



THE EFFECT OF CREATIVE DRAMA ON SOME VARIABLES RELATED WITH SPEAKING¹

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Abstract

Speaking is one of the four basic skills, which mother tongue teaching is expected to build up. The enhancement² of their speaking skills is important for the mother tongue teacher candidates, who are expected to enhance this skill. In this study this has been the starting point; the effect of drama method on verbal expression class, which was attended by mother tongue teacher candidates, was inquired. Mother tongue teacher candidates' perception of their self-sufficiency in speaking and their attitude towards speaking have constituted the fundamental point of the research in order to identify the effect of creative drama method on the skill of verbal expression. Mixed method, in which is a combination of quantitative and qualitative methods, was used for the research. Explanatory sequential pattern was used in the research in order to bring an explanation to quantitative results. The study group of the research consisted of 90 students, who attended 1st Grade Verbal Expression class of Turkish Language Teaching Department of Dokuz Eylül University, Buca Faculty of Education, at the spring term of 2017-2018 academic year. Experimental and control groups had 45 students each. Attitude scale towards speaking and self-sufficiency were applied to students of both groups at the quantitative dimension of the research, both pre and post implementation. The covariance analysis (ANCOVA) was carried out in order to enable the analysis of differences between the groups via statistical methods, as per dependant variations. Arithmetic average, standard deviation and percent values were included as descriptive statistics. Semi-structured interview form was used for the qualitative aspect of the research. Acquired data was resolved via content analysis. As per the comparative analysis of quantitative findings, it was seen that there was a significant difference in favor of the experimental group with regards to their attitude toward verbal expression and their perception of self-sufficiency in speaking. Quantitative findings were supportive of the qualitative ones. Teacher candidates made statements that their perceptions of self-sufficiency in speaking and their attitudes toward speaking were enhanced in drama-based classes.

Keywords: Speaking skill, attitude, perception of self-sufficiency, motions and thoughts

INTRODUCTION

Speaking is one of the four fundamental language skills and is required to be improved via mother tongue teaching. Sever (2000) states that mother tongue teaching has aims of making individuals; gain such linguistic skills that they can realize a solid, clear and effective communication; enhance their intellectual capacity and contribute to their processes of maturation and socialization. Türkel (2013) specifies that the fundamental aim of mother tongue teaching is the development of four basic language skills (speaking, writing, reading and listening) of students; points out that the above mentioned skills have a significant effect on the socialization of the individual and emphasizes that there is a strong relation between a higher level of intellectual ability and language teaching.

As for Katrancı (2014); speaking is the transmission of acquired knowledge and concepts that people created in their minds and their expression via sounds, following an evaluation that is carried out in their brains. Aktaş and Gündüz (2002) points out how the process of speaking functions. In this functioning, during the process of speaking, which has physical and mental qualifications; firstly the

¹ This study was developed from the post-graduate thesis of Mr.Koray Öz, named "Opinions of Turkish Language Teacher Candidates Regarding Drama Based Verbal Expression Classes"



data in the mind is revised; the purpose and the limitations as regards to that purpose are determined and eventually the emotion and thought that are desired to be expressed is made ready in the mind. Finally, these emotions and thoughts are vocalized via our organs that enable us to speak.

Speaking, which is one of the four skills that mother tongue teaching is expected to develop, has a significant role in communication and learning. Temizyürek and Temizkan (2011) states that speaking is very significant for the individual to express himself to others and adds that, the enhancement of use of language, which is the basic communication element of the individual and ensuring that the individual can build a healthy communication within the society are among the basic objectives of Turkish language teaching. He also emphasizes that speaking skill is the starting point of important implementations such as reading and writing. He states that the speaking skill has a vital importance in both personal and social aspects.

It is frequently emphasized in the related literature that individuals with immature speaking skills experience or would experience communication problems. Adalı (2009) emphasizes the effect of speaking on the psychology, development of personality and hence socialization of the individual. As for Adalı (2009) people, who cannot transmit their emotions and thoughts to others in a healthy way, feel insufficient and begin to build less communication after a certain time. Hence, this may cause isolation of people inside the society and lose their self-confidence.

Yaman and Karaaslan (2012) states that the speaking skill, which is the foundation of mother tongue education, cannot be developed sufficiently in our country and desired results cannot be attained. As opposed to the common point of view, speaking is a skill that is difficult to mature. For Göğüş (1978) this is due to ignorance of the main objectives of education and that the students are not educated in accordance with these objectives and qualifications.

Yalçın (2018) states that speaking as an innate skill, is not an asset that one can make use of this skill effectively. Therefore, he strongly advocates that the individual is required to develop the skill of speaking effectively in order to use his personal rights and fulfil his responsibilities, and accordingly shall receive an effective education of language.

