learning process (1995 . p.5). When successfully applied this integration creates motivation and interest among learners. As a result active participation emerges in the classroom. To understand the importance of motivation in learning the words of Salema and Martins should be highlighted: they state that in a successful learning process motivation is more important than the meaningfulness (1984 .p.37). Dramatizing is in itself a motivating activity. While applying this students listen, think and speak in a way they live through all stages of learning, thus they can be so fascinated by the role that they lose themselves in the characters and this help them to overcome language anxiety. On the issue Pechov states that thanks to drama instructors began to overcome the worst enemies: silence and boredom of the students (1984 . p.4)

2.4.5.3. Learning Styles

It is well known that each individual has his or her unique ways of leaning. Some learns best visually, some by hearing, the other learns by touching or another learns best by emotions. These are what are called the learning style. In a classroom environment an instructor is likely to face students who have different learning types. Thus while planning a lesson instructors should consider all the students with different learning styles otherwise while some of the learners get successful the others may fail and discouraged. Gardner states that using drama is effective in teaching since it touches all these different learning styles and helps learners to understand and be successful (2003.p.25). As Nicholson states drama let all participants to communicate using the target language with visual, aural, kinesthetic and verbal styles. Thus with its elements drama reaches all the learning styles and learners could make best use of it according to their interests.

2.4.5.4. Real Life Situation

Many private language courses or curriculum specialists asserts that they based the teaching materials on real life situations. However, they just fail in creating these situations, because no course or subject or curriculum can teach the exact situation in which participants use the target language. O'Neill states that in drama activities learners live through drama with direct experience not made up situations (1995:89). Philips adds that since learners experience the emotions and rehearse the language during drama activity and know the fact that they can switch to L1 whenever they want creates a safer learning environment (1999:35). According to Wilhelm instructors help the students understand the world and with drama activities they connect learning with realities of life (2006:38). What is challenging in language teaching is that it is not always easy to find natural like environments. On the issue Montessori states that "Education does not happen with the words that the teachers say to her students, but occurs within the experiences in their physical and social lives". It is also asserted by Montessori that more or less, it is impossible to do a meaningful teaching without applying drama activities. (1963:156).

Furthermore, communication cannot be drilled. It requires direct participation. The message, ideas, information or feelings must be conveyed to the receiver. Communication is the process of mutual conveying and receiving messages. Thus instructors should design activities to promote communication for language teaching for all of the participants. The most important function of drama in language teaching is that it makes participants to learn the language since they are parts of this process not an outsider. As Dougill&Dohority states "drama gives meaning to language learning process rather than mechanical language exercises" (1987:p.11).

2.4.5.5. Group Work

Learners usually work in groups or pairs when applying drama activities. These groups can be either structured or randomly selected according to the learners' interests. There can be shy or weak participants or learners who may get offended from each other can be separated by the instructors. In this group work learners produce models, they interact listen to each other, gives suggestions to other participants or co-operate. On the issue Cottrell says that drama fully involves participants emotionally, intellectually, physically, verbally and socially because "drama is a group art where every participant is invited to take part" (1987:72).

Mc Caslin states that as learners take over roles they get more sensitive to the people around and the problems also adds that "At the same time they are learning to work cooperatively in groups, for drama is a communal art, where each person is necessary to the whole" (1990:45). In drama activities besides being responsible of own performance participants also depend on other members performances thus working in a group with other members unearths trust among participants. Thanks to this group work issue participants of drama learn about cooperative learning skills. Maley and Duff sorts advantages of working in a group as follows: First of all students- teacher relationship improves and instructors turn out to be a guide rather than a chief in classroom environment. Students take part in more natural activities and participate in their own language learning process. (1984:19-20)

To sum up it is quite known that even after years of English teaching, the learners cannot make use of the language inside and outside the class. The language the learners used is limited and students just produce structurally correct, but isolated sentences from the context or real life. However, in daily life situations, communication

involves ideas, emotions, or feelings. The traditional method based English class cannot give the learners this opportunity to use language in certain situations and be fluent speakers. As Philips mentions drama is an alternative language teaching method since drama encourages learners to speak and give them chance to communicate even when the language is limited using body language or non-verbal communication or facial expressions (1999:18). Annarella states that with drama learners explore the World and themselves (2000:6). Nellie Mc Caslin also implies that drama enhances learners' awareness to make them see the reality through fantasy. All in all for all the reasons stated above creative drama can be labeled as a vital addition to language classrooms. It helps all other skills with its natural tools in itself for example listening to other members or while preparing reading the texts as well as actively participating in the learning process. Through drama techniques the monotonous environment of tradition class can be broken.

2.4.6. Drama and Vocabulary Teaching

If language learning is a war and surely the vocabulary is the sword. This view is highlighted by Wilkins as mentioned beforehand without grammar very little can be conveyed but without vocabulary nothing can be conveyed. Words are key elements in language learning they have important roles such as Access to background knowledge, express thoughts and learn new concepts. Language specialists agree that “a student's knowledge of word meaning is a significant factor in comprehension” (Beck et al., 1982:521). Duffelmeyer and Duffelmeyer (1979:142) states that the way the words are learnt is important since it affects how well they are really understood. Unfortunately most of the learners just understand the surface meaning of the words and when they

face these words in context used with second or third meanings they simply fail in the communication

At this point the importance of drama comes to life since the thing to do is linking the words that are learned to learners' experiences. To learn new vocabulary and hold it in the long term memory learners should actively be involved in the learning process of the words. In most of the classrooms this view is like a wishful thinking; however, the results worth trying. According to Thornbury if instructors create a language classroom where words are fun and learners are encouraged to practice this surely promote language learning. (2002:p.78). Duffelmeyer (1980:p.143) also states that "... an approach to teaching vocabulary that relies primarily on experience should provide more effective in terms of the acquisition of word meaning than an approach which does not have experience as its focus." Additionally according to Sinatra, role play, movement and simulation are excellent activities to enhance vocabulary since the learners experience the feeling and meaning of the words (1983:89).

