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TEACHING VOCABULARY TO YOUNG LEARNERS THROUGH DRAMA

THESIS BY

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MASTER OF ARTS

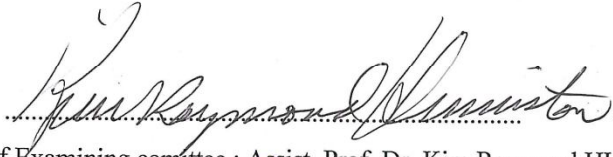
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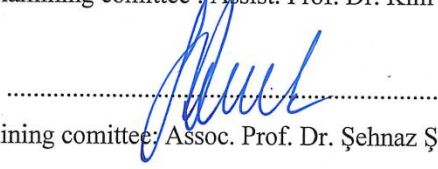
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ÖZET
ÇOCUKLARA DRAMA ARACILIĞIYLA KELİME ÖĞRETMEK
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Bu çalışma çocuklara İngilizce kelime öğretiminde öğretmene yardım edip etmediğini ve çocukların drama etkinlikleri esnasında eğlenip eğlenmediklerini incelemiştir.

Çalışma Mersin’de özel bir okulda 2.sınıf öğrencileri arasında yapıldı. 20 kişilik tek bir sınıf incelendi. Bu çalışmada, araştırmacı gözlem, günlük rapor, video kaydı yaptı ve her ders sonunda öğrencilere ders hakkında ne düşündüklerine dair açık uçlu sorular soruldu. Çalışma 4 hafta sürdü. Her hafta 2 saat Drama Kulübü öğrencileriyle yapılan çalışmada, drama teknikleri yardımıyla kelime öğrenimi incelendi. Eğitim sonrası test ya da sınav yapmak yerine, çocuklar teneffüs ya da bahçe oyunları sırasında yani doğal süreçlerinde gözlemlendi.

Anahtar Kelimeler: Drama, Yabancı dil öğretimi, Çocuklara öğretmek, Drama ve Kelime Öğretimi

ABSTRACT
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This study examines whether drama helps instructor to teach English vocabulary to young learners and if young learners enjoy learning vocabulary through drama activities. The study was conducted with 2nd grade students in a Private Primary School in Mersin. 20 students took place in this study. The researcher used observation form, daily journal; video recordings and open-ended, follow-up interview questions were asked to each student at the end of every lesson. It took 4 weeks to implement the study. It addressed teaching vocabulary through drama with the drama club students for two hours every week. No post-tests or quiz were applied to the students. They were observed in their natural learning process, instead.

Key Words: Drama, ELT, Teaching Young Learners, Teaching Vocabulary through Drama

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CHAPTER I

1. INTRODUCTION

This chapter includes the background, statement of the problem, and purpose of the present study. The focus is to discover if drama techniques help young learners to learn vocabulary through drama.

1.1. General Background of the Study

Children create dialogues between themselves or alone even if they have no audience from the age of three or four years old. The most important thing is they use only their imagination while they are doing this. We need to utilize this with young learners to teach English to them.

Many methods have been developed to teach English to young learners. It is obvious that children can get the language easily through games, songs, especially if they are involved in performing them. As this Chinese proverb says:

“Tell me and I will forget.

Show me and I will remember”

We can easily make students involved in the language through drama. When teachers use drama activities, students feel like they play game rather than the learning experience in a typical classroom. Because children’s concentration and attention are short, it is difficult for them to sit during a whole lesson. Drama lets them move inside and outside the classroom.

Especially, young learners need more motivation. However, they quickly lose interest. As teachers, we need to consider their needs. The lessons have to be creative and lively. To achieve this, one of the best methods is drama.

It is a process-oriented form of improvisation in which the leader encourages participants to think about their experiences while responding to a stimulus using their bodies and voices (Waldschmidt, 1996; Guli, 2004).

More teachers are trying to use some different drama techniques because they realize that drama helps students to get more confidence in addition to their imagination and creativity.

Furthermore, Winston & Tandy (2009) stated that using drama activities in terms of reading, listening, speaking and writing helps students to communicate better in target language. Thus, effective and permanent learning will be achieved. Instead of

memorizing new vocabulary, students need to learn them in a permanent and fun way while interacting with each other. The main concern is if drama activities are more effective than traditional methods in teaching new vocabulary to young learners.

1.2. Problem Statement

With the growing number of English language learners, effective methods have always been a topic of concern for educators. As most teachers agree about actively involving the children in the lessons, drama is one of the best methods.

However, drama requires preparation and planning. Not many teachers are eager to use drama techniques in their classroom. Following a course book is much easier for most teachers. One way to increase the confidence of both teachers and students is to introduce them to the advantages of drama techniques in the classroom.

Wagner (1998) states, “Drama is powerful because of its unique balance of thought and feeling makes learning exciting, challenging, relevant to real life concerns, and enjoyable” (p. 9).

Especially in vocabulary teaching, the teacher only shows the flashcards of the target vocabulary or gives the Turkish meanings of the vocabulary. However, these are not enough for children to remember the words, which they have just learnt at the previous lesson. The teachers need to know their classes well and they need to establish a safe atmosphere in which students enjoy the classes during drama activities.

1.3. Purpose of the Study

This study investigates the effectiveness of drama techniques for young learners when used to learn vocabulary. It is obvious that most teachers want to use fun and enjoyable techniques in the classroom. Since drama is one of the most enjoyable and useful techniques, teachers need to be more familiar with the techniques. However, because of the lack of training and the easy way of traditional methods, they do not feel comfortable. Thus, the researcher wants to introduce them to some useful drama techniques for young learners. This study will investigate whether drama techniques are more effective and enjoyable than the use of traditional methods.

The aim is:

To discover how drama helps instructor to teach English vocabulary to young learners.

To discover what the benefits are of learning vocabulary through drama activities for young learners.

1.4. Significance of the Study

There are several studies about drama and young learners. However, it is seen that there are only a few researches on teaching vocabulary to young learners.

Thus, this study is supposed to contribute to vocabulary teaching through drama by investigating how efficiently drama techniques can be used by English teachers easily. Furthermore, although there are many English teachers in Turkey who know the effect and importance of drama, they do not use drama techniques in classrooms.

The intention of this study is to emphasize the effectiveness of drama on vocabulary teaching. The researcher aims to make English teachers aware about the necessity of drama, as well.

1.5. Research Questions

- How does drama help instructors in teaching vocabulary to young learners?
- What are the benefits of learning vocabulary through drama activities?

1.6. Limitations

This study was conducted in a private primary school in Mersin. Given the size of the school and class size limitations, the researcher chose twenty students who have similar backgrounds. The common element among all the students included in the study is that they have been studying English since pre-school. The researcher chose to focus on a private school, rather than a state school or on students who have no training in English. The choice of observational setting was based primarily on opportunity because this is the environment in which the instructor is employed to teach English.

CHAPTER II

2. LITERATURE REVIEW

This chapter examines the act of drama and drama activities on teaching vocabulary to young learners. It begins by what drama in education is and then explains the benefits of using drama. Subsequently, it describes drama on vocabulary teaching and drama techniques, which can be used in the classrooms easily.

2.1 Drama in Education

There are a number of ways in which drama can be defined. Susan Holden points out that drama to mean any kind of activity where learners put themselves for someone else in an imaginary situation. In other words, drama helps the students to pretend as if they were someone else which feels them more secure and relaxed. (Holden 1982 p.1).

Verriour supports Susan Holden emphasizing that the teacher's primary aim is to create some dramatic situations, which lead students to think independently about themselves and their world. (1985b, p. 150).