Speaking skill, with regard to its important role in communication, maybe said to have significance in all fields of teaching. Gordon (2011) points out the importance of effective communication for the teacher-student relationship. Taşkaya (2012) referring to the significance of communication in teacher-student relationship, states that it was suggested for the teacher candidates that they shall be trained for the development of their communication skills. Yüksel (2001) also points out the significance of communication among the characteristics of a qualified teacher. With regard to the above mentioned statements, it is possible to say that it is important to enhance the speaking skills of all teachers, who would be role-models for their students, but primarily mother tongue and class teachers.

Theoretical Background of the Study

There are various practices that are carried out for the development of speaking skills of students in general and teacher candidates in particular. Various dimensions regarding the skill and teaching of speaking emerge during these researches and implementations.

Aslan and Yaylı (2019, pg. 6) advocate that speaking skill is no different from the others and that it might be evaluated together with writing skills; however that there are controversies among two regarding generation and social appearances. According to Hughes (2011), the generated appearance of verbal statement are variable, temporary, unplanned, context-dependent and verbal/auditory. Generated appearance of written expression is different.

Measurement tools are another field of study regarding speaking skills. Bozkurt (2019) analyzed these measurement tools and identified below categories among them:



- ✓ Breathing
- ✓ Utterance
- ✓ Fluence
- ✓ Organization of Speech
- ✓ Content
- ✓ Use of Language
- ✓ Body Language
- ✓ Interaction
- ✓ Presentation

Although these categories were presented by the researcher with the purpose of identifying the evaluation criteria, it is also possible to claim that they are significant sub-skills of speaking. Bayat (2019) states that linguistic production, which involves the act of speaking, is divided into various stages by a variety of researchers and provides some samples. Bayat also introduces various models of speaking. Major models, which were introduced by Bayat may be named as; Fromkin Speaking Model, Garret Model, Dell Speaking Generation Model, Levelt Speaking Model. In all these models, speaking process is introduced with stages, which vary due to small details among themselves. These models contribute to the understanding and identification of the speaking process and determination of the nature of speaking fully and correctly.

Hasırcı (2019, pg.213) states the importance of planning in teaching speaking; however that teachers are not qualified as per the model of teaching speaking and thus the development of students' speaking skills is accidental. As per Hasırcı's reference to Burns and Goh (2012), planning cycle of teaching speaking and objectives of each stage of it shall be previously introduced.

Yıldız (2019) emphasizes the importance of design of activity for the development of speaking skills and eventually introduces the qualifications that shall be possessed in order for them to be effective. According to Yıldız, major points that shall be considered regarding the design of activities are; determination of students' level of readiness, ensuring an intense participation in activities, participation of students, particularly of timid nature, ability to attract attention during activities, the presence of learning and assessment phases and not being limited with the acquisitions that were stated in the program.

According to Aykaç and Çetinkaya (2019, pg.260), creative drama is one of the major methods that would enable an effective process of teaching and learning. Drama would contribute to the self-expression of the students and the development of their skills of listening and comprehension; because drama provides students with a sense of language which enables them to understand its use in different contexts, thus become social; and develop their skills for critical thinking and problem solving.

Creative drama is identified as one of the methods for the development of speaking skill. It is frequently encountered in literature that research implementations have been carried out in order to determine the effect of creative drama on linguistic skills in general and speaking skill in particular.

Heathcote and Wagner (1990), stating that dramatic interactions contributed to the development of intellectual and linguistic skills, emphasizes the positive effects of creative drama on learning. Wagner (1998) states that drama had a positive effect on not only the linguistic development, but also self-esteem, self-realization, empathy, helpfulness and attaining the qualifications of self-conception.

Stabler (1980) lists the objectives of creative drama method regarding the skill of speaking as; development of self-esteem in speaking, enhancement of fluency in speaking, enhancement of vocabulary, expression and development of emotions and thoughts, development of the skill of building a communication, development of listening skill, development in the secondary language usage, discussion, differentiation and evaluation.



Aykaç (2014) states that practices that adopt creative drama method enhance the language used by the individual and its quality. Adıgüzel (2012) reflects that the individual realizes a sincere communication with the people of her imagination without any limitations during the process of creative drama activities. Communication has a significant role within the aspect, aim and content of scope of drama. Concept of communication is quite important for the participants of drama process. The main concept that is required to be reached in the creative drama work is communication. When the creative drama practices and practices that involve certain techniques of this method are analyzed, it is observed that the process that is experienced makes the speaking of the individual more effective. Students who participate in creative drama practices not only learn, but also have the opportunity to develop several skills. Such skills may enable them to socialize, to increase their self-sufficiency, self-respect and the respect that they feel for the society and to analyze incidents with an independent and democratic attitude.

San (2002), states that creative drama method provides people with various speaking methods. He emphasizes that drama has a unique style of language and therefore the student has the opportunity to approach himself and his environment with a critical point of view.

Uşaklı (2011) indicates that drama is an effective method, which contributes to the students' social communication skills, their awareness and to the increase in their self-respect and respect for the relationships that they experience as a group.