CHAPTER III

3. METHODS

3. 1. Introduction

The aim of this study is to see whether teaching vocabulary through drama has any effect on vocabulary learning of the college level learners, whether it is more effective than using course books and also the attitudes of students about drama activities for learning vocabulary. In this chapter the methodology of the study will be specified. It describes the participants, the instruments, the data collection procedures, the data analysis procedures and the results of the study.

3.2. Participants

The study was carried out in Gölbaşı Vocational School of Adıyaman University with the students of tourism and hospitality management department. The reason why the participants were chosen from this department is that they were more willing to learn English than my other students. As a necessity of their department and field of work after graduation, they need to have a good knowledge of foreign language. Thus, knowing this fact, they put great efforts in learning English. As we know, if the participants are reluctant in English instruction all the efforts would go for vain in a study. The number of the participants is 38 in this study. 10 females and 28 males took part in the study. Their ages are between 18-24.

3.3. Research Design

The research method of this study is case study and for the research design of the study, both qualitative and quantitative approaches were used. Qualitative data are collected from an attitude questionnaire which also includes an open ended question to see what the participants exactly thinks about learning English vocabulary through drama activities. For the quantitative part the researcher used pre-test and post-test for vocabulary scores of the participants. .

3. 4. Instrumentation

The data was collected through a pre-test and post-test for vocabulary learning scores and an attitude questionnaire were applied to the participants. Also an open ended question is added to the questionnaire to see the ideas of the participants on using drama techniques. In the following part, all these materials will be specified.

3.4.1. Pre-test for Vocabulary Scores

A pre-test (see Appendix B) was administered to the participants before the drama activities were applied in the classroom. The researcher wanted to see the amount of pre-existing knowledge of vocabulary. While doing this the researcher chose the vocabulary items from the course book which have already been presented. The pre-test consisted of 32 fill-in-the blanks questions. In the first part, the students were asked to write the adjectives related with the facial expressions that the pictures represent. The second part was related with the vocabulary items in a train station. The students were asked to write the words for the pictures given. The following parts were related with the vocabulary items of checking in a hotel and giving order at a restaurant. The last

part of the pre – test was out of the curriculum which the researcher adopted to his curriculum as authentic material to be used in his language classrooms. In this part the participants were asked to write a short story with simple sentence based on the famous lare story of the Eastern Turkey region ; Mem u Zin.

All the instructions were explained to the learners. The participants were also informed that the scores of the test would not affect their grades, and would be treated confidentially. 25 minutes were given to complete the pre-test and all the vocabulary items were taken from course book World English Intro except the last part of the test.

3.4.2. Post –test for Vocabulary Scores

A posttest was administered to the participants after all the drama activities were applied. The test was identical with the pre-test; however, since it was administered about two months after the pre-test the participants could not remember the items so the results were reliable.

3.4.3. The Attitude Questionnaire

The researcher applied a written questionnaire (see Appendix A) to learn the attitudes of the students towards learning vocabulary through drama activities. The questionnaire was developed by the researcher since there is not a proven or widely accepted questionnaire in the literature. It included 16 items. 15 of the items were structured as five points-Likert-scale ranging from “strongly disagree” to “strongly agree” and the 16th item is an open-ended question. The reliability of the measuring instrument is high (Cronbach Alpha 0. 753). The questionnaire consists of 15 items related to three categories: vocabulary learning, attitudes and inclination for drama activities.

1. Vocabulary Learning: In this part there are 7 items that intend to evaluate the students' thoughts for whether drama activities serve for vocabulary learning purpose.
2. Attitudes: This section includes 5 items which focus on the feelings and attitudes of learners for drama activities used in the classroom.
3. Inclination for drama: This section consists of 3 items which aim to identify students' thoughts about future use of drama activities for language teaching.

3.5. Data Collection

The researcher used six drama activities for this study as teaching material and the course book World English Intro was used as a traditional teaching tool. As testing material a questionnaire was developed by the researcher which is proven to be reliable (Cronbach Alpha 0. 753) by SPSS 22. Also the test covering all the target vocabulary is applied as pre and post – tests to the participants. The last material was an open ended question to see what the participants think about vocabulary what they like or dislike during the activities.

The researcher follow the curriculum for the vocabulary items that were asked in the pre-test related with facial expressions, the book only included given pictures and the words and the researcher gave the Turkish equivalents of the vocabulary items. The vocabulary items that were present in the other parts of the test were all taken from dialogues and listening activities such as at a train station, in a carriage, at a hotel and at the restaurant.

