

төмендеуі тиіс. Сөйтіп, барлық қаржы сегменттерін өндірістің дамуына мүдделі етуіміз керек. {3}

Қазір қаржы қауіпсіздігі саласындағы басты мәселе Қазақстанға шетелдік банк капиталының енуі болып отыр. Әрине, оған уақытша шектеу қойылып отыр. Бірақ соңғы кездері осы бағыттағы бүкіл шектеуді алып тастау керек деген сөз шығып жатыр. «Қазақстандық банктердің капиталына шетелдік банктердің енуінің ең жоғарғы деңгейі – 50 пайыз» делінген заң нормасы бар. Яғни осы шектеуді таяу арада алып тастауы мүмкін.

Ал екінші жағынан. Нарықтық экономика – көп салалы экономика. Нарықтық экономиканың субъектілері, нарыққа қатысушылары бәрі бірдей алпауыт, олигархтар емес. Оның ішінде ірі, орта және шағын бизнес те бар. Осы жағынан алғанда, біздіңше, бұл проблеманы әлі де болса зерттеу керек.

Қолданылған әдебиеттер тізімі:

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DRAMA BASED APPROACH IN READING COMPREHENSION

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Abstract

Basically teaching English as a foreign or second language involves a balance between receptive and productive skills; this way, drama can effectively deal with this requirement. By applying drama activities, the class will practice and integrate all language skills and reading skills as well. The drama activities involve learners and teachers in thinking and working like actors, directors, playwrights, audience members, and critics. Drama activities invite students and teachers to take text on the page and use it on the stage. Reading comprehension itself is the ability to read and understand text. By using drama, we can engage learners with the text in order to deepen their understanding of the text. The purpose of this study is to find out how to develop reading comprehension through drama based approach and investigate a feedback of introducing

new innovative method of drama in reading classes in Kazakhstan. For this research, we investigated the sample groups studying Analytical Reading, where the teacher has been applying elements of drama. Consequently, we collected data from these sample groups and interviewed the teacher. In this paper, we will present implementation of drama for developing reading comprehension , together with 2 tools for its evaluation(questionnaire, interview).We believe that educators and learners should benefit from the outcomes of our research.

Key words:*drama , reading class , reading comprehension , language skills , motivation , benefits*

Research aims and participants

The aim of this study is to explore relationship between drama and reading comprehension ,then to identify how to develop reading comprehension through drama activities; finally correlate results of students and teachers' attitudes to drama for developing reading skills through drama. To investigate this issue practically in Kazakhstani educational environment 40 students of 1and 2 year of TFL department study from Suleyman Demirel University were engaged in this research. The choice of this sample was purposeful, because reading class teacher of these students implements innovative method of drama.

Research tools1. Self- designed questionnaire for students " Drama skills in reading comprehension" 2. Interview " Benefits of drama for reading comprehension" for the teacher

Research questions

1. What is students' attitude towards introducing drama activities in reading class?
2. Does the method of using drama motivate students to read more?
3. Does the method of using drama in Reading class improve students' language skills?
 - a) vocabulary and grammar
 - b) writing and listening skills
 - b) understanding and speaking English
 - d) pronunciation
4. Does the method of using drama in Reading class facilitate implementations of affective and social strategies?
5. Does the method of using drama improve imagination and empathy according to the professional?

Theoretical findings

1. Strong link between drama and reading comprehension. The link between drama and reading comprehension is a strong one [1]; drama helps students to develop skills embedded in the reading process, such as contextualizing what they read in a text to their own experience, feelings, attitudes, ideas, values, and life situations [2].During interactive drama activities, students learn not only about themselves as humans but also *as readers*; they “live” a literary

work of art by putting themselves in the position of a character in the story and by solving problems that help them gain insight into Journal for Learning through the themselves, their classmates, and the events they experience[3].**2.Drama involves reading.** Reading comprehension is a process that consists of making predictions, interacting with the text, decoding the meaning embedded in the text [4], providing “the active construction of meaning”[5], and building up schemata in reconstructing the text’s meaning. Likewise, during a *drama activity* students interact with others, decode what others say and do, and construct their own self. “Literacy is concerned with reading... drama involves reading... thus drama must help with literacy”[6]