It is said that drama includes theatre techniques, however drama has no audience. Alan Maley and Alan Duff make the point that dramatic activities are not the performance of plays before passive audiences.

McGregor (1976), for example, offers two aspects of educational drama. The first one is learning through drama. This involves the exploration of issues and people through drama. The second aspect is to envisage drama as an art form in its own right. Students are given a stimulus by the teacher and the students produce ideas and decide how to put them together and create a scene, with its own characters and situations, which is meaningful to them and sometimes to others.

In the process of participating in drama activities, students are 'in' the drama rather than watching from the outside. Thus, it is obvious that drama provides active learning especially for young learners. With regard to this, writers such as Maley, and Duff, (1978) and Wessels, (1987) have emphasized the uses of drama. They state that drama can help students to become familiar with the new language by making the new language as an enjoyable experience. Moreover, drama sets realistic targets for the students to aim for a new language. Finally, it is emphasized that using drama techniques links the language-learning experience with the student's own experience of life

In the line with this fact, if teachers can make a connection between real life of students and drama activities, it will be much more beneficial for the students' language performance. Thus, drama in education creates meaningful, motivating contexts for communication and learning. Moreover, it allows students to take risks with language and their own experience.

According to McCaslin, use of process drama in education facilitates learners to have an opportunity to develop imagination and independent thinking. He also comments on the use of groups as a medium for the development of original ideas. Groups provide the context for development of cooperation and the strengthening of social awareness.

The group context provides for the healthy release of emotion and the development of better speaking habits, as well.

Process drama is also a useful medium to offer positive experiences with high quality literary selections. It is also a way to introduce the literary traditions of the theatre and it may be viewed as a recreational activity, which helps to integrate the knowledge with the participant. Process drama is the process of learning literature through the performance of the literature. The process is the participation in the drama and the sense of personal identification with the themes and characters of the literary works.

Since all children have their own imaginary world, drama helps them to develop their inner world both in their native language and in their target language. Thus, they can communicate easily which makes them feel safe while learning another language. This becomes more possible when drama techniques are used more often in education. Considering this issue, the more drama techniques are used in the classroom, the much more motivated students we will have as educators.

2.2. Purpose of Drama in the Classroom

Ting (2005) found that children enjoyed learning language through drama activities. Furthermore, they are useful in motivating students and holding their attention during the entire lesson. It is always said that drama is a process. As educators, we do not need to create actors, but some of the same skills apply to both the areas of language teaching and the acting training. The difference is that the dramatic skills involved in the presentation of English language examples help the student to

more quickly and permanently learn the language. Through this process, the aim needs to heighten students' motivation and enthusiasm.

The most immediately apparent benefit of using dramatic activities with ELT students is that they acquire and practice new vocabulary and grammatical structures. 'Equally important, the affective filter is lowered: increases in self-esteem, self-confidence, and spontaneity often result from theatre activities in the classroom, thus reducing inhibitions, feelings of alienation, and sensitivity to rejection' (Via 1976, Stern 1980, Kao & O'Neill 1998)

Peköz (2009) mentioned in his book that drama not only provides purposeful and real life situations to develop our language competence but also raises self-awareness, increases self-confidence. Because of the increased confidence in using target language and the motivation which drama provides, students can be more familiar with the communication skills. As educators, we want our students to think critically, communicate ideas effectively within teams and groups. With regard to this, students can get the benefits of working together through drama activities.

Dorothy Heathcote, a well-known educator in England, believes that drama needs to be taught by ordinary classroom teachers who want their students to "achieve something that cannot be attained as effectively in any other way" (Wagner, 1976). With regard to this, drama does not belong to only experts. Teachers who want to limit boredom and increase the positive atmosphere of the classroom are able to use it. During drama activities, students need to be active especially in oral activities. This is achieved easily because the learners' responses will depend on what the other participants say and do which unlike traditional oral activities, are not predictable (Whiteson, 1996). In line with this fact, drama brings the reality of the outside into the classroom. The unpredictability of real conversations drags students into the lesson since they do not know what the other person is going to say.

Hence, the lack of communication disappears quickly between students, which seem generally to be a big issue in language classrooms.

As Davies (1990) advocates that drama activities could probably be used in all stages of the lesson. He focused on the importance of drama by mentioning its usage in all stages. In contrast to Davies, Wan Ye Sam (1990) stated that "However, it should not be used in isolation but should be used in an integrated approach for language teaching. It should not be treated as a 'last resort' when all else fails. It should be part and parcel of the communicative classroom methodology in teaching English as a

second language.” It is obvious from that it needs only be the part communicative tasks and skills. However, Davies (1990) strongly disagrees with Wan Ye Sam on the point of drama activities could probably be used in any or all stages of the lesson. Some researchers state that there are some drawbacks like students’ background and the teachers’ lack of preparation or the perceptions that drama includes only games and free time activities. With some well-planned drama activities and trainings for teachers, all these bias can be easily eliminated.

Since teachers need to keep motivation and attention of the students during all lessons, drama activities can be used from the warm up stage to the production part of the lesson if it is a well-planned lesson. However, student proficiency, needs, attitudes, experience, abilities, age, and interests must be taken into consideration. Thus, children can participate the lesson more and teacher can prevent the chaos through well-planned activities. Once students got used to activities, they are more confidently able to speak. With so many positive benefits, more teachers need to use drama to enhance students’ language skills.

2.3. Drama for Young Learners

Barber (2000 p.236) states that English is one of the major world languages. Since English is gaining popularity day by day, today in classrooms around the world young people and adults are involved in the study of English (Mc Kay,2002 p.1). The need to learn and teach a foreign language is increasing especially for young children since they learn without conscious learning. As educators, we need to develop children’s curiosity, which they already have in their nature. Thus, we can inspire a desire to learn. Because of the activity level of the children and their short attention span, drama is one of the best methods that we can use easily in our classrooms. Drama gives us chance to help our students take control of their own learning, which makes them autonomous learners. Furthermore, especially the primary school is considered very important for cognitive, emotional, and social development of children, because primary level students attain different and very important skills during this period (Johnson, 1982 p. 34).

Sarıçoban (2001p. 1) states that students need to learn a foreign language because the aim is to equip them with the knowledge and necessary skills-mainly, listening, speaking, reading, and writing-in learning a foreign language. Through all these skills, the students comprehend the foreign language if they are exposed to both speaking and

reading. Because of the improvement of these skills, the students will naturally acquire the appropriate pronunciation and grammatical accuracy.

According to many researchers, the early years in the development of a child are considered to be important in the formation of a child's intelligence, personality and social behaviours (meb.gov.tr). McClasin (1996) points out the use of drama in the education setting is seen and formed to be an effective means in learning by drama educationists as it meets both psychological and social need of children.

Bas (2008) claimed that drama activities could help students to learn language well. It offers great opportunities for students to communicate with others even when they have limited vocabulary. Since young learners can use their body language and gestures easily; drama is a natural way to learn.

Unless it is involved in exploring and analyzing, learning does not occur. (Gardner, 1999). By the line with this fact, early childhood teachers often use games, play, and drama activities in their daily classroom instruction so that students can effectively use the language. Drama games or activities help them to communicate with others and express themselves clearly. According to Schiller (2008), most drama leads young people to develop their human relations and find out social life actively. In addition to this, Ting (2005) found that by using drama activities, children spend good times. They both enjoy and learn. Thus, students' motivation and English learning skills can be developed through drama. Teachers of young children tend to use more play games and drama type activities because the children are closer to the play stage of development. These activities mean that each student can use their natural ability to imitate, mime, and express themselves through body language and gesture. Furthermore, they can improve the teacher-student relationship and build group rapport and trust.