After pre-test the researcher informed the participants about using drama techniques for teaching foreign language vocabulary. At first the class seems reluctant

since it would make them work harder or memorize pages of roles etc. however, when the researcher defined the difference drama and theatre they felt comfortable. The researcher chose role-play, simulation, mime and improvisation activities. The participants received the treatment during regular hours of their weekly schedule. The treatment for the group lasted hours a week for 6 weeks. The drama activities were selected based on the topics in the course book. The difficulty level was also considered while applying the drama activities. The first activity was non-verbal the participants mime the facial expressions. Since it was the first step in this new technique in the classroom of the researcher, the first week passed with general information about what to do. Later on all the participants got used to applying drama activities and they break the anxiety and are active participants. The participants rehearsed the vocabulary items many times so they learned the vocabulary and by acting it out with feelings and actively taking part in it they stored it in the long term memory.

3.6. Data Analysis

The data gathered from the attitude questionnaire was analyzed using SPSS 22.0 statistical package. First of all, the reliability of the questionnaire was analyzed since it was adapted by the researcher himself and it was found that the questionnaire was reliable (Cronbach Alpha 0.753) and all the items were subjected to content analysis. Then demographical characteristics of the participants were gathered by using frequency and percentage statistics and will be shown on the appendices part. Later, the comparison of the participants' scores in pre and posttests was calculated. And lastly the answers of the participants to the open ended question which was the sixteenth question of the questionnaire was analyzed according to the answers about the best part of using drama activities.

CHAPTER IV

4. FINDINGS AND DISCUSSION

4.1. Introduction

This chapter presents the statistical analyses carried out on the data which aim to find out the effects of using drama activities for vocabulary teaching and the attitudes of students towards these activities. The findings were discussed regarding what to infer from the results of the analyses.

4.2. Statistical Analysis of the Pre-test and Post-test Results

In order to assess the difference between pre-existing knowledge of the target vocabulary, namely the knowledge the participants had beforehand or learned from the traditional curriculum and the knowledge they got after applying drama activities pre-test and post-test applied to the group. The mean scores, standard deviation, t and p values between the tests were analyzed. Table 2 shows the results of the pre-test and post-tests:

Table 2: the results of the pre-test and post-tests

	Mean	N	SD	SEM	t	p
Pre-test	14,82	38	3,784	,614	-17,21	,000
Post-test	28,03	38	2,666	,432		

When the figures in Table 2 are examined, it is observed that the arithmetic means of the group's posttest scores are higher than the mean of the group's pretest

scores in the same test. It can be inferred that the participants in the group are more successful in learning vocabulary when the drama activities are applied. Furthermore the table says that there is much variation between the mean scores of the pretest and posttest.

The means of pre-test and post-test indicates that there is statistically significant difference between the groups' scores. It can be inferred that this difference can be a result of the application of drama activities in the group. While they had lower scores in the pretest, they almost doubled the scores in the post test which is applied after using drama activities. Namely it is probable that using drama activities has a positive effect on vocabulary learning of the participants in this context.

4.3. Statistical Analysis of the Attitude Questionnaire

The results of the attitude questionnaire were analyzed according to the three groups in which the questions are related to vocabulary learning, attitudes of the participants and the desire for further use of drama activities. Participants stated that the drama activities help them recall the newly learned vocabulary afterwards. They also think that when compared with course book using drama activities are better in learning new vocabulary items. Most of the students agree that drama activities they applied in the classroom help them understand, learn and remember the new vocabulary easier.

Participants think that drama activities are helpful for learning vocabulary. This means participants have positive attitudes towards learning vocabulary through drama activities. The table shows that participants enjoy learning English through drama activities and they think they these activities increase their motivation while learning English through drama and they always want to learn English through drama.

Table 3: The statistical analysis of the attitude questionnaire

The statistical analysis of the attitude questionnaire	Strongly Agree		Agree		Not Sure		Disagree		Strongly Agree	
	F	%	F	%	F	%	F	%	F	%
1.Drama activities helped me learn the new vocabulary.	22	57.9	12	34.2	4	7.9	0	0	0	0
2.Drama activities have an effect on retention of the words we've learned.	17	44.7	16	42.1	5	13.2	0	0	0	0
3.I can learn better through drama activities comparing the videos and the textbook.	10	26,3	20	52,6	8	21,1	0	0,	0	0,
4.I can remember the words I saw and heard during drama activities	13	34,2	15	39,5	8	21,1	2	5,3	0	0,
5.Drama activities help me learn the correct pronunciation of the words.	17	44,7	19	50,0	2	5,3	0	0,	0	0,
6.Drama activities help me understand the meanings of the words.	14	36,8	10	26,3	14	36,8	0	0,	0	0,
7.I easily remember the spelling of the words I used in the drama activities	16	42,1	14	36,8	8	21,1	0	0,	0	0,
8.Drama activities help me remember the new words I learned.	23	60,5	11	28,9	4	10,5	0	0,	0	0,
9.It is enjoyable to learn English through drama activities	17	44,7	19	50,0	2	5,3	0	0,	0	0,
10.Learning English through drama activities catches my attention.	13	34,2	18	47,4	7	18,4	0	0,	0	0,
11.I like learning English through drama activities	8	21,1	13	34,2	9	23,7	8	21,1	0	0,
12.It is exciting to learn English through drama activities	11	28,9	21	55,3	6	15,8	0	0,	0	0,
13.My motivation increases when I learn English through drama activities.	19	50,0	11	28,9	8	21,1	0	0,	0	0,
14.I prefer learning English through drama activities to via textbook.	18	47,4	10	26,3	6	15,8	4	10,5	0	0,
15.I want to learn English always through drama activities	10	26,3	20	52,6	8	21,1	0	0,	0	0,

4.3.1. The Means of the Questionnaire Content

Questionnaire items were prepared according to 5 items Likert scale. “Strongly agree, agree, not sure, disagree, and strongly disagree” options were presented in the questionnaire and they were digitized with 5 points for strongly agree, 4 points for disagree, 3 points for not sure, 2 points for disagree and 1 point for strongly disagree while the data was loading to SPSS. The first seven items of the questionnaire was designed in order to test whether drama activities helped the participants on learning the new vocabulary or not. Following five items were designed to measure whether drama activities had a positive attitude on the learners or not while learning the new vocabulary items. The rest three item of the questionnaire were designed whether participants would like to be part of drama activities in the future lessons or not.