3.Drama for literacy development. Contrary to some claims, drama activity is not wasted time [7], because, for one thing, students learn to develop language skills necessary in studying literature Research findings indicate that drama helps to improve students’ reading, speaking, and listening abilities, as well as vocabulary acquisition [8]. It provides specific opportunities for literacy development [6], giving students the chance to use all skills in decoding meaning, understanding the feelings of others, expanding vocabulary, making appropriate use of syntax, analyzing discourse, generating feedback within context, and building met cognitive knowledge [9]. In other words, through drama, students develop the same strategic knowledge as they do through their reading activities, which leads to their awareness of the comprehension process. If students are aware of how they can better understand a text, they become more attentive and capable readers.**4. Realizing ideas through imagination.** Through drama, students not only read what is in a text but also actually “live” in it, a process that will lead to better comprehension and retention. By expressing themselves in the fictitious world they have constructed, they can realize their ideas through imagination [10].In the statements of Kelner and Flynn, drama activities in the classroom have evolved from many sources: theatre games, acting exercises, actors’ characterization work, staging techniques, theatre conventions, children’s theatre ,and understandings of children’s play and the creative process. In drama, participants live in the moment of the action. By using their imaginations, participants play roles and experience what others think and feel. Drama allows them to experience empathy for other people, comprehend complex situations, consider varying viewpoints and opinions, and feel the consequences of choices and behaviors.[1]**5. Strengthening students’ abilities. In accordance wit Kelner and Flynn** there are strong, natural, and meaningful connections between reading comprehension and drama. Basic acting training and the very purposes of drama dovetail beautifully with the reading comprehension strategies. Each chapter of this book explores these connections in detail. Combining drama with reading comprehension strengthens students’ abilities in both subjects. Using reading comprehension strategies within a dramatic context gives students the skills and awareness of what they need when they approach a text. One teacher in Oklahoma compared integrating drama and reading comprehension to training for a marathon:“When my students use drama with these reading comprehension skills, it’s like they are working out in the gym. They are training and developing their muscles so they can run the race ...they can read and understand a text.” Another teacher in Washington, D.C., agreed: “Comprehension goes through the roof

when I use drama with my students.”[1]In our sample group, in their Reading class the teacher primarily applies acting out the play and oral history project. 1) Acting out the play with dramatic engagement greatly enhances their understanding of the stories, adding depth and dimension to the plot, setting, and characters that simple reading of the printed words could not accomplish. Acting out the plays involves far more than just “play acting.” Plays are intensely real and important endeavors for the students. Producing the plays allowed students not only to improve their basic skills but also to experience the excitement and joy that literacy can bring to life. The stories that students read and acted out stimulated their questions and desire to share their knowledge with one another. They became intensely involved in the stories, disturbed by the history they were learning, and committed to learning more about and reducing prejudice in their world. Acting out play promotes inspired and self-driven learners.[8]2)Oral history was the project added by the teacher which was performative. She started the class by talking about oral literature and written literatures. Oral literatures are anything having deal with oral story and telling. For instance, Greek epic. We could say poetry begins with something oral and then involving something written. If we look broadly on category of oral, literature is the kind of history telling, spoken, performative and emotional. In the requirements of this project, students had to write and come up with their own stories which was ought to be from their experience based on the text that they've read in class.