Drama is a part of our daily lives, especially as educators. With a little preparation unlike most teachers think, drama allows everyone in the class to feel accomplished. Because drama activities reveal different learning styles of the children.

Taking into account of children's fear of making mistake in English, they avoid speaking. Due to drama, children have the chance to 'get into role' and be someone else.

It is not enough for children taking part in drama activities just to look, hear, taste, or smell. It is necessary to see while looking, to feel while touching, and to be aware. Aesthetic capacities of children develop this way. Moreover, as children get the

opportunity to learn their bodies better, they are aware of the functions of body parts and how to take care of them, and they develop their self-care skills.

2.4. Drama and Vocabulary Teaching

As Sun (2003) points out promoting vocabulary development is an important aspect of dramatic experiences. To reinforce and extend literature comprehension, teachers can read and write stories that contain new vocabulary words and have students act out the meanings of the words.

Thornbury (2002 p.77) states that when it comes to teaching vocabulary , as many techniques as possible are used during lesson. Because the aim is to put the words in their long-term memory. However, it is not always easy for them to keep the vocabulary so quickly.

In the line with this fact, when introducing new vocabulary, it is important to make connections to students' prior knowledge. Thus, students can easily put the words in their long-term memory. One approach to enhancing vocabulary development is the use of drama, having students actively practice vocabulary definitions through physical movement. Sheila R. Alber and Carolyn R. Foil asset that educators need to show the students the word, then pronounce it and finally have students repeat it while introducing new vocabulary. In addition to this, they need to explain the meaning of the word, and provide a variety of examples of the word used in context.

One of the natural ways to learn new vocabulary is to make connections to students' prior knowledge by eliciting student responses about their experiences related to the word. Finally, giving students the opportunity to use the word in context, and provide specific feedback helps them put the new vocabulary in their long-term memory. In other words, as educators, if we demonstrate a physical action or dramatic movement that represents the meaning of the word, it will be much more permanent for the students.

Since English is a foreign language for children in Turkey, it is not easy to keep the new vocabulary in their minds. However, if they are exposed to English as much as possible and if they have chance to use the words in real life, they will remember the words and use them in communication. In the line with this fact, drama is one best method for the new words. Considering this issue, expressions and short sentences are better for students to learn easily more than individual words unlike Demircioglu (2008) stated on her thesis.

For instance : Instead of teaching the word of “rollerblade”, it is better to teach “I can rollerblade” for children to learn fast and permanent. Thus, they can communicate and it is much more motivating for the students to communicate in target language. Thanks to chunks, it is more possible.

2.5. Drama Techniques

Alan Maley and Alan Duff point out that dramatic activities are not the performance of plays before passive audiences. It is a process more than a product. Based on this explanation, it is possible to say that the process is much more important than the product with regard to students’ learning process.

2.5.1 Warm up

The students who participate in drama activity should firstly feel relaxed and confident and be ready to work in a group and discover new things (Aral & Baran & Bulut & Çimen, 1981 p.10)

Warming up activities is always necessary for the students to prepare them to the lesson especially for young learners. One of the essential steps of warming up activities is to create a curiosity between the students. Because if the teacher can create a curiosity, she/he will get their attention for whole lesson. Furthermore, warm up activities hope to bring about an atmosphere where a real communication can take place.

There are many reasons why educators may need to use warm ups and time fillers while working as an ESL teacher (Al-Arishi, 1997 p. 337) First of all, we need to bring energy to each class in the first ten to fifteen minutes and to break the ice with a new class of students. Secondly, a small block of time needs to be filled when a lesson runs shorter than we planned. It is obvious that students can get bored. Thus, we need to replace a lesson as a solution. Finally, we may be called in last minute to fill in for another teacher

In order for students to be able to learn, they have to feel safe and comfortable. Since warm up activity is a key to all of these, it needs to be fun and suitable for students’ levels. Because it raises the energy levels, the atmosphere of the classroom will be positive, as well.

2.5.2. Mime

John Dougill defines mime as a non-verbal representation of an idea or story through gesture, bodily movement, and expression (Dougill1987:13). This technique focuses on the listening skill as pupils demonstrate understanding of what they hear through their actions.

As discussed by Hayes, mime helps develop students' powers of imagination and observation, and can be quite simply "a source of great enjoyment" (1984, p 28).

It helps the learners gain confidence, as they are getting a chance to get up and do things in front of others. Even the students who are not so good at communication can do well in mime, as it does not involve dialogues.

2.5.3 Drama games

Desiatova (2009) points out that teachers need to use drama games to bring the real world into the classroom (problem solving, research, consulting dictionaries, real time and space, cross-curricular content) Though the different drama games , teachers can involve all students to the lesson which makes them get into the lesson more in a fun way by holding their attention. The conventional English class does not let students to communicate because students lack the adequate exposure to spoken English. Hence, drama gives a meaningful language production especially through games. Since drama games can be considered as a part of communication, it provides a real life situation both in the classroom and outside of the classroom.

Vernon (n d) supports the view that while playing a drama game, students are encouraged to listen to, potentially read and then repeat their lines over a period of time.

By repeating the words and phrases they become familiar with them and are able to say them with increasing fluency by encouraging self-expression, drama motivates students to use language confidently and creatively. They may encourage quieter students to speak. In this way, drama games can also be a strong motivator and help students to gain confidence, hide a role puppet or a mask. Through this process, while some teachers of young children tend to use more play, games and drama type activities in the classroom , some teachers are reluctant to use drama activities in classrooms for various reasons: they don't know how to use the activities, limited resources, time management, a fear of looking and feeling foolish. However, according to many educators, students learn more intensively if a teacher establishes a fun and comfortable class atmosphere.

In addition, drama games create a situation in which children are sharing information, making decisions and working together, rather than individually listening to the teacher. Therefore, drama games help to increase the interaction between students. This interaction between them builds trust and strong relationship, which leads students working in groups and pairs. At this point, the noise level of a class increases. However, effective and fun classrooms need some noise!

• A Drama Game Activity: Play Ball

I ask them to shape an imaginary tennis ball in their hands, trying to feel its weight. I have them pretend to toss the ball from one hand to the other. Then they change the type of ball and show how the size and weight of their imaginary object changes. A bowling ball, for example, would be handled quite differently than volleyball or a ping-pong ball. We play a game of catch, in pairs or as a group, occasionally changing the type of imaginary ball. I ask them to follow the ball with their eyes and act as if it is real until the exercise is over. This is a good way to develop skills in an effective way.

2.5.4 Role play & Simulations

According to Makita (1995) dramatic and role –playing activities are valuable classroom techniques that encourage students to participate actively in the learning process.

Ments (1999: 86) advocates the advantages of role-play. According to him, it enables students to express hidden feelings and lets students to discuss private issues and problems. He also states that students empathise with others and understand their motivation. Since group interaction is one the key role, it provides opportunity for non-articulate students and emphasises the importance of non-verbal, emotional responses. It is motivational and effective because it involves action, as well. Apart from these, role-play provides rapid feedback for both students and tutors and it is student centred, addresses itself to the needs and concerns of the trainees.