Considering these evaluations, it is possible to foresee creative drama as a method that could be utilized for the teacher candidates to enable them to build an effective communication and develop their self-sufficiency and attitude toward speaking. This study was realized with the objective to test this foresight.

Research Problem

In verbal expression classes, do creative drama based teaching patterns have an effect on teacher candidates regarding their attitude toward speaking and their perception of self-sufficiency?

Sub-problems

Sub-problems of this research are as listed:

1. Is there a significant difference between the pre-test and post-test points of "Perception of Speaking Self-Sufficiency Scale" of the experimental group, for which the verbal expression class was structured with drama and the control group which was implemented the teaching methods that were present in the program?
2. Is there a significant difference between the pre-test and post-test points of "Verbal Expression Class and Perception of Attitude Towards Verbal Expression Scale" of the experimental group, for which the verbal expression class was structured with drama and the control group which was implemented the teaching methods that were present in the program?
3. What are the opinions of Turkish language teacher candidates about their perceptions of self-sufficiency in speaking, before and after the experimental process?
4. What are the opinions of Turkish language teacher candidates about their own attitudes toward speaking, before and after the experimental process?
5. What are the opinions of Turkish language teacher candidates about the comparison of creative drama-based verbal expression classes and the ones that were carried out in a traditional fashion?

Limitations

This research is limited with verbal expression classes and the "speaking skill", as being one of the fundamental language skills of teacher candidates, who attend 1st Grade Verbal Expression class of Turkish Language Teaching Department of Dokuz Eylül University, at the spring term of 2017-2018 academic year, for a period of 12 week semi-experimantal implementation.



METHOD

Research Design

Method of research is the mixed one which combines quantitative and qualitative methods. Johnson and Onwuegbuzie (2004) state that the primary objective of mixed method research is the verification and development of results by using quantitative and qualitative data and the secondary objective is the creation of new research questions via data that is obtained by implementing quantitative and qualitative methods. Creswell and Garrett (2008) emphasizes that the results, which are obtained by combining quantitative and qualitative data in the mixed method researches, have strong aspects in terms of clarification of research problems. Balcı (2016) points out that in the mixed method quantitative and qualitative data acquisition techniques are used simultaneously or that quantitative and qualitative methods are implemented consecutively. In order to bring an explanation to the quantitative results of the research, explanatory consecutive pattern, which is present within the content of mixed method, has been used (Creswell, 2013). Accordingly, first the quantitative data was acquired, then in the second phase, qualitative data was acquired via open ended questions on subjects that were questioned within the quantitative data.

Study model is partly an experimental one, which is a random model with a control group of pre-test and post-test. In the model with a control group, for which pre-test and post-test were used, there are two groups that were formed via random method. One of these groups functions as the experimental and the other as the control group. Therefore, for both groups that take place in the study, some measurements shall be made before and after the experiment (Karasar, 2007: 97).

Within the semi-experimental model that was used in the research, effect of creative drama, which was implemented on the experimental group, was taken as independent variable of research. Students' attitudes toward verbal expression and their perception of self-sufficiency in speaking were taken as the dependent variable.

Study Group

The study group of the research consisted of 90 students, who attended 1st Grade Verbal Expression class of Turkish Language Teaching Department of Dokuz Eylül University, Buca Faculty of Education, at the spring term of 2017-2018 academic year. Experimental and control groups had 45 students each. As semi-experimental pattern was used in the research, convenience sampling method was used for the selection of study group and the research was realized with the study group which was selected via this method. Via convenience sampling method, the researcher has the opportunity to reach convenient and volunteering participants easily. Thus, this method is frequently used in social sciences (Gravetter & Forzano, 2018). In the experimental group, total of twelve drama-based activities were implemented whereas for the control group, teaching activities that were already present in the program were used.

Data Collection Instruments

In the study, two different scales were used for the acquisition of quantitative data. Prior to the experimental work, measurements were realized by implementing "Verbal Expression Class and Attitude Scale toward Verbal Expression" by Sallabaş and Yelok (2009) and "Perception Scale for Self-Sufficiency in Speaking" by Aydın (2013) to the teacher candidates. For the qualitative aspect of the study, data was acquired via semi-structured interview technique in order to clarify the quantitative data. For that purpose, a semi-structured interview form was created via expert opinions and the subject was transformed into 3 themes of questions. First two of these three questions ask about the attitudes which were questioned by quantitative scales and perceptions of attitude towards self-sufficiency. Teacher candidates were asked to compare the class that they previously attended (Freshman, 1st semester) and the experimental one via question number three. As the qualitative data is directly related with the experimental process, they were not used for the control group. As the third



question asks for the comparison of the previous class with the experimental process, this question was not asked to the experimental group prior to the experimental process

Data Collection Process

The main study part of the research was composed of 3 different stages. These are; preliminary measurement, experimental processes, last measurement.

1. Preliminary Measurement

Before the experimental process, teachers candidate were informed about creative drama and program. Then; a preliminary measurement was carried out with the attitude and self efficacy scale.