Method

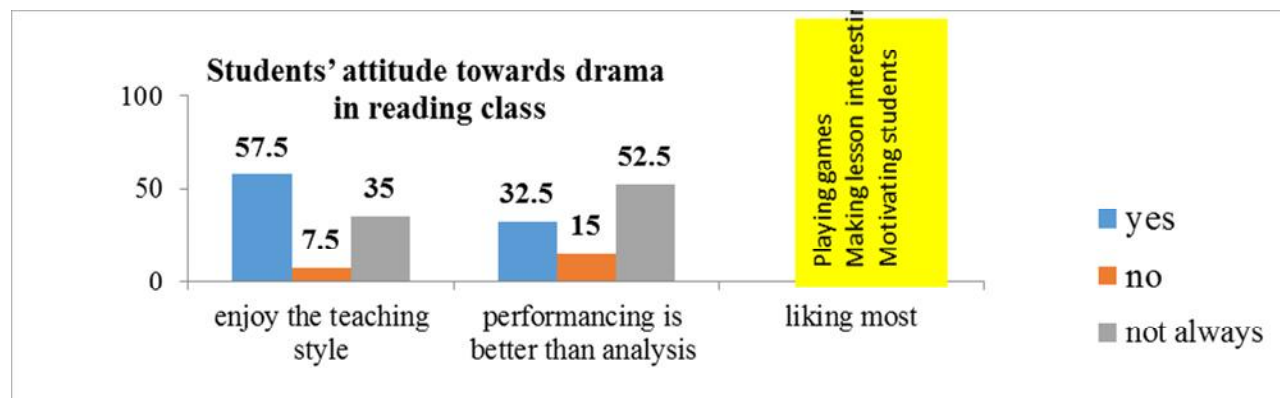
In our research, we used 2 research tools, in order to obtain the results from sample group, they are following:1. Self - designed questionnaire- " Drama skills in reading comprehension" which comprises the student's attitude to drama in reading class, improving language skills in reading comprehension through drama, students' motivation to read more and implementations of effective, social and personal strategies. There are options "yes, no, not always", " highly satisfied, satisfied, dissatisfied" ,"highly agree, agree, disagree" and students asked to circle the variation which is most appropriate for them.2. Interview. We interviewed the teacher who has been applying drama methods in her Analytical Reading class. Consequently, we asked 15 interview questions which comprise the drama methods she uses, the aims of drama. advantages and disadvantages of drama for English language and reading class, language skills that drama encourages and motivation for students. Overall , the purpose of the questionnaire and the interview were to find out whether students appreciate and welcome innovative method of introducing drama activities: performance the play and oral history.

Results and Findings

Research question 1.*What is students' attitude towards introducing drama activities in reading class?* In order to answer the first question of our research, we employed the next questions from the questionnaire and the interview:"Do you like the teaching style and enjoy the class?", "What do you like most in teacher technique?", "Don't you think that it should focus more on the text

itself, rather than drama performance?"; interview question: "Does using the method of drama in reading class make learning experience fun?".

Diagram 1.



According to the results in diagram 1, students enjoy the teaching style with almost 58% for reading comprehension and especially students from Philology faculty like most playing games, teacher's ability to make lesson interesting and motivating students in their reading class. In accordance with results, students find the performance better than analysis with about 33% and only 15% of participants consider that the lesson should focus more on the text.

In the interview, when the teacher was asked whether drama in reading class makes learning experience fun, she stated that drama is attractive to make students reading in foreign language and drama is a little something extra to make lesson attractive and emotionally meaningful. She underlined that it is very boring to study a list of verbs and it is suddenly interesting to study it through a short play and you might learn more. If you are engaged intellectually and emotionally, with a sense of humor, somehow you remember things better if you trying to acquire familiarity with a new language, a new grammar and a vocabulary.

To sum up, the students mainly enjoy the class and teaching style in Analytical Reading class. It was also reported by Malley, that drama is enjoyable experience". Students suppose the reading class should primarily focus on the drama performance rather than on the text itself[11]. As DuPont states that drama is a more effective instructional strategy than traditional reading instruction for enhancing reading comprehension skills as they use reading comprehension strategies while acting.[12]

Research question 2.*Does the use of drama motivate students to read more?*

With the purpose of investigating the second question of our research, we applied the answers of questionnaire: "do you like reading class?" and "do the methods role play and oral history motivate you to read more?".