Table 4: The means of the questionnaire content

	Vocabulary learning	Attitudes of the participants	Future desire to apply drama activities
mean	4,217895	4,163158	4,176053

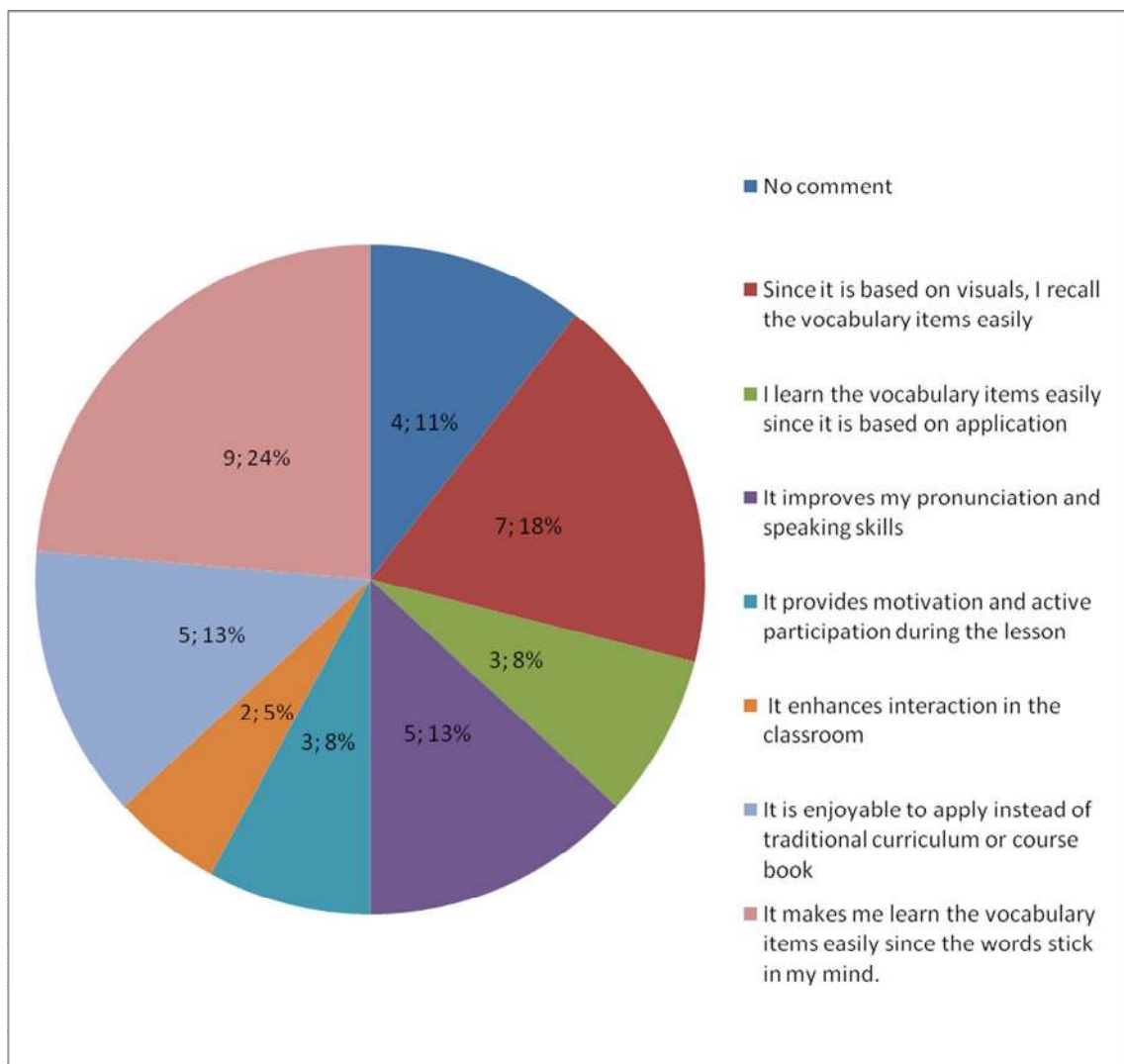
When the means calculated whether drama activities helped the participants to learn new vocabulary, according to the table 4, the mean is 4,22 for vocabulary learning. It can be inferred from this result that drama activities helped the participants to learn vocabulary based on the attitude questionnaire. Also the mean for attitudes of the learners against vocabulary learning through drama is 4,16; and the mean of the learners further desire to learn English vocabulary through drama activities is 4,18. These means state that since all the scores are $p < 5$ below but close to 5, it can be said that the learners states their opinions similar to the researchers ideas which states that

drama activities help learners to learn vocabulary easier and these activities creates a positive attitude in the learners against effective learning and they would like to use drama activities in the future.