2. Experimental Procedures

Experimental procedures started on 5 February 2018 and ended on 15 may 2018. The application covered 12 weeks and 48 lessons. Achievements in the "verbal expression" curriculum with students of the experimental group, achievements depending on the purpose of using your voice and body language effectively (MEB 2006), creative drama workshops consisting of animation and evaluation stages were implemented. In creative drama workshops, speaking skills that teacher candidates may need in their professional lives are taken as the subject. In the control group, lessons were taught by means of straight narration (question-answer) based on the acquisitions.

3. Last Measurement

"Attitude towards verbal expression" to experimental and control group students after the applications and the last measurement was realized by applying "self-efficacy perception scale". In order to explain the quantitative data, the opinions of the students of the experimental group were collected through semi-structured interview forms consisting of three questions. In the first two of these three questions, opinions regarding the attitude and self efficacy perception questioned with quantitative scales were asked. With the third question, candidates teachers were asked to compare the lesson process they took before (1st grade 1st semester) with the experimental process.

Data Analysis

Analysis of Quantitative Data

At the quantitative aspect of this study, it is examined if there is any difference between the experimental group, on which creative drama method was implemented and the control group for which traditional program activities were used, in terms of attitude toward verbal expression and perception of self-sufficiency toward speaking. For this purpose SPSS 22 (Statistical Package for Social Sciences) packaged software was used. The effect of creative drama method, which is the independent variable of the study, on the dependant variables of attitude toward speaking and perception of speaking self-sufficiency was measured by ANCOVA method for the analysis of differences between the groups in terms of dependent variables following the elimination of common ones. At the end of the experimental process, in order to test the effectiveness of the experimental process the co-variance analysis technique (ANCOVA) was used to see whether there was a significant difference between the post-test score averages which were corrected according to the pre-test results of the experimental and control groups (Bonate, 2000; Büyüköztürk, 2006; cite in Serin, 2011). The significance level was taken as .05 in the study.

Analysis of Qualitative Data

In the qualitative aspect of the study the experimental group were asked open-ended questions regarding their emotions and thoughts about their speaking self-sufficiency and their attitudes toward speaking, before and after the experimental practice that lasted twelve weeks. The third question, which was aiming the post experimental process and asked teacher candidates to compare the verbal expression class that they had taken previously (Freshman, 1st semester) and the verbal expression classes that they participated during the experimental process, was asked after the experimental process. Acquired data was analyzed via content analysis. Positive and negative emotions and



thoughts were determined as basic themes of the analysis. Yıldırım and Şimşek (2011), pointing out that the main objective of content analysis is to reach concepts and relations which are capable of describing the acquired data, state that it is necessary to conceptualize the acquired data, organize them logically according to occurring concepts and determine the themes that described the data.

FINDINGS

Cronbach Alpha values were used for reliability analysis. Results of reliability analysis of measurement tools which were used in the research namely; “Verbal Lecturing Class and Attitude Scale toward Verbal Expression” and “Perception Scale for Self-Sufficiency in Speaking” are provided in Table 1.

Table 1. Results of reliability analysis of attitude scale toward speaking and perception scale of self-sufficiency

Name of the Test	Measurement	Number of Statements	Ratio of Reliability (Cronbach's Alpha)
Attitude	Pre-test Measurement	30	.90
	Post-test Measurement	30	.94
	Pre-test Measurement	46	.94
Self-Sufficiency	Post-test Measurement	46	.96

As per the analysis of reliability values, the ratios which were obtained in pre-measurement and post-measurement may be evaluated as quite high. A reliability ratio of .70 and higher is considered to be sufficient for the reliability of test scores for the tests which measure the psychological quality (Büyüköztürk, 2015). Reliability values of the scales that were used in this study appeared higher than .90, which might be considered as quite high. The Kolmogorov Smirnov test was used to see if a distribution of scores significantly differs from a normal distribution (Field, 2009, p.145-147).

Table 2. Descriptive statistics of experimental and control groups and normality test results with Kolmogorov-Simirnov Z

Dependent Variables	Independent Variables	Statistic	df	Sig.	Skewness Z	Kurtosis Z
Pre-test Attitude	Experimental	.101	45	.200*	.935	1.375
	Control	.120	45	.106	.600	.158
Post-test Attitude	Experimental	.103	45	.093	.827	.372
	Control	.069	45	.200*	.474	1.027
Pre-test Self-Sufficiency	Experimental	.118	45	.126	.951	.679
	Control	.093	45	.200*	1.610	.214
Post-test Self-Sufficiency	Experimental	.083	45	.200*	.432	.728
	Control	.088	45	.200*	1.443	.063

Kolmogorov-Simirnov Z was used to find out whether the scores of the dependent variables followed a normal distribution within each subgroup and whether the variances were equal in order to measure whether there was a significant difference between the means of the pre-test and post-test results of the control and experimental groups' attitude toward verbal expression and Self-Sufficiency skills by means of ANCOVA.