Table 1

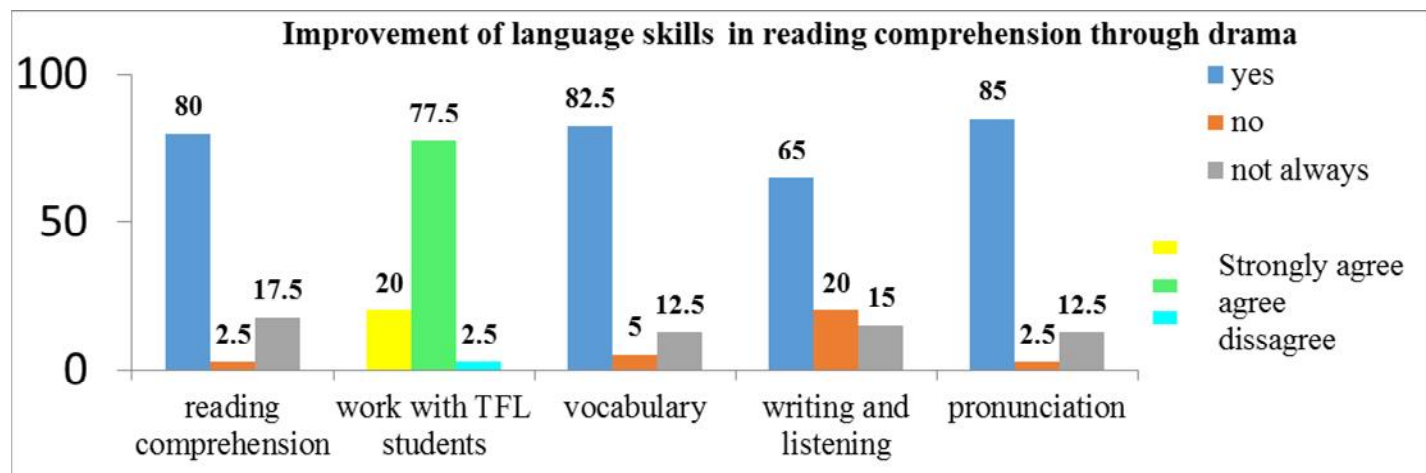
Motivation to read more		
Yes - 55%	NO - 6,25%	Not always - 38,5%

Putting the answers of these 2 questions together, we discovered only 6% don't find the reading class which is based on drama motivating; the rest find it absolutely motivating with 55%. To summarize, it speaks in favor of elements of introducing drama elements in reading class. Besides, some research studies of Maley, Duff, suggest that drama activities can promote interesting ways of motivating language learners and teachers[13].

Research question 3. *Does the use of drama improve students' language skills? a) vocabulary and grammar b) writing and listening skills c) understanding and speaking English d) pronunciation*

Questions from the questionnaire: "Does role play reading improve your pronunciation?", "Do these methods improve your understanding and speaking English?", "Do you agree that these methods work well with TFL students?", "Do these techniques improve your vocabulary and grammar skills?", "Does it develop your writing and listening skills?"; questions from the interview: "What language skills does the drama encourage?", "What advantages does the drama provide for English language?" and "Are there any disadvantages of drama?".

Diagram 2.