Even the traditional teachers like role-plays. Because through role-plays, it is easy to create a supportive, enjoyable classroom environment in which students are encouraged and motivated to effectively learn the target language. Ideas for role-play could be obtained from real life situations that teachers and learners experience in their own lives, from books, television programmes, and movies or with other people at

school or in the work place. Instead of using reading dialogues with the teacher correcting pronunciation, it is more beneficial to create situations, which provides spontaneous speech. Especially for young learners, role play activities such as working in pairs may be asked to greet each other, or invite the other person for some occasion are one of the effective methods.

Role-play and simulations became more popular especially after being emphasized the importance of communication in target language. Furthermore, researches show that particularly simulation activities have great impact on teaching vocabulary and structures. Based on this explanation, it is possible to say that young learners can keep the new words in their long-term memory since they all like acting through simulations.

In conclusion, as Koyluoglu (2010) states that when the role playing/simulation technique is employed, it needs to be integrated with other language learning activities, given the preparation and care which is required in any language learning method, and adapted to student needs and level.

2.5.5. Pantomime

Pantomime is the use of gesture, body posture, and facial expression to communicate ideas, feelings, and relationships with little or no accompanying sounds or speech (Cottrell, 1984: 134). Before starting the drama activities, it needs to be developed a sense of safety and trust. Pantomime is an effective tool to be able to achieve this goal. Moreover, it sharpens concentration and prepares everybody to the lesson. It is simple and fun because it is safe for the student to perform in the classroom.

To illustrate, the teacher can ask the student to play ‘Mirror Game’ or ‘The Passing Game’. In line with this fact that, pantomime helps the students to use of their body. It also lets children to gain control of their muscles.

2.5.6. Puppetry

One of the useful drama activities that can be used easily in EFL classrooms is puppets. Through puppets, it is easier to catch the students’ attention and create a warm atmosphere among the students especially for young learners. It is so obvious that the fear of making mistake in English can prevent children from wanting to speak. Because of the puppets, they feel more motivated and allow more interaction among students.

The children are usually very pleased with their production and gain considerable confidence through having successfully produced a show (Cuenca & Carmona, 1987 p. 33).

Studies show that many students learn through doing. Puppetry is a main example of how students can participate in a dramatic activity in a comfortable way.

Using puppets lets students and creates a communication opportunity. Furthermore, students enjoy decorating the puppets, creating movements, voices, and personalities for themselves. There are many studies on children about how they like playing by themselves more than playing with their friends. Using puppets allows them to play in pairs or in groups.

With so many positive benefits, younger learner's teachers need to use puppets in their classrooms. In addition to this, if teachers have students make their own puppets, students feel safe to show what they do in front of the classroom.

2.5.7 Improvisation

Improvisation is an unplanned activity of drama techniques. It can be used both in the classroom and outside the classroom. The only thing that requires consideration is students need to pay attention to their partners in order to react appropriately.

Furthermore, improvisation helps students to develop their speaking skills since they speak without preparation. One of the natural ways to learn how to communicate is using improvisation in the classroom. Students only create a scene, speak, act, react, and move without preparing. Improvisational drama activities are effective tools in English as a Second Language classes.

It requires students to produce appropriate words emotionally by using gestures and facial expressions. Students can be free to act and create the character that they want to be (Wagner, 2002).

Based on this definition, it is strong to say that students gain self-discipline and ability to work with other students in the classroom. It also emphasizes student-student interaction more than teacher-student interaction. However, the teacher needs to be careful during improvisation and help learners to create and build confidence.

2.6. Using Drama in ELT Classroom Effectively

Carroll advocates that one of the main aims of using drama in a language course is to provide an active, stimulating, fun, and creative environment in which to develop the

student's language learning potential. Students are encouraged to explore English through their imagination and creativity and to express this through language, and other forms of communication. As is the case with many basic skills, speaking is one of the essential ones. To be able to communicate in target language, children need to learn some vocabulary and structures. Even for the other skills, learning vocabulary is always the basic steps.

Since drama activities provide meaningful and enjoyable language practise, and they encourage learners to explore the wonderful world of the English language, as educators, we need to allow our students to get into drama world as much as possible. In this way, they can be a part of the safe environment and build cooperation with other students.

In many traditional foreign language classrooms, teachers are not eager to use drama techniques. Thus, they ensure that everything is under control; there is no noise and no confusion in the classroom. However, this situation limits students' speaking time as well as their creativity. Taking into account of students' development, teachers need to take into consideration if they prepare enough for the lesson besides the level of the students. If they achieve this, they can use drama techniques effectively in the classroom.

2.6.1 Classroom Management

Students stand up and move in most of the activities. Thus, they need some space at the front of the classroom and this makes them to push the tables and chair which means extra noise before the activities. As educators, we all know that language classrooms are a bit noisy especially during drama activities. However, if the teachers are well organized and constantly alert, the level of the noise will be less. In other words, the teachers need be careful about classroom management.

Classroom management is defined as being "the methods and strategies an educator uses to maintain a classroom environment that is conducive to student success and learning" (McCreary, 2011)

Robert (2010) supports McCreary in her article that to establish the classroom rules and routines for the students, they need to know what is expected of them on the first day of the school. Moreover, it is essential to create routines with the students. The teacher needs to establish a way to keep the students' focused when they are off-task or busy with group work. For instance, it can be ended with 'Freeze' or ringing a

bell. It is also beneficial to be energetic or positive since students can get your positivity easily. Therefore, they need to feel safe and relaxed during drama classes. In this case, classroom management issues will be minimized.

2.6.2 Role of the Teacher

Teachers play a critical role in creating an environment in which children feel happy and safe especially during speaking English. Students need to see that their teacher speaks English with enjoyment and enthusiasm. Thus, they do not worry about making mistakes. It means they have a positive attitude towards English. Even though teachers' role may change at different times in a lesson, one of the important roles of us is to motivate the students to use English in classroom. Since the natural way to use English in the classroom is to use drama techniques, language teachers need to teach both verbal and non-verbal language.

Marie & Bernadette (1994) advocates that teachers are like guides who give clear and simple instructions to their students and then make sure that every student understands how to do activities clearly.

In this case, they will feel more secure and can take their own responsibility easily. Another role of the teachers is to be the director since he/she plans the exercises and leads the class to accomplish a particular task by defining objectives, choosing relevant situations and materials, giving specific instructions, organizing, monitoring, and helping during the dramatization as necessary. (Rauen, 1990)

Clearly, teachers must find appropriate ways to encourage, support and guide students' ideas (Burgess and Gaudry, 1985 p. 254) as well as being active participant of the creative process.

2.6.3 Role of the Learner

In drama classrooms, students are encouraged to communicate. If a student is an active participant, he/she gains self-control and discipline that will serve the student well in all aspects of life. Furthermore, they learn how to cooperate and work together. However, they need to feel safe and be familiar with the activities for all of these.

Since drama helps students to develop tolerance and empathy, they can understand how the world looks through another person's eyes. From the point of shy students' views, it is good for them to develop confidence on using language. With so many positive benefits, more teachers should be using drama to engage learners and

maximize benefits (Ashton-Hay, 2005 p.13) Moreover, during drama activities, play and humour comes to the classroom which improves motivation and reduces stress.

2.7. Benefits of Using Drama in an ELT Classroom

Unlike traditional methods in classrooms, drama provides more opportunity to use the target language and English expressions appropriately especially for young learners. Thus, students feel more engaged and less stressed about using the English.

2.7.1 Motivation

The learning process becomes more positive and enjoyable since drama exercises can be presented in a way that students feel like they are playing. Thus, they will be more motivated to learn and this provides students to participate the lessons more actively. Maley and Duff explained that (1978) language teaching has tended to kill motivation by divorcing the intellectual aspects of language from its body emotions, limiting instruction to the former. However, dramatic techniques inspire the body and emotions to language learning, by that means restoring motivation.