Kolmogorov-Smirnov test for normality was performed for all dimensions (pre-test and post-tests of attitude and self sufficient) to ensure that the data represented a normal distribution. A general guideline for skewness is that if the number is greater than +1 or lower than -1, this is an indication of a substantially skewed distribution. For kurtosis, the general guideline is that if the number is greater than +1, the distribution is too peaked. Likewise, a kurtosis of less than -1 indicates a distribution that



is too flat (Hair, et al., 2017, p.61). For small samples ($n < 50$), if absolute z-scores for either skewness or kurtosis are larger than 1.96, which corresponds with a alpha level .05, then reject the null hypothesis and conclude the distribution of the sample is non-normal (West, Finch & Curran, 1995). Skewness and kurtosis values are within ± 1 limits. Skewness and kurtosis indices were found to be within the limits ± 1.96 . Parametric data should resemble a normal distribution for using the parametric statistics techniques.

The measurements related to the experimental and control groups follow a normal distribution and the variances are equal. In addition, the pre test and post test scores of the experimental group's attitude toward verbal expression and Self-Sufficiency skills, and there is a correlation at between the pre test and post test scores of the experimental group's attitude toward verbal expression and Self-Sufficiency skills. All of the correlations are significant at the .05 level. The results can provide evidence for the fact that there is a linear correlation between the pre and post test scores. With respect to these results, the covariance analysis was used to determine whether there was a significant difference between the means of the corrected post test scores according to the control and experimental groups' attitude toward verbal expression and Self-Sufficiency skills.

This part of the study consists of findings and comments that are the results of measurements regarding the sub-problems of the research.

Findings Regarding the First Sub-Problem

As per the findings that were obtained from the results of ANCOVA analysis, findings of the first sub-problem are provided below.

Table 3. Descriptive statistics of self-sufficiency test points as per the experimental and control groups

Group	N	Mean	Corrected Mean
Experiment	45	181.466	181.351
Control	45	164.622	164.738

Although a significant difference was not observed between the pre-test results of experimental and control groups prior to the experimental process, ANCOVA analysis, which is adopted as a solid statistic method by Büyüköztürk (2015, p.111), was realized. ANCOVA analysis is a method which enables the statistical control of variables that have a relation with dependent variable apart from the independent variable, of which effect is being tested on both groups, also named as common variable. Shortly, the analysis determines whether the change in dependent variable is due to the independent one (Kılıç, 2017). $\bar{x}=181.466$ average of post-test in the experimental group was corrected as $\bar{x}=181.351$; whereas $\bar{x}=164.622$ average in the control group was corrected as $\bar{x}=164.738$. The slight difference between post-test averages and the corrected ones may be due to that there was no difference in the results of pre-tests.

Table 4. ANCOVA Analysis of post test self-sufficiency points which were corrected as per the pre-test results

Source of Variety	Sum of Squares	Sd	Average of Squares	F	P	n^2
Pre test	201.449	1	201.449	.377	.541	.004
Group	6172.919	1	6172.919	11.537	.001	.117
Error	2748128.000	87	535.038			
Total	2748128.000	90				

When eta-squared value is analyzed, effect size was determined as $n^2 = .117$ medium (Cohen, 1992). As per the ANCOVA analysis results in Table 3, a statistically significant difference was identified between the post test test corrected average points among the experimental and control groups ($F_{(1,87)}$)



=11.537, $p < .05$). Therefore, it may be accepted that the creative drama method, which was implemented on the experimental group, was effective on speaking self-sufficiency.

Findings Regarding the Second Sub-Problem

As per the findings that were obtained from the results of ANCOVA analysis, findings of the second sub-problem are provided below.

Table 5. Descriptive statistics of attitude test points as per the experimental and control groups

Group	N	Mean	Corrected Mean
Experiment	45	131.288	131.276
Control	45	114.822	114.835

\bar{x} =131.288 average of post test in experimental group was determined to be a corrected average of \bar{x} =131.276; \bar{x} =114.822 in the control group was determined as a corrected average of \bar{x} =114.835. Given that there was only a slight difference between the post test averages and the corrected ones, it is possible to consider that there was no difference between the pre-test results.

Table 6. ANCOVA analysis of post-test attitude points for groups that were corrected as per the pre-test results

Source of Variety	Sum of Squares	Sd	Average of Squares	F	P	η^2
Pre-test	2.127	1	2.127	.009	.925	.000
Group	6041.603	1	6041.603	25.378	.001	.226
Error	2748128.000	87	535.038			
Total	2748128.000	90				

When eta-squared value is analyzed, effect size was determined as $\eta^2 = .226$ medium. As per the avcova analysis results in Table 6, a statistically significant difference was identified between the post test test corrected average points among the experimental and control groups ($F_{(1,87)} = 25.378$, $p < .05$). Therefore, it may be accepted that the creative drama method, which was implemented on the experimental group, was effective on the attitude toward speaking.