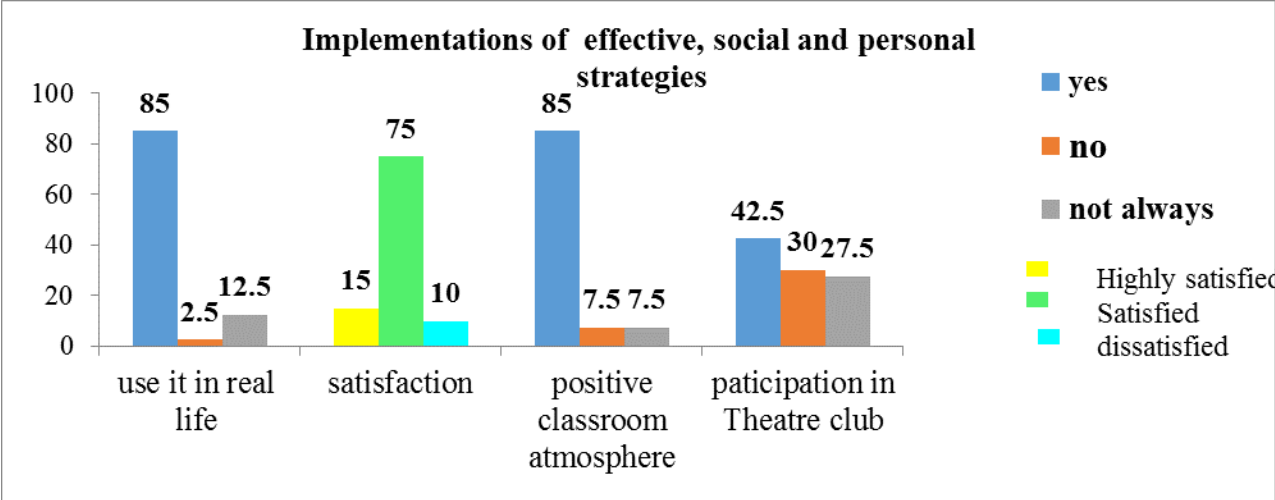
First of all, drama methods improve students pronunciation with the highest result of 85%. The figures show that 80% of participants maintain that method of using drama in reading class improves reading comprehension. Moreover, almost the same agree that it works well with TFL students. More than 82% find their vocabulary improved through this method in terms of

meaning and number. Surprisingly, even writing and listening skills can be enhanced with the help of the method using drama according to students' opinion with absolutely 65%. According to the interview, when the teacher is asked what language skills drama encourages, she replies that it encourages the spoken skills and reading skills. She went back to herself, she had classes in New York when she was teaching kids. But they were not understanding, actually they were English speaking kids but they were not so literary. They were stumbling through the play of August Wilson and every time she would stop and explain and then kids asked her "Miss, could you just speak quite, we want to know what happened with characters. She stated after that they were understanding it. Even their reading skills were good and the play itself had captured them by that point. About the advantages of the drama for English language she stated what useful about drama as supposed to be non-dramatic literary and you hear spoken and dramatic English then you see written on the page. She thinks drama is different from reading for formal or academic textbook. It acquaints students different kinds of English, different vocabularies of English. But she answered that drama does not resemble conversational English. It is very stilted, very uninteresting. She does not choose it, because conversational English exercises are so artificial. Drama which is obviously in a active imagination, does not pretend to be real but feel more lived in. Drama acquires from the students much more broader vocabulary, emotions and coloration of English. As for the disadvantages of drama, she concludes that drama does not necessarily prepare students for academic speaking English. If the student wants to go to Master's degree in sociology or history and need to write academic paper, it is not going to prepare them for academic English. To conclude, using of drama methods in reading class undoubtedly improves such language skills: pronunciation, reading comprehension, vocabulary and grammar, writing and listening skills and it definitely works well with TFL students. It was stated by Maley that drama integrates language skills in a natural way. Careful listening is a key feature. Spontaneous verbal expression is integral to most of the activities; and many of them require reading and writing, both as part of the input and the output.[10]

Research question 4. *Does the use of drama facilitate implementations of effective and social strategies?*

In order to find the answers for the next fourth question of our research, we utilized the answers of next questions from the questionnaire and the interview: "Do you think it is a good chance to learn English and be able to use it in real life?", "How do you feel after experiencing drama activities in classroom?", "Do you think the drama activities are helpful in creating positive classroom atmosphere?" and "Would you participate in the Theatre club if we had any?"; questions of the interview: "Does the use of drama empower the students and give them a chance to have pride in their work?"

Diagram 3.