Understandably, so, many students feel anxiety while making sentence in the target language especially if they are not confident on communication. In order to overcome the difficulties of communication, they need motivation.

Drama can help these students' self-consciousness, fear of making mistakes, sensitivity to rejection and inhibitions while at the same time increasing confidence, integrative motivation, spontaneity, empathy and interpersonal skills in the target language (Ladousse, 1996).

O'Gara (2008) argues that drama motivates students to be involved in the language class emotionally and cognitively. It is essential for students to work together and interact with others. It offers a good opportunity to communicate in target language especially for shy students. The only thing they need is motivation during dramatic activities. One of the important points is the topics of the activities. If students are introduced to topics that interest them, they will be more motivated for all lessons.

2.7.2. Creativity

“Imagination is more important than knowledge.” —Albert Einstein

It is unignorable that children imagine as long as they can. Their imagination world has no limits. As educators, we need to help them to enlarge their imaginary world. If they feel free about their imaginary world, they will create easily which gives them the opportunity to build confidence. Furthermore, they do not participate the lessons unless they feel safe. This confidence is vital to use their creativity during drama activities.

Creativity may be characterised as a lifelong and natural process by which individuals' journey to new places in their exploration, understanding, and experience of life (Goldberg, 1997 p. 134). Through drama, students can explore, get experience, and create. Karadağ & Çalışkan (2005: 54) defines creativity as trying and wondering the experienced things in a different way and not following the rules. As students become actively engaged in drama they become more aware of the learning process in which they are involved.

2.7.3. Self Confidence

The more the students are motivated, the more self-confidence they have. The recent studies show that motivation is linked to self-confidence. In drama classes, there is no wrong answer. Each of effort and ideas towards the activities are important. Thus, this improves students to gain their self-confidence.

All students need to feel ready before they work together with confidence, and this confidence will grow slowly as students successfully.

When students learn working together, they feel more relaxed and self-confident. Honestly, speaking in English for two minutes can be a challenging, scary experience for some students. However, if students are helping and supporting each other, they will feel safe and will be much more successful. The more successful the activities they participate in, the more confident students will become.

In line with this fact that, students need to believe in they can make it. Drama fosters their belief and trust in themselves and helps them to assert themselves.

CHAPTER III

3. METHODOLOGY

This section gives detailed information about the research and how the research was conducted. It tells about the research design, participants and procedure. Moreover, details about drama activities and data collection could be found in this part.

3.1. Introduction

The study aimed at determining if drama activities help instructors in teaching vocabulary to young learners. It was a qualitative study. The researcher prepared four lesson plans for four weeks and she targeted to teach seven new vocabularies for each lesson. The lesson plans were included in Appendix section. The researcher observed this teaching period and it was recorded to observe it after teaching period. Pre-test was not carried out to the students since they were unfamiliar with the new vocabulary. In addition, interview questions were asked to the students at the end of each lesson. The aim of the interview questions was to find out their feelings and ideas about drama activities. To evaluate these data, content analysis was used. At the end of the research, no post-tests were applied, the students were observed in their natural environment since the participants were young learners.

3.2. Procedure

This research was consisted of eight hours lasting four weeks. The main of the research was to teach seven new vocabulary items. Totally, twenty-eight new vocabulary items were taught via drama. The activities began with an explanation of the subject, continuing with warm-up activities and concluding with a production part.

The warm up activities prepared the students physically and mentally for the lesson. Then the teacher introduced new words by telling stories, which drew the pupils' attention, or with some games that the students were familiar with. She used pictures, puppets, masks and real objects. In the practice part, the students played different games.

They had many opportunities to practise new words. In the production part, they improvised different situations. They worked in groups. Moreover, they made puppets and poster displays. They actively participated in the lessons from the warm-up activity to the production part. During the research period, lessons were recorded in order for

the researcher to watch them later. She wrote daily journal for every lesson to catch detailed point of view. Besides observation, in order to obtain ideas and feelings of students, follow-up Interview questions were put into practice. Three open-ended questions were asked to the students. They aimed to investigate students' perspectives. Qualitative data obtained from observation and interviews was analyzed in content analysis form.

3.3. Participants

The participants of the study were 2nd grade students attending a Private Primary School in Mersin, Turkey. They were all seven or eight years old. They were from different classrooms and they were the volunteers of ‘‘Drama Club’’ of the school. There were twenty students in the class. They all have been the students of the private school since they were five. This means they have a background of English since kindergarten. Their socio-economic level is quite high. Their academic success is high, as well. Their English level is beginner. They were willing to participate into the lessons. They had two-hours-English lesson in a week for this research. Apart from this, they already have ten-hours-English lessons in a week.

3.4. Data Collection Tools

Throughout the research, data were obtained through observation and post-interview questions. All lessons were observed by the researcher. They were recorded by camera. To take note data from observation, the researcher used daily journal, observation report, and camera. At the end of the lessons, no post-tests were applied because the students were young learners. Instead of post-tests, natural process of them was observed. For instance; during break time or while they were in the garden.

3.4.1. Observation

There were three kinds of observations. One of them was writing daily journal and the other one was via camera. A common observation table was used.

3.4.1.1. Daily Journal

In this part, the students’ attitudes towards the lesson and the drama activities were observed and taken some notes. The researcher wrote daily notes right after each lesson whether students enjoyed or got bored.

3.4.1.2. Observation Report

The researcher needed an observation report to be objective and to focus on the aim of the research while making observation. The observation report has two parts. In the first part of the report, there were yes / no statements and the second part included comments of the researcher about the lesson. (Bademci, 2014). The researcher needed to write the data and the subject of the lessons.

3.4.1.3. Camera Recording

While the teacher was using drama activities in the classroom, a camera was recording the whole lesson. The data was analysed later by watching the classroom in recording materials so that the observation could be more objective and lively. The researcher could observe the classroom in a more detailed way and she was able to catch different reactions of the classroom. The classroom conditions were watched several times to understand how students reacted towards the lesson.

3.4.2. Follow-up Interviews

After each lesson, students were interviewed about their opinions. They were asked three open ended questions (Kyriakopoulos, 2008)

3.5. Data Collection Procedure

The researcher gathered the first data from observation forms and daily journals. In addition to this, interview questions were asked to each student at the end of every lesson.

This data was considered qualitative as it included open-ended questions, which were consisted of teacher's observations and students' comments. The purpose of these questions was to get a more in-depth or accurate response.

Observation data was collected with two ways. The first one was observation report which was written during the lessons. The researcher also took notes on the participants' level of participation and their interaction with one another.

The other one was obtained from the recordings recorded by camera during the lessons. While evaluating this data, content analysis was used.

The follow-up interview questions in this study were implemented just after the lesson to obtain detailed answers to observe any differences between the first lesson and

the last lesson. This data was qualitative and was assessed by descriptive methods and content analysis.

3.6. Data Analysis

In this study, the data were analyzed qualitatively. They were observations and follow up interview questions, which included three open-ended questions. During the evaluation process, content analysis and descriptive methods were used to reflect the conclusion of interview questions and observations.

No post-tests were applied because the participants were young learners and they were observed in the natural process of learning.

CHAPTER IV

4. FINDINGS

4.1. Introduction

This chapter reports the findings of the study based on each data collection tool. It revealed the findings from post-interview questions, observations and the results of students' natural learning process. Finding also answered research questions.