Findings Regarding the Third Sub-Problem

What are the opinions of Turkish language teacher candidates regarding their perception of self-sufficiency in speaking before and after the experimental process?

Table 7. Emotions and thoughts of experimental group students regarding their self-sufficiency in speaking before the experimental process

Theme	Description	Codes	F	%
Emotion	Speaking and its sub-factors	Positive (body language, tone of voice, giving examples, making use of similes)	10	22
		Negative (implementation, being criticized, ineffective body language, shyness, being bored, breath control, lack of eye-contact, swallowing words, lack of integrity in speaking)	35	78

“I saw that it was ultimately useful, I learned how to get prepared for a speech in front of an audience by experiencing it.”

“It was very useful, it taught us about the details and tricks of making a speech”

“Our verbal expression class was drama-based so it had a high permanence.”

“It was useful, I learned what was right and wrong for a speech, I made a progress between the first and the last class.”



“I learned how to use jests and mimics most effectively, I expressed myself comfortably as the ambience was very friendly.”

“It was a fun class it addressed not only the hands or the brain, but all organs of the body. This class would also be an extremely effective one for the growth of liberal, talkative and social individuals.”

“I felt very comfortable during the class, I expressed my opinions freely, this class was a privilege for us.”

“Class was no longer boring and I was looking for the class each week, I was learning while enjoying the class and this is a very important thing, too. Shortly, this was the best verbal expression class I have ever seen.”

“This class had a philosophical effect on me from the very first day. Instead of memorizing, I was showing up and thinking. It was the most enjoyable class for me because I was able to get rid of the fear of not being able to do it.”

“It was extremely effective for me, I learned to use my body language and tone of my voice. It was a class that increased my self-confidence.”

“Learning about the body language was very useful.”

“I used to be timid and embarrassed. I overcame this problem and my self-confidence improved.”

“It had a huge contribution. I learned to speak publically.”

“It helped me speak fluently and without interruption.”

“It was bridge between learning and teaching.”

“I improved my communication skills, I am observing things regarding my relationships with other people that I was never aware of.”

“It was absolutely useful, improvised speaking helped us to overcome our excitement and deal with emergencies. We learned how to take advantage of missing parts, superman inside us showed up.”

“This class taught me how to speak effectively.”

“I was unable to express myself, I learned how to do it.”

“It increased my self-confidence, it made me build a more effective communication while talking to others.”

“It was useful, I learned do’s and dont’s of a speech, I made progress between the first and last class.”

“Every subject of the class had a meaning, each subject taught me something.”

“I used to be scared of public speaking, but I overcame my fears after this class.”

“Participation of all students made the class permanent and it was effective for us to overcome our fears.”

“Instead of just sitting down and listening, practice improved us.”

After the experimental process, replies of Turkish language teacher candidates regarding their self-sufficiency in speaking may be considered as impressive. A student saying, “Superman inside us showed up.” is revealing a significant awareness regarding the contribution of the process to himself. Self-confidence, which is also observed in other students’ direct expressions, reveals itself in a metaphorical way with this statement. Students evaluate these practices as a solution for body language, excitement and being free from a timid identity, which are the most significant concepts of verbal expression. As a conclusion, it is possible to claim that drama-based verbal expression activities are very useful.



These expressions are supportive of the results of quantitative measurement regarding the perception of self-sufficiency in speaking. Among the results of pre-tests and post-tests on perception of self-sufficiency, there is a significant difference in favor of post-tests where all expressions turned from negative to positive at the end of the experimental process.

Findings Regarding the Fourth Sub-Problem

What are the opinions of Turkish language teacher candidates about their own attitudes toward speaking before and after the experimental process?

Table 8. Frequency and percentages of emotions and thoughts of experimental group students regarding their attitudes toward speaking before the experimental process

Theme	Description	Codes	F	%
Emotion	Emotions Regarding the Method	Positive (willing, caring, joyous.)	8	17
		Negative (not enjoying speaking, careless behaviour, no pleasure, shyness, timidity, concern of being criticized)	37	83

Sample sentences regarding Table 8 are provided below:

“I refrain myself from public speaking.”

“I like speaking, but I don’t act carefully and attentively.”

“I enjoy speaking with my friends but I get nervous when I do didactic talks.”

“I am not always willing as I am afraid of receiving criticisms.”

“I try to pick my words carefully in public but this makes me nervous.”

“The feeling that I would make a mistake makes me nervous.”

“I lose my spontaneity when I try hard to be careful.”

“I try to look willing to persuade the person in front of me.”

“I enjoy talking among friends, I like discussing things.”

“I organize my way of talking as per the demand of the person speaking to me.”

Replies of questions, which were asked to experimental group teacher candidates regarding their attitude toward speaking before the experimental process, were 37 negative answers among 45 students; whereas only 8 students used expressions that could be regarded as positive. As per the expressions of teacher candidates, statements of attitude toward speaking before the experimental process may be considered as quite far from the level desired.