4.3.2. The Open-ended Question

The last item in the questionnaire was an open-ended question. 'What is the best part of learning English through drama activities?' The participants gave different answers for the question. According to the answer the researcher analyzed and grouped the number of the participants.

Figure 1: The percentages of the open ended question



For the open ended question four participants did not make any comments. Seven of them stated that “since the activities are based on visuals, I recall the vocabulary items easily.” Three participants stated that “ I learn the vocabulary items easily since the drama activities are based on application. Five of the students think that drama activities improved their pronunciation and speaking skills. Three students stated that thanks to drama activities their motivation increased and they really like active participation during the lesson besides two students added that it also improves classroom interaction among the students which is a must of english classrooms. Five of them stated that they really like applying drama activities and they would like to use it in every lesson instead of traditional curriculum or course book. And almost a quarter percent of the participants, 9 of them said that “learning process gets easier since the words I see or hear stick in my mind during the learning process.”

4.3.3. The Reliability of the Questionnaire

As mentioned above in the methodology part the reliability of the questionnaire is (Cronbach Alpha 0. 753). Furthermore the Corrected Item-Total Correlation is also analyzed by the researcher with SPSS 22 and the table below shows the reliability of the each item in the questionnaire. According to the table the lowest value in total correlation of the item is 0.279 which means that all of the items in the questionnaire are reliable according to the SPSS since they are not below the 0.2, the lowest reliability range.

Table 5: Statistics of the Items in Questionnaire

Item-Total Statistics	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
1.Drama activities helped me learn the new vocabulary.	58,37	26,888	,475	,730
2.Drama activities have an effect on retention of the words we've learned.	58,55	27,821	,295	,745
3.I can learn better through drama activities comparing the videos and the textbook.	58,63	25,752	,548	,721
4.I can remember the words I saw and heard during drama activities	58,82	25,884	,583	,720
5.Drama activities help me learn the correct pronunciation of the words.	58,84	26,028	,408	,734
6.Drama activities help me understand the meanings of the words.	58,47	28,202	,307	,744
7.I easily remember the spelling of the words I used in the drama activities	58,87	29,685	,306	,775
8.Drama activities help me remember the new words I learned.	58,66	26,015	,489	,726
9.It is enjoyable to learn English through drama activities	58,37	27,374	,368	,739
10.Learning English through drama activities catches my attention.	58,47	27,607	,406	,737
11.I like learning English through drama activities	58,71	26,319	,497	,727
12.It is exciting to learn English through drama activities	59,32	25,952	,318	,747
13.My motivation increases when I learn English through drama activities.	58,74	27,929	,303	,744
14.I prefer learning English through drama activities to via textbook.	58,58	26,575	,396	,735
15.I want to learn English always through drama activities	58,76	27,483	,279	,763

According to the table 7, the lowest value in total correlation of the item is 0.279 which means that all of the items in the questionnaire are reliable according to the SPSS since they are not below the 0.2, the lowest reliability range.

4.4. Discussion

This study investigated the use of drama activities to enhance the vocabulary knowledge of the students. A pre-test, post-test and an attitude questionnaire were used for the research tools. The vocabulary knowledge of the students after a regular curriculum was tested with a pre-test on the group. By the way the researcher applied all these tools on only one group, he did not use a control group and this made the research more like a case study rather than an experimental one. At first the group followed the course book and the vocabulary items were presented as they used to be beforehand no extra activities are applied and all the study was carried out on the regular hours of the participants in their weekly schedule.

Following, a pre-test was applied to the group including vocabulary items from some certain environment which they are likely to face in daily life and the results were calculated. The mean was 14,82 out of 32 vocabulary items. This test was applied in order to see how effective the course book is in teaching vocabulary items. After that the drama activity part began with clearly explaining the focus of these activities. Considering the level of the participants the researcher divide the class into six groups and the related vocabulary items are found from their course book. Considering the curriculum and not to go too far related drama activities are agreed on with the participants.

The suitable drama activity for each group is assigned and applied. After the treatments are over, this took almost six weeks, the researcher waited two weeks more in order to see the effectiveness of the drama activities. He was curious whether the words the participants see or used stick to their mind or they just forgot as it happened in the pre-test where the teaching tool was course book. The post-test was applied almost about 2 months after the pre-test and the mean of the post-test is 28.03. The participants almost doubled their scores in the post-test after the drama activities are applied. According to these results, in the context of the researcher, it can be said that using drama activities is an effective way of teaching vocabulary in college level. And this can be regarded as an answer for the first research question “How effective is using drama for vocabulary teaching in college level?”

For the Research Question 2 the researcher investigated possible differences in the test scores of the participants before and after the drama activities are applied. The results of the pre and post-tests are analyzed with paired sample t-test to see the vocabulary learning levels of the participants.

T-test at a significance level of 0.05 was carried out to see whether there was any significant difference between the achievement levels of the two groups between pre-test and post-test. According to the findings of the study there is statistically significant difference between using drama activities and using course book for vocabulary learning. It can be inferred from the results that if proper drama activities applied for vocabulary teaching, students may learn and remember the vocabulary items easily when compared to using course books.