4.2. Findings from Observation Reports

I aimed to teach twenty-eight new words to students through drama for four weeks. The researcher used two methods for observation. One of them was daily journal and the other one was video-recording method. She watched video recordings after lesson and added the details to her daily journal that she kept every day. All the students seemed willing enough to join to lesson. It was obvious that they were always eager to participate the lesson. When the teacher asked for some volunteers for warm up activities, they all raised their hands. Since they wanted to take part in the activities, classroom management was much easier. Thus, there was almost no problem on time management and the sequences of the activities.

There was also yes/no part in observation reports. While the teacher was observing the class, she answered the questions as "yes or no" on the observation table. There were four lessons in the study. The teacher answered yes to 1st, 2nd, 3rd, 4th and 5th questions and said no to 6th, 7th, 8th, 9th, 10th. It was added in Appendix section.

4.3. Findings from Follow-up Interviews

The questions were asked to students in Turkish at the end of each lesson. Then they were translated into English by the researcher. The interpretations of the answers given to the post-interview questions are as follows:

Question1. What do you think about the activity you just did?

The aim of this question was to hear about the students' feelings towards the lesson. The question was asked right after each lesson for four weeks.

On the first week, the students wanted to go to garden after the lesson. Thus, they did not want to answer the question. First, I thought they did not like the activities so they did not want to answer.

However, on the following weeks, I asked the question at the last minutes of the activity. Then I got answers. Analysis of their answers revealed two main themes: fun and freedom. It was clear that students enjoyed the activity. Some students expressed their feelings explicitly:

St. 1 : It was enjoyable.

St. 2 : It was really fun.

Because they had fun, they were motivated, and they wanted to do similar activities in the following classes as well. Three of the students stated that they would answer my interview questions only if we keep doing such fun activities the next week:

St. 3: If we are we going to have fun again next week, I will answer your question!

The other theme was about the freedom in the classroom. Young learners have huge amount of energy; they need to be active in the classroom. This activity gave them the freedom to move, which was pointed out by some of the students:

St.4: Woow! The teacher let me dance and run in the classroom!

St. 5: I can stand up in the classroom and this teacher is not angry with me!

St. 6 : Will you come back again next week?

Question2. What did you like most about the activity?

Analysis of the students answers revealed three main themes: Acting, friendship and excitement. It was obvious that the students enjoyed the activity. The point was to be able to identify what they exactly liked during the activity .Almost all of the students stated that they liked acting in drama exercises.

St.7 : Playing roles... I loved to be Little Red Riding Hood. May I take the red hat to home , please??

St. 8: I want to be the wolf! I want to eat you Little Red Riding Hood!

One of the students said she liked feeling excitement. For instance;

St. 9 : Miss Gamze, check my heart! It is beating really fast! I felt excitement and I liked that feeling.

When I asked about what they liked the most about the activity, two of the students' answers surprised me since I thought they were being selfish during activities. However, I was wrong.

They said:

St.16: 'I loved watching Ahmet on the stage. He was a brave woodcutter.'

St.17 : 'Well...I liked the activity because we were all together''

Question 3. What did you like least about the activity?

Week by week there is an increasing number of students who stated that there was nothing in the lesson that they did not like. There was only one thing they, which they said, but by using different words:

'I did not act enough! '

4.4. Content Analysis of All Qualitative Data

The analysis of all qualitative data was evaluated with content analysis. There are three themes to reflect all data collected during the research. These are; participation of the students, the willingness on acting and freedom.

4.4.1. Participation of the Students

Drama creates a good atmosphere for students to overcome English learning anxiety. It provides a stress free environment for students, as well. It helps interaction, conversation, and oral skills. Drama techniques can facilitate classroom activities and classroom interaction. It is clear that as educators, if we involve the students into the lesson, they will learn easily and more effectively.

Even for the shy students, we can use the benefits of drama techniques such as hiding behind the character that they are acting. Thus, they can express themselves easily in target language.

Students wanted to communicate and participate in the lesson thanks to drama activities. They always wanted to take part in the activities and learnt the new words by using them in context through drama techniques. They liked being a part of the lesson. They described a lesson with drama enjoyable and active.

They enjoyed being on the stage especially with their friends. Since they are young students, learning pronunciation is much easier for them. They hear a lot from the teacher and they are good at pronunciation. Students learnt directly both from the teacher and from the stories or games that we had in the classroom.

4.4.2. The Willingness on Acting

When the students were asked what they liked most about the activity, almost all of them said they loved acting. They loved pretending. In addition to this, the students emphasized that learning the new words through drama is enjoyable and comfortable. It was easy to see that the students felt safe and comfortable while acting out. At the beginning of the lesson, the students started asking when they will act out. It was understood that the students were familiar with the drama techniques. However, they did it with some limited time and they were so eager to have the same experience again. They were aware that “doing drama” means having fun for them. After each of the lesson, they stated that they had so much fun and they could not realize how the time passed.

4.4.3. Freedom

Young learners have huge amount of energy; they need to be active in the classroom. All the activities that were done in the classroom gave them the freedom to move. With drama, they realized that they were moving and running in the classroom just as they do in the garden. Then I realized that even when they were in the garden during break times, they were repeating the words or chunks that they learnt in the classroom. No post-tests were applied to the students since they were young learners.

However, they were observed out of the classroom and it was seen that drama had many positive effects on students including the freedom and safety, which they need for a permanent learning. Consequently, it can be said that drama provides freedom to the students both in the classroom and out of the classroom as well as improving self-confidence and motivation, decreasing the level of their fear of being laughed.

4.5. Research Questions

In this section, the research questions are discussed with regard to the findings of this study.

4.5.1 Research Question 1:

- **How does drama help instructors in teaching vocabulary to young learners?**

Using drama techniques obviously help instructors in teaching vocabulary to young learners. In the observation report and daily journals, it was seen easily that the students could learn the new words easily through drama techniques. Moreover, even the teacher did not need to emphasize they were going to learn new words, the students learnt the new words and used them during their games and while acting out. The important point was to use the new words in target language.

Since the students are young learners, they cannot read or write which means using the new words on stage was emphasized. In general, the teachers have some difficulties to find volunteers for the lesson. During four weeks, I did not need to insist on calling a volunteer student to act out or to involve them to the lesson. Furthermore, almost all students asked whether they could do the activities in all stages of the lesson.

On the contrary, of most teachers assume there were no discipline problems or extra noise in the classroom. It is known that all language classrooms are noisy! They need to be. During research, I could guide them easily and let them move their energy to the lesson. In other words, thanks to drama, the lessons helped me to get the students' attention more and they all wanted to join the lesson.

4.5.2. Research Question 2:

- **What are the benefits of learning vocabulary through drama activities?**

In order to explore the effects of drama, it is enough to check the interview questions and their analysis. The students loved the all the lessons since the beginning of the research.

In contrast to traditional teaching method, drama based lesson plans provided fun. The pupils entertained during the research. For this reason, the students' enthusiasm was high. Their attitude towards learning new words increased. They willingly wanted to participate in the activities. When they were asked what the biggest reason was, they all stated that they could move in the classroom and they loved being someone else. The findings of the observation reports and the post interview questions proved their answers. Moreover, the students used the target language willingly with the help of new words, which they learnt. Since the students are young learners, no post-tests were

applied. However, they were observed during their break times or while they were in the garden.

The result was quiet satisfying. They were all eager to show that they could remember the new words by using them in sentences. It is clear that drama enables students to use English as a communicative instrument in their daily lives. Through drama, they were aware that they could communicate which is the basic aim of the language. Furthermore, they could achieve this with the new words that they learnt during four weeks.