. According to diagram 3 , 85% of participants report that drama gives a good chance to learn English and be able to use it in real life and it helps to create a positive classroom atmosphere. 90% of students feel absolutely satisfied with the innovative method of using drama in reading class. However, one of the popular methods " Theatre club" which is widespread in foreign countries is not so known for our students demonstrate only 43% intention to participate, 30% are hesitating. In the interview, when the teacher is asked if drama empowers the students, motivates and gives them chance to have pride in their work, she replies that it could. It might not work on every student. She considers that for some students they discover something about themselves by acting, writing or being involved with drama. And may be for some students it does not touch anything. She would not say that drama is universal.

To briefly summarize, the results show that drama gives a good chance to learn English and be able to use it in real life. More than it helps to create positive atmosphere. In line with Thomas Kral " one of the most important things for learning or teaching English is the right atmosphere in the classroom. When the atmosphere in the classroom is one of the relaxation, happiness, fun, our whole bodies relax, and we are able to receive, we are able to learn. In addition, participants are mostly satisfied with the innovative method of using drama in reading class. Despite on that Theater Clubs are not so popular in Kazakhstani area, we consider that if there are any Theatre clubs, desirous participants would be a lot who'd like to participate in it[14].

Research question 5.*Does the drama improve imagination and empathy according to professional?*

With the purpose of finding out the answer for the fifth question of our research, according to the interview we applied the answer of the professional. The question from the interview: " How does the use of drama develop the imagination and empathy of students?

When the teacher is asked whether the drama develops students' imagination, she states that if the students are really involved in drama, somehow in their unconscious mind, there have to be

other personalities and they bring them out, by acting or directing. For example, you take the little space, could be the size of the room. Everything is confined in this space and students have to visually be able to manipulate the space as the actors in such way that the audience wants to watch it for hours or more. It is remarkable. It is very different field from the cinema because in the cinema the images are given to you. Cinema says, here is the picture: a handsome man, beautiful lady or Paris. But in drama, in this stage, you have to find emotions through language and through interaction, empathy which is really a kind of transformative process. Conforming to Susan Holden she takes drama to mean "any kind of activity where learners are asked either to portray themselves or to portray someone else in an imaginary situation". In other words, drama is concerned with the world of "let's pretend" ; it asks the learner to project himself imaginatively into another situation, outside the classroom, or into the skin and persona of another person"[15].

Conclusions

According to the data we gained in our research we came to the following conclusions:

1. Students have a positive attitude towards introducing drama activities in reading class.
2. The method of using drama promotes interesting ways of motivating language learners to read more.
3. Drama methods in reading class undoubtedly improve such language skills as pronunciation, vocabulary and grammar, reading comprehension, writing and listening skills and it definitely work well with TFL students .
4. Drama activities in reading class support implementations of affective and social strategies.
5. The method of using drama advances imagination and empathy.

Novelty

First time we endeavored to make a research of introducing drama based approach to reading comprehension and we concretely investigated the feedback of introducing this method from the students and the teacher as well.

Implications

To implement this research results with teaching practice and to reach positive results in integrating drama and reading,[1]we suggest Kelner and Flynn's proposal of a five-step plan for a high-quality arts-integrated drama and reading comprehension lesson [1]:

1. clearly stated and explained objectives in both drama and reading comprehension.
2. an acting tool- and /or skill-building activity or warm-up.
3. a drama strategy that encompasses both sets of stated objectives (drama and reading).
4. a reflection activity on the drama to allow students to implement gained understanding.
5. an assessment from both the drama and reading comprehension perspective.

Following these steps through group activities, students learn not only how to think more clearly by speaking with others and listening to them but also how to find more efficient ways to comprehend the text.

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**ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ АҚША АЙНАЛЫМЫ ЖӘНЕ
ЭКОНОМИКАҒА АҚША ҚАЖЕТТІЛІГІ: МӘСЕЛЕЛЕРІ ЖӘНЕ ШЕШУ
ЖОЛДАРЫ**

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