The Research Question 3 was related with the attitude questionnaire which was applied to the participants to see their reflection against learning English vocabulary through drama activities. 5 items Likert Scale was used for the questionnaire. The statements in the questionnaire were grouped into three; vocabulary learning, attitude of the participants against using drama activities and their further desire to use these activities. Some students seem opposed to some of the items but in general the results revealed that they have positive attitudes against using drama activities. The last item of the questionnaire was an open ended question to see the direct words of the participants about best part of using drama activities. The answers were almost similar and about the memorability of the words easily, enjoyable class hours, interaction and motivation.

When the data is analyzed, the researcher found out that there is a significant difference between the means of the group's pre-test and post-test scores which says that teaching vocabulary through drama activities is an efficient way in college. Furthermore according to the findings it can also be inferred that teaching vocabulary through drama is more effective than traditional curriculum or course book in vocabulary teaching methods.

Upon investigating the related literature, the researcher also found out that these results are in line with the results of other similar studies. If we name some of them; the findings agree with the findings of effectiveness of teaching through drama on the third graders' case on English as a foreign language (Aynal, 1989), on the second graders' study on life sciences (Üstündağ, 1988), eight graders' case on basic rights and duties in liberal democracy (Üstündağ, 1997), the fifth-graders reading achievement (Dupont,

1989), third graders' success on standardized proficiency test (Barnes, 1998), the fifth graders' achievement on English grammar (Çitak, 2003).

Though there may be many inner and external reasons to enhance or decrease the learning process; in this study the role of the drama activities to promote vocabulary learning is proven with the test scores. Drama activities allow participants to see and learn the new vocabulary items in the context rather than learning as separate units with the equivalents in L1. Furthermore before the activities applied, they were informed what the words mean and how to use it in the sentence or how to articulate it all of which reinforces the participants and stick the words in the mind of the user. They also repeated the words may be ten times before they act out their lines or utter the sentences. They did not make a simple memorization process, they had opportunities to use the words in the sentences or in a conversation they found their own style in using or pronouncing the words. The participants took place as a whole in the process which is may be the most important part of using drama activities since the researcher many times noticed that his students writes the words on the blackboard while talking to each other about some other subject. The active taking part in the process is important in storing the vocabulary items in the long term memory as it is known learning through experience is efficient in permanent learning.

Moreover, since they worked in groups, they had an opportunity to see and hear their peers and learned from each other. Also since they worked in groups they had responsibilities to achieve the group dynamics, in that sense working in a group motivated and force them to work altogether. Another benefit of the group work is surely interaction and friendship. This is important in breaking the ice in the classroom environment since we all face shy or weak students in every classroom settings. We

naturally have difficulty in reaching these students during the course or activities that we apply; however, thanks to drama activities their peers reach them and in a way they break the ice. They also develop communication skills, share ideas and opinions with friends. Since the role of the teacher is like a side coach they may get feedback from their friends instead of the teacher. The joy of the drama activities is another benefit that students get since they all fed up with traditional methods or course books. They also have desire to apply drama in every lesson since drama activities such as role play, mime and improvisation, allow them to empathize with others and even the shy and weak students want to participate in the activities.

CHAPTER V

5. CONCLUSION

5.1. Introduction

This chapter consists of the summary of the research. Moreover, implications are given together with the suggestions for further research, practice and application.

5.2. Conclusion

Building up good vocabulary knowledge is a must of language learning as we know. However, many times this fact is disregarded since the idea was that with structure and grammar the languages can be learned. Nevertheless, the supporters of this idea were right to some extent because many of us learned English with traditional methods in Turkey. Language learning issue is a bit different in fact in our country since we learn English as an FL. This situation creates an atmosphere of lack of communication for our learners. Unfortunately we do not have a chance to use the target language out of the classroom. Thus what we have learned was limited to classroom exercises, drills, fill in the blanks activities or the worse one, writing the Turkish equivalents of the words and rewriting ten times at home.

After years of instruction besides being an FL learner beforehand for years, the researcher of the present study realized that there is an absolute need to promote FL instruction in Turkey. With this in mind many different techniques are employed and applied to solve the language learning problem by instructors. One of the most important one is the subject of this study, drama. Drama in teaching is an open to

question subject, there are many different opinions on what drama actually is and how it should be. Many think that drama is an art form namely theatre, rather than a teaching tool.

The main difference between the theatre and the drama is that drama focuses on the process for an effective learning for the sake of the participants, whereas theatre is done for the sake of the audience (Heinig, 1988:87). To highlight the difference, the term 'process-centered' is used for drama and product-centered for theatre. In drama, the product is neither the aim of the participants nor the drama itself. Martin & Smith says that when considered as a method of learning, drama includes interaction of the mind and information, sensory and kinesthetic experiences, evaluation and decision making, and the understanding of how, why and why not of complex issues (1993:211).

In drama process is not scripted which separates it from theatre. Students do not memorize lines and there is no audience to watch the drama. Additionally, students are expected to produce dialogues, improvisations or mime simultaneously according to a given situation. Participants do not act like professionals because drama activities are improvisational. Furthermore according to Rogers the classroom environment is a kind of open classroom of the humanistic approach of education (1983:154). Communication, freedom of thoughts, ideas, feelings and behaviors can be seen in the classroom therefore students feel more comfortable than traditional classrooms since they express themselves and interact with each other. In the classroom environment the role of the teacher also changes in drama based lessons. The instructors take on roles such as facilitator or side coach rather than a conductor who has strict rules and musts. Wilhelm says that the teacher becomes a learner among the learners, a participant and a guide, who lends expertise to the students (1998:37).