CHAPTER V

5. DISCUSSION AND CONCLUSION

In this part, the researcher discussed the findings of the study and concluded observations and post-interview questions. The researcher compared the findings and the assumptions and she concluded them. Furthermore, limitations in Turkey were discussed in this part.

5.1. Introduction

In this part, the researcher concluded observations and post-interview questions. The research was mainly focused on qualitative data. Qualitative data was obtained from observations and post-interview questions.

5.2. Conclusion

The results of this study were qualitative based on observations and post-interview questions. With the help of follow up interview questions, the attitudes of the students towards drama were obtained. The comments were analysed with content analysis. Moreover, interviews indicated that the teachers need be aware of the fact that young learners have a great amount of energy and that the teachers need to turn this energy into an advantage in the classroom. Through drama, teachers can increase their students' level of participation in English lessons and their motivation towards learning English.

Data obtained from observations showed that students liked and enjoyed drama activities. They felt relax and drama activities increased the willingness of students. No post-tests were applied to students since they are young learners.

Instead of post-tests, the students were observed in their natural process learning. For instance; during break times or in the garden. They were all eager to show that they learnt the new words by using them in real situations while they were playing in the garden.

5.3. Discussion

The aim of this study was to investigate whether drama had a positive effect on the teaching vocabulary to young learners. Moreover, the study tried to find answer if drama techniques help instructors while teaching vocabulary. Based on the results, it is

expressed that drama has a significant effect on teaching vocabulary to young learners as well as the students enjoyed while learning. By the help of drama, they were more enthusiastic to participate in classroom activities, they felt free to make mistakes; they were more self-confident. Since the first lesson plan, all the students were eager to take part in the activities. The study also highlighted the fact that the results revealed that the majority of the students learnt the new words permanently since they used them even out of the classroom with different situations.

As teachers, we are constantly searching for effective strategies to motivate and enhance our students' learning experiences. Taking into account of young students' energy and feeling free in the classroom, we need to give more importance to drama as an effective and valuable teaching strategy. Because drama applies for all ages if we prepare qualified the lesson such as more concrete and colourful materials so that we can get the students' attention easily.

5.4. The Overview of the Study

The study was carried out in a private primary school in Mersin. The success of the school and the students was considerably high especially in English, as students had studied English since pre-school. However, the students were young learners and unfamiliar with the words. Thus, no pre-tests were applied. For the study, the teacher taught seven new words for each lesson for four weeks.

During the research period, the researcher used some methods such as observations and post-interview questions. Firstly, observations and then post-interview questions were asked to students to take detailed comments about drama. Meanwhile, the lessons were recorded via camera to be watched after the lessons in order to catch the details about students' behaviours towards drama while daily journal was being noted down by the researcher during the lessons. At the end of the research, no post-tests were applied. However, the students were observed in their natural learning process, instead.

As regards of content analysis of all qualitative data, it could be said that students' opinions and attitudes towards drama were positive; moreover; using drama in the classroom increased students' self confidence and awareness towards the target language.

To sum up, drama appeared to motivate all of the students to use the language in the classroom. Even the shy students wanted to join the lesson after the first lesson. Moreover, many positive effects were observed, as well.

5.5. Limitation in Turkey

Although there were no limitations during study, there are some limitations to apply drama techniques in Turkey. Since the school, which the study was carried out was a private one, teachers are aware of the benefits of drama techniques in the classroom. However, it was also obvious that some teachers think drama is a waste of time and causes discipline problems in the classroom. The first thing that needs be done to solve this problem is to provide in-service training for teachers by The National Ministry of Education, and as in-service training by school administrations. If then, teachers will lose the fear of losing control in the classroom and will prepare drama-based lesson plans for the students.

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7. APPENDICES

7.1. APPENDIX 1: OBSERVATION REPORT

OBSERVATION REPORT		
LESSON:	DATE:	
SUBJECT:	DURATION:	
MATERIALS:	METHODS:	
ACTIVITIES:		
CONDITIONS	YES	NO
Students follow lesson with enjoyment.		
Students want to join the lesson.		
Students enjoy the lesson.		
Students want to play games.		
Students want to answer the questions.		
Students get boring.		
Students want to do something different.		
Students talk to each other.		
Students are reluctant to join the lesson.		
Students do not pay attention to the lesson.		
Observation (Daily Report) :		
Comments after video watching:		
Notes (anything interesting) :		

7.2. APPENDIX 2: FOLLOW-UP INTERVIEWS

Question 1. What do you think about the activity you just did?

Question 2. What did you like most about the activity?

Question 3. What did you like least about the activity?

7.3. APPENDIX 3: Lesson Plan 1

GRADE: 2

THEME: Nature

LESSON: 1/4

DURATION: 40+40 minutes

The level of the students: Beginner

Number of the students: 20

The aim of the lesson: To teach seven vocabulary items

Vocabulary items: bear, scared, over, under, through, grass, snow storm

MATERIALS: Hullo hops, Picture cards, nature flashcards

PRIMARY OBJECTIVES: Describing things in nature

SECONDARY OBJECTIVES: Rainy, snowy, sunny,cloudy, windy, stormy

WARM-UP:

The teacher starts the lesson with ‘‘Lets make it rain!’’ game which the students are already familiar with. Students make a circle and their eyes are closed. The teacher says ‘‘It is raining slowly’’. They start hitting on their laps slowly while sitting on their chairs. Then the teacher says ‘‘It is raining heavily!’’ and the students make it fast. So they all hear the sound of rain.

Presentation:

While the nature sounds flashcards are on the wall, the students listen to the nature sounds and try to recognize them and imitates the sounds with gestures ‘‘swishy, swashy’’ ‘‘splash, splosh’’ ‘‘squelch, squerch’’ ‘‘stumble, trip’’ ‘‘hoo, woo’’ ‘‘tip, toe’’ The teacher shows the picture of a family and she asks the students where the family is going. After listening to their predictions, she starts explaining that they want to catch a big bear/ they are not scared.

We're going on a bear hunt,
We're gonna catch a big one,
What a beautiful day,
We're not scared.
Oh oh!
Grass,
Long, wavy, grass.
We can't go over it,
We can't go under it,
We've gotta go through it!
Swishy swashy, swishy swashy.
We're going on a bear hunt,
We're gonna catch a big one,
What a beautiful day,
We're not scared.
Oh oh!
Mud,
Thick, oozy mud.
We can't go over it,
We can't go under it,
We've gotta go through it!
Squelch squelch, squelch squelch
We're going on a bear hunt,
We're gonna catch a big one,
What a beautiful day,
We're not scared.
Oh oh!
A river,
A deep, cold river.
We can't go over it,
We can't go under it,
We've gotta go through it!
Splish splish, splish splish.

We're going on a bear hunt,
We're gonna catch a big one,
What a beautiful day,
We're not scared.

Oh oh!
A forest,
A big, dark forest.
We can't go over it,
We can't go under it,
We've gotta go through it!
Stumble trip, stumble trip.

We're going on a bear hunt,
We're gonna catch a big one,
What a beautiful day,
We're not scared.

Oh oh!
A cave,
A scary, dark cave.
We can't go over it,
We can't go under it,
We've gotta go through it!
Tiptoe, tiptoe.

(Say the following verse all together and quickly.)

OH NO IT'S A BEAR!!!

Quick!

Through the cave, tiptoe, tiptoe,
Through the forest, stumble trip, stumble trip,
Through the river, splish splash, splish splash,
Through the mud, squelch squelch, squelch squelch,
Through the grass, swishy swashy, swishy swashy.