Table 9. Frequency and percentages of emotions and thoughts of experimental group students regarding their attitudes toward speaking after the experimental process

Theme	Description	Codes	F	%
Emotion	Emotions Regarding the Method	Positive (willing, attentive, joyous, self-confident, comfortable, careful, enjoyable, effective, without hesitation, without concern)	50	100
		Negative	0	0

Sample sentences of Table 9 are provided below:

“Instead of hesitating to speak, I started to take pleasure out of speaking.”



“I can express the thoughts that I want to transmit to the person against me more easily.”

“I started to behave more carefully, I realized that people are affected by the way we talk.”

“My fear of public speaking decreased, because we made too much practice.”

“I used to be very nervous in case of improvised speeches but I think I speak more effectively after the class.”

“Public speaking was not so hard actually.”

“The reason I was so excited while speaking was my lack of practice I am more comfortable now.”

“As the effect of the way I speak increased I started to convince people more easily, and this gave more pleasure to me.”

“I think that this class changed me, because now people care about what I have to say.”

“I realized how important words were. After the drama class, now I pick my words carefully.”

All the answers that were given to the open-ended questions, which were asked to the teacher candidates regarding attitudes after the experimental process, reflect quite a positive attitude. When the answers given to the open-ended questions before and after the experimental process are compared, the positive change in their attitude toward speaking is observed. These results are supportive of the quantitative data, which was obtained from pre-test and post-test results.

The concepts which attract most attention among the expressions of the teacher candidates are self-confidence and comfort. Students who talk willingly with self-confidence may be expected to generate a positive attitude toward the class and hence speaking. Attitude is regarded as one of the indispensable conditions for success. It is also possible to derive the conclusion from students' expressions that motivation, which as well is one of the significant concepts of learning, also raised to a very high level. Considering these points, it is possible to reach the evaluation that these activities provide a significant contribution to the emotional aspect.

Findings Regarding the Fifth Sub-Problem

What are the opinions of Turkish language teacher candidates about the comparison of creative drama-based verbal expression classes and the ones that were carried out in a traditional fashion?

Table 10. Frequency and percentages of emotions and thoughts of experimental group students regarding the experimental process

Theme	Description	Codes	F	%
Karşılaştırma	Comparison of drama-based verbal expression classes with the previous ones.	Positive (Good that it is practical, permanent learning, more effective classes, not passive but active, more educatory, joyous learning, feeling more comfortable, previous classes were based on memorization, this one is practical)	50	100
		Negative	0	0

Sample sentences regarding Table 10 are provided as below:

“As this class was not only theoretical like the previous ones, but had practice in it, it provided permanent learning.”

“It has no negative aspects it was much more productive in terms of its functioning.”

“We had more opportunity to participate when compared with other classes.”

“It provided students more opportunity to participate.”



“It was more useful than the others, I started to use my body language more effectively as it had drama in it.”

“This class, which was previously quite boring and dull, became quite joyous via this method.”

“Previous classes were so boring that I can hardly remember anything. No need for a comparison.”

“Previous classes of verbal expression were boring, ordinary and dull. I did not have the opportunity to practise what I learned. Now we practised.”

“We used to forget what we learned in the previous verbal expression classes, but things we learned in this class was permanent.”

“Previously we were only making speeches, but this semester we learned something in each class and we enjoyed it.”

“I grasped the aim of this class in this semester.”

“No negative aspect. The positive aspect was that each student was active.”

“In the previous classes there was the narrative and the audience. It was not useful.”

“We were passive in the previous classes, we participated in this one and it became more effective.”

“We were not taught how we could talk correctly and more effectively. This class made us learn about these.”

“We were not able to practise in the previous classes. In this class we had the opportunity to practise.”

“In previous classes we waited for our turn and went non-sense however in this class we learned joyously.”

“We lived and we learned.”

“Previous class was very tense, this semester we were more relaxed in the class.”

“This class was more friendly. We dozed off in other classes, but we enjoyed this one.”

“Previous classes were based on memorization, but practices that we made in this class improved me.”

Comparative statements of Turkish language teacher candidates are remarkable. It is observed that they perceived drama-based classes more positive than the previous ones. Negative statements regarding classes which were carried out via traditional methods against the positivity of the emotions and thoughts toward drama-based classes is quite thought-provoking. Previous classes were not practical or even if they were, the practices were not as natural and spontaneous as practices of drama, so it explains why drama-based classes were valued so much.

DISCUSSION and CONCLUSIONS

It is observed that the teacher candidates put forward a significant difference in favor of the experimental group with regards to their attitudes toward speaking and perceptions of self-sufficiency, in between creative drama-based speaking activities and the control group, with whom traditional implementations were carried out.