In drama based learning environments cooperation between learners is encouraged. Drama activities are done in groups so the participants have chance to discuss about the activities, their ideas, roles or duties. Moreover, since the participants take over roles they understand and see the other one's points of view. They have an opportunity to see the world from another point of view. Drama also offers many different contexts for learners. In traditional classrooms, learners just sit and listen to the communication from a book or an audio whereas in drama activities the learners become the part of the communication and use the target language.

The aim of this study was to investigate whether teaching English vocabulary in college level through drama activities has an effect on the students' success or not. The pre-test, treatment, post-test and other instruments were all carried out in regular hours of the participants. The study was carried out with the same participants, there was no control group. The participants of the study were Tourism and Hospitality Management students of Gölbaşı Vocational School, Adıyaman University. The instrument of this study was vocabulary quizzes. The one sample t- test was used to compare the means of the pre and post-test results of the participants. When the results were examined, it was seen that there was a significant difference between the scores of pre-test and post-test.

The results show that the participants got better results when the teaching medium was drama activities than traditional curriculum or course book activities in vocabulary learning. Thus it can be inferred that drama can be an effective technique to teach vocabulary in college level. Drama activities turn the classroom into a supportive, free and motivate environment in which learners communicate, interact, work in groups and learn the vocabulary items easily. It helps learners store the vocabulary items in the

long term memory since learners are actively involved in the learning process. They link the words with behaviors, actions and feelings namely absorb therefore when it comes to production they do not have difficulty in communication and express themselves without the need of the teacher. What is more, as a technique, learners desire to take part in drama activities and drama technique based classrooms for further learning experiences in language classrooms.

5.3. Implications and Suggestions

Following implications can be derived from the present study. When applied according to the needs of the learners' drama activities can be an effective way of teaching vocabulary even in the regular hours of the students without extra effort. Furthermore, it is seen that when the drama activities are the medium of instruction the learners got better results in the following quiz. At first sight the present study seems that it only covered the vocabulary teaching aspect of language learning; however, it should not be forgotten that the drama activities also includes grammar, speaking, listening, reading, pronunciation of the words and writing to some extent.

Furthermore, thanks to this study the researcher had a chance to see the needs of the learners in the given context. You have to put all your efforts to take their attention or activate them; however, with drama activities both the instructor and the learners get the most joy of the language classrooms. When correctly applied in the language classrooms, drama activities are fun, interesting, motivating and exciting for learners. Drama activities are also effective since they help teachers to take attention of the class. If we say the goal of the lessons is to teach something in language classrooms, the thing to do is making the learners actively take part in the course and drama activities are really good at doing this.

Following suggestion can be derived from this study. When designing curriculum for language classrooms drama based activities should be taken into account more since they are proven as an effective way of teaching FL. At least as instructors we do not have to assign drama activities if they are present in the regular curriculum. Moreover, when choosing course book or writing course books writers or specialists should also consider the effectiveness of the drama based teaching and add more activities covering this need. Furthermore, may be to bring down the costs, our ministry of national education decided using books published in Turkey for language classrooms and these books are naturally lack of required elements let alone drama activities so they should be changed immediately.

The things that should be changed are not of course limited with teaching instruments also the instructors should be given chances to enhance their ability to apply drama activities in their classrooms. This can be provided as in services training which can be supported by either the school administration or the ministry itself. This is an important point to consider since most of the teachers see these activities as time consuming and an extra burden on their shoulders. They think that they will plan drama based lesson plans and prepare for the rehearsals, buy costumes and similar boring issues. Benefits of drama and the possible outcomes should be clearly defined to the instructors. Another point that keeps the instructors off drama activities is the idea of losing control in the classroom

Also the notion of exams and should be swept away from the curriculum. If not the success of the learners are evaluated with the scores they got in the exam and this system directs our learners to structure based learning. In the exams there are not questions covering the speaking or listening ability of the language learners for instance

in terms of foreign language departments. All in all this study is not broad enough to make public conclusions or suggestions; further research is of course necessary since this study is just one small step for the literature.

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Lewis (1993) went further to argue, "lexis is the core or heart of language" (p. 89).

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7. APPENDICES

7.1. Appendix A: The Attitude Questionnaire

Lütfen maddeleri dikkatle okuyun. Fikrinize göre kutucukları işaretleyiniz.

Son soruya açık bir şekilde cevap veriniz.

	Kesinlikle Katılmıyorum	Katılmıyorum	Kararsızım	Katılıyorum	Tamamen Katılıyorum
1. Drama aktiviteleri, yeni kelimeleri öğrenmeme yardımcı oldu.					
2. Drama aktiviteleri, Öğrendiğimiz kelimeleri daha sonra hatırlamamda etkili oldu					
3. Ders kitabı ve drama aktiviteleri karşılaştırdığında, kelimeleri drama yoluyla daha iyi öğrenebiliyorum.					
4. Drama aktivitelerinde kullandığım ve duyduğum kelimeleri kolay hatırlayabiliyorum.					
5. Drama aktiviteleri kelimelerin doğru okunuşlarını öğrenmeme yardımcı oluyor.					
6. Drama aktiviteleri, yeni kelimelerin anlamalarını anlamama yardımcı oluyor.					
7. Drama aktivitelerinde kullandığım kelimelerin yazılışları aklımda kalıyor.					