Run to the house, run up the stairs,

Oh oh forgot to shut the door!

Run back downstairs, shut the door,

Run back up, to the bedroom,

Jump into bed, pull up the covers,
WE ARE NEVER GOING ON A BEAR HUNT AGAIN!!

Practice:

Hula hoops Game:

First, the teacher explains the meaning of over, under and through with the help of a hula hoop. Three volunteer comes and tries to pass over/under/through the hula hoops when teacher asks the question of: “Can they go over/under/through it?”

“Follow the leader” Game:

The classroom is divided into four corner. Grass corner, mud corner, forest corner and cave corner. The teacher leads the students to the grass corner first and teaches the students the chorus, using appropriate actions during the poem. After the teacher, the students repeat the structures of the poem by going to the other corner of the classroom.

Production:

The teacher forms groups of four. Each group is given a hullo hoop. She says that they are going on a bear hunt. So each group uses their own hullo hoops on their corner while telling the poem.

Evaluation:

The students sit in the form of a circle and express their feelings about drama process, games and activities. Then she observes them in their natural learning process.

7.4. APPENDIX 4: Lesson Plan 2

GRADE: 2

THEME: Animals

LESSON: 2/4

DURATION: 40+40 minutes

The level of the students: Beginner

Number of the students: 20

The aim of the lesson: To teach seven vocabulary items

Vocabulary items: roar, crawl, walk, talk, run, swim, swing

MATERIALS: Animal flashcards, animal masks, animal game cards, dice, a piece of paper, Colourful paper, cards, strings, crayons, scissors and glues

PRIMARY OBJECTIVES: Talking about the abilities of animals.

SECONDARY OBJECTIVES: Lion, monkey, elephant, snake, fish, insect, giraffe, bird/parrot, snake

WARM-UP:

The teacher comes to the classroom with some animal masks .While some flashcards are on the board (lion, monkey, elephant, snake, fish, insect, giraffe, bird/parrot, snake), she divides the class into two teams and explains them that they are animals in the jungle and the jungle is on fire. They have to save their animal friends from the fire. Call one student from each team and tell them to stand at a distance opposite the board. Say “Roar and run like a lion” The two students roar and run like a lion towards the board and the first one who gets the lion flashcard from the board scores one point for his/her team. Tell Ss. that if they do not pretend to do the action, they cannot score a point.

Presentation:

The teacher has prepared some stick puppets beforehand. She goes on with other animals calling new students each time.

- Talk and fly like a parrot. (they can say Hello)
- Swim like a fish.
- Swing like a monkey.
- Crawl like a snake.
- Walk like an elephant.

Then she walks among the students and ask some critical thinking questions : what can (lions) do? (They can roar and run fast.) Go through the other pictures asking “what can (snakes) do?” “Can (snakes) (fly)?”

Practice :

The teacher lets the students get into pairs. With the masks on their faces, one of the partners asks the questions while the information gap activity paper is on the board:

Student A: Can elephants run or jump?

Student B: Elephants can run but they can't jump

Then he/she ticks or crosses the on the right column

Dice Game:

The teacher sticks the big picture of the animals and their abilities on the floor of the classroom. There are twenty pictures on the floor. Each of the students is given a dice and they are supposed to throw the dice on the pictures when their eyes are closed. Then they have to mime the animal they that was chosen and tell an ability of them to the rest of the classroom

Flashcard Game:

The teacher brings the picture flashcards of the animals. She makes small holes on a piece of paper which she puts on the flashcards. Then, she asks the students to look through and guess which animal it is. The students need to mime the animals with their abilities, as well.

Production:

The class is divided into groups of four. There are five children in each group. They will prepare an animal puppet show. The teacher distributes pieces of colourful paper, string, cards, crayons, scissors and glue. They make their own puppets. If they wish, they may use the puppets on the board. She also gives out a personal file card for each animal puppet to guide them while preparing their puppet show. In addition to the knowledge on the personal file cards, they might give extra knowledge about their animals, such as their abilities or what they eat.

The teacher puts three desks together in a line and gets the children to crouch behind them. She pins a sheet across the front of the desks to hide the puppeteers.

Evaluation :

The students sit in the form of a circle and express their feelings about drama process, games and activities. Then she observes them in their natural learning process.

7.5. APPENDIX 5: Lesson Plan 3

GRADE: 2

THEME: Body Parts

LESSON: 3/4

DURATION: 40+40 minutes

The level of the students: Beginner

Number of the students: 20

The aim of the lesson: To teach seven vocabulary items

Vocabulary items: wolf, granny, Little Red, wood cutter, tummy, teeth

MATERIALS: Character pictures, stick puppets, story cards, character masks

PRIMARY OBJECTIVES: Using body parts in the story

SECONDARY OBJECTIVES: head, arms, legs, eyes, nose, toes, ears, knees

WARM-UP:

Play'' Touch the teacher'' game. Sit on a chair. Use a puppet and the puppet calls two students and tells them "Touch the teacher's head". Students try to touch your head. Then make the puppet kiss the kids who do the instruction correctly. Go on with the other body parts.

Presentation:

Teacher starts telling the story of ''Little Red Riding Hood'' by showing the characters with flashcards and with the suitable voice of the characters. Then the teacher gives a hand out to the students. They cut out the characters and stick it on the picture according to the teacher's instructions.

Practice:

The teacher retells the story and encourages the students to join in by using gestures and completing the teacher's sentences. I have let the students use story cards and character masks, which I prepared in advance.

“Person to person” Game

Everybody gets into pairs and walks around the space together (students can link arms if they wish, imagining that they are strolling through a park on a sunny afternoon).

After a few moments, the teacher (or a student) calls out the names of parts of the body, which the partners must stop and touch together, for example toe to toe, knee to knee, heel to heel, elbow to elbow, head to head, etc. On a signal, they release and walk around the space again.

Production:

The teacher gives each child a set of characters and four sticks. Ss. colour the pictures and cut out the characters and they make stick puppets of the story characters. Finally they can use them while acting out the story.

Evaluation:

The students sit in the form of a circle and express their feelings about drama process, games and activities. Then she observes them in their natural learning process.

7.6. APPENDIX 6: Lesson Plan 4

GRADE: 2

LESSON: 4/4

DURATION: 40+40 minutes

The level of the students: Beginner

Number of the students: 20

The aim of the lesson: To teach seven vocabulary items

Vocabulary items: rock, shell, seaweed, boot, escape, hide behind, I am hungry

MATERIALS: Puppets: two fish, flashcards: A rock, a shell, seaweed and a boot, blu tack, board magnets and sticks for the puppets

PRIMARY OBJECTIVES: Talking about the sea lives.

SECONDARY OBJECTIVES: fish, big, small, tail, friends

WARM-UP:

The teacher draws a wavy blue line high on the board to represent the sea, and draw some sand at the bottom of the board. Then she sticks the flashcards on to the board. The teacher shows the children the fish puppets and tell the students their names.

Presentation:

First, the teacher told the story by using the puppets and the she taught the students the key phrases in the story and told the story again. This time, she divided the class into two halves; one half said the lines of Big Blue Fish and the other said the lines of Small Red Fish.

Practice:

The teacher asked two volunteer students to come to board and operate the puppets while the rest of the class was saying the dialogue.

Production:

The students made their own puppets and re-tell the story in groups. Then, Then we changed the story, i.e. the students made their own version; ‘‘Big Blue Fish eats Small Red Fish’’

Evaluation:

The students sit in the form of a circle and express their feelings about drama process, games and activities. Then she observes them in their natural learning process.