On the other hand, in the experimental group students' expressions regarding the effect of drama-based classes on attitude toward speaking and perception of self-sufficiency, there were many positive expressions about the positive contribution of the experimental process. Also in their comparisons with the previously used traditional processes, it is seen that they made expressions that were in favor of the drama-based classes. Similar conclusions were reached in some other experimental studies, in which creative drama was used as a teaching method. These studies were carried out by Temizkan



(2011), Laurin (2010), Kara (2011), Ataman (2008), Güler (2008), Arieli (2007) and Akoğuz (2002) with various age groups and grade levels.

As result of the research that they carried out, Larsen-Freeman (1986;78) observed that drama practices increased self-confidence of the students. This observation has also been supported by the results of this research. In this regard, it is possible to say that creative drama is not only effective in qualifying people with many properties, but also effective in the development of self-sufficiency of teacher candidates in speaking skills.

The effect of drama training was shown in various studies for several fields, namely: development of verbal creativity (Ömeroğlu,1990), supporting social and emotional development (Ceylan, 2009; Kamaraj, 2004), supporting auditory, reasoning and operational skills (Erbay and Ömeroğlu 2013) and development of creative thinking skills (Can-Yaşar, 2009). Maden (2010) researched about the effect of role cards, which is one of the drama techniques, on speaking skills and reached the conclusion that role cards had more effect on the success in speaking skills than the traditional teachings. It was also stated by the teacher candidates that their speaking skills were enhanced as they felt happy and secure during the practices.

Aykaç's (2011) study was structured with a mixed model, which was a mixture of quantitative and qualitative research methods, and was realized in order to determine the effect of kids' literature-based creative drama activities on speaking skills. At the end of the research, he obtained positive results in favor of experimental group students and reached the conclusion that the creative drama method was more effective on the development of the speaking skills than the program activities.

Başcı and Gündoğdu (2011) realized a study with a scanning model in order to identify the attitudes and opinions of teacher candidates regarding the drama class. At the end of the study, the conclusion was that creative drama method, when used effectively, provided permanent learning; developed self-confidence, imagination and creativity; provided a joyous learning and increased communication skills.

Türkel (2013) analyzed the effect of creative drama method on the writing attitude and success by using a semi-experimental method on a control group and identified that 85% of the group had positive thoughts and emotions and that creative drama activities were more useful than the activities in the MEB (Ministry of National Education) program.

Becker and Roos (2016) in his study that he realized in order to determine the attitude of students towards the creative speaking activities in class, points out that natural qualities of children shall be made use of for the improvement of their communication skills and emphasizes that children perform much more effective and meaningful speeches in improvisational activities.

Nurhayati (2016), attracting attention to the point that the improvement of students' writing and speaking skills is not easy, realized a study in order to measure the effect of drama on these skills. As a result of his study, the reached the conclusion that the creative drama method improved students' body language, jests-mimics and intonation and thus their speaking skills.

Alvarado (2017) researched about the effect of drama and theatre activities on the speaking skills and analyzed the implementations in the literature. As the result of his researches, he reached the conclusion that classes which were structured via techniques of drama and theatre encouraged students to talk and let them Express themselves more comfortably.

Şengül and Ünal (2018) analyzed the effect of creative drama method on communication skills and reached the conclusion that it developed teacher candidates' principles and basic skills of communication, self-expression, active listening and non-verbal communication, willingness to communicate and communication skills with its sub-aspects.

Köse (2018) realized a study on a single group in order to determine the effect of creative drama method on speaking skill. He stated that students were using very brief sentences before the study,



whereas the observed during the recorded lessons of implementation that their speaking skills enhanced and that there was a significant difference between early weeks and the last ones.

Dere (2019) realized a study by using a semi-experimental pattern with a pre and post-test control group, on which he implemented a drama program of 12 weeks in order to provide them with a willingness to communicate, the basic elements of communication, self-expression, active listening and verbal and non-verbal communication skills. By the end of the process, he obtained significant results in favour of the experimental group.

Millah (2019) realized a thesis study in order to improve students' speaking skills via drama activities. As the result of his work, he states, depending on the students' statements, that their skill of expression was improved as the enjoyed it and felt comfortable during the process.

It is seen that the conclusion of this research matches up with all the above mentioned studies and that the results of this research support the results of the similar studies that were previously made. As a conclusion, it is possible to state that creative drama is a useful method for teaching speaking and that it is required to be used for all levels of education.

Suggestions

As per the results of this research, following suggestions may be provided for the enhancement of attitude toward and self-sufficiency for speaking:

1. When the research results are analyzed, it is confirmed that Turkish language teachers' attitudes and perceptions of self-sufficiency in speaking increased via implementation of drama method. It would be useful if speaking training classes which adopted drama methods would be included in the programs of the Faculties of Educational Sciences in order to enhance the speaking skills of mother tongue teacher candidates and teachers of other disciplines.
2. Active teachers may participate in creative drama based seminars of speaking for the enhancement of their speaking skills.
3. Independent classes of creative drama and speaking or classes with the content of communication may be included in the middle school and high school programs.

Instructors who teach verbal expression classes in faculties of educational sciences may be given creative drama trainings and hence classes may become more effective.

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