8. Drama aktiviteleri öğrendiğim yeni kelimeleri hatırlamamda etkili oluyor.					
9. Drama aktiviteleriyle İngilizce kelime öğrenmek eğlencelidir.					
10. Drama aktiviteleriyle İngilizce kelime öğrenmek ilgimi çekiyor.					
11. Drama aktiviteleriyle İngilizce kelime öğrenmeyi seviyorum.					
12. Drama aktiviteleriyle İngilizce kelime öğrenmek beni heyecanlandırır.					
13. Drama aktiviteleriyle İngilizce kelime öğrenirken motivasyonum artıyor.					
14. Drama aktiviteleriyle İngilizce kelime öğrenmeyi, ders kitabıyla İngilizce öğrenmeye tercih ederim.					
15. İngilizceyi her zaman drama aktiviteleriyle öğrenmek isterim.					

16. Sizce drama aktiviteleriyle İngilizce öğrenmenin en iyi yanı nedir?

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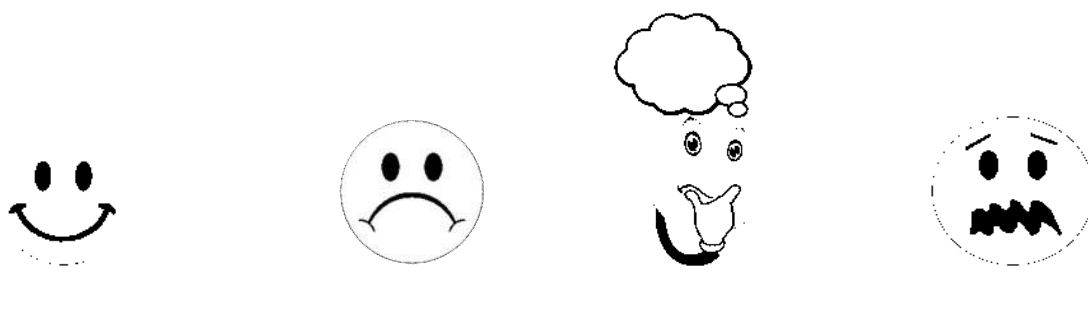
7.2. Appendix B: Vocabulary Quiz: Pre and Post-test

Vocabulary Quiz

Answer the questions

A- Match the pictures with the expressions

1. Scared
2. Happy
3. Sad
4. Thoughtful

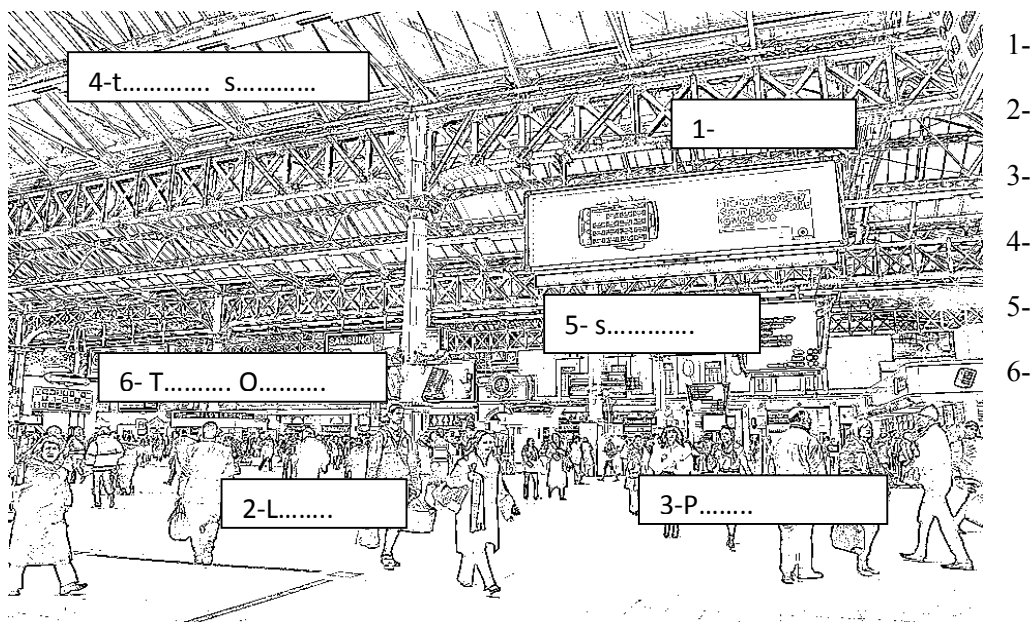


B- Write the words for the numbers shown according to the Picture
“at a train station”

Fill in the blanks with the phrasal verbs

- 1- People g... o.... the train when time is up for departure
- 2- People g.... o.... the train when the train arrives its destination.

Write the words below





Fill in the missing words related to carriage.

The place where you put your luggage is L.... R..... (4)

The empty place between the row of sets is an A..... (1)

The seat next to the window is called W..... S..... (3)

The seats near the corridor is called A..... S..... (2)

C- Write words for the numbers shown on the pictures



1- C.....

2- R.....

3- R..... D.....

4- F.....

5- B.....

D- Write words for the numbers shown on the pictures



1- W.....

2- C.....

3- M.....

4- T.....

5- B.....

E- Write a brief story using the words given

based on the story of Mem u Zin.

Love - enemy – impossible – death – illness - dungeon



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7.3. Appendix C: Demographical Means of the study

Table 6: Demographical Means of the study

	Pre-test	Post-test
Mean	14,81579	28,02632
Male	14,71429	28,42857
Female	15,1	26,9