

Пайдаланылған әдебиеттер тізімі

1. Байтұрсынов А. Әдебиет танытқыш: Зерттеу мен өлеңдер. – Алматы: Атамұра, 2003. – 208 б.
2. Қабдолов З. Сөз өнері: Әдебиет теориясының негіздері. – Алматы: Мектеп, 1982. – 368 б.
3. Қабдолов З. Жебе: Әдеби толғаныстар мен талдаулар. – Алматы: Жазушы, 1977. – 380 б.
4. Қазақстан жазушылары: XX ғасыр: Анықтамалық. – Алматы: Ана тілі баспасы ЖШС, 2004. – 392 б.
5. Әдеби өмір шежіресі / Құрастырғандар: Ә. Нарымбетов, Е. Жаппасұлы, С. Қажі. – Алматы: АнаАрыс, 2009. – 672 б.
6. Әдебиеттану терминдерінің сөздігі / Құрастырушылар: З. Ахметов, Т. Шаңбаев. – Алматы: Ана тілі, 1996. – 240 б.
7. Исабеков Дулат, Есім Ғ. Ауыл – ұлт тамыры: көрнекті жазушы, қоғам қайраткері, Мем. сыйлықтың лауреатымен және белгілі ғалым-философтың ауыл тақырыбына орай қойылған сұрақтарға жауабынан // Ақиқат. – 2003. – № 5. – 15-15-б.
8. Мақпыров С. Әдебиеттің тектері мен түрлері (Университеттер мен пединституттардың филология факультеттерінде сырттай оқитын студенттерге арналған әдістемелік талдау). Республикалық баспа кабинеті. – Алматы, 1994.

INTRODUCING DRAMA-BASED APPROACH TO SPEAKING IN ELT

Duzenova D.G.
Suleyman Demirel University

Abstract:

The purpose of this study is to investigate the role of drama-based teaching in language education and by correlating it with students' attitude to drama, emphasize the strength of drama-based approach especially in fostering speaking skills. The significance of this research paper lies in the issue that, despite the fact that drama has a big impact on not only fostering linguistic skills, but also promoting psychological benefits, it is underestimated by most of the teachers, thus students lose an opportunity to productively acquire the language. Therefore, with the aim of improving learners oral communication skill in target language, drama-based approach is being introduced.

Key words:*Drama-based approach; speaking skills; drama activities; drama benefits*

Research aims and participants:

The aim of this study is to explore the relationship between drama and speaking skills in order to introduce drama-based approach for fostering speaking skills in English language teaching. For this we should first check the presence of drama in language teaching process, then identify how drama influences students' language skills and facilitate the realization of affective and social strategies; finally to correlate the students learning styles and drama benefits in developing speaking skills. To investigate this issue practically in Kazakhstani educational environment 40 students of 1 and 2 year of TFL department study from SuleymanDemirel University were engaged in this research.

Research tools:

1. Self-designed questionnaire "Drama activities in Language Classroom".
2. Likert Scale(Rensis Likert 1932): Learning Styles
3. English Course Teachers Book Analysis

Research questions:

1. How often are drama activities recommended by popular course books?(New English File, Straightforward, New Inside Out)
2. Which drama activities are generally practiced in English classroom and which are most favorite?
3. How do drama activities influence students' language skills?
 - a. Speaking accuracy & fluency
 - b. Vocabulary
 - c. Grammar
 - d. Creativity
4. Do drama activities facilitate the realization of affective and social strategies?
 - a. Raising confidence
 - b. Enhancing motivation
 - c. Developing sense of belonging
 - d. Lowering inhibition/anxiety
 - e. Encouraging collaboration
 - f. Promoting culture

5. Which learning styles find drama more interesting and useful?(Visual, Kinesthetic, Auditory)

Theoretical findings:

- 1. What is Drama?** Drama is a form of “learning by doing”.**(1)**The use of drama techniques and activities in the classroom provides exciting opportunities for foreign language learners to use the language in concrete "situations".Other definitions of drama: 1. It could be seen as a blanket term covering "a wide range of oral activities that have an element of creativity present"**(2)**. 2. Drama means any kind of activity where learners are asked either to portray themselves or to portray someone else in an imaginary situation**(3)**. 3. Drama is any practical and educational activity which stimulates the use of language in everyday life and involves some amount of imaginary situation **(4)**4. Drama is the enactment of real and imagined events through role-play, play making and performances, enabling individuals and groups to explore, shape and represent ideas, feelings and their consequences in symbolic or dramatic form.'**(5)**
- 2. Drama as a method in FLT.** “Through drama, students became a part of the learning process rather than mere observers or inactive receptacles of the rich experience of learning; in this way, their learning was deeper, more sustained, and infinitely more complex”**(6)**.“It covers the most prevalent fears and concerns that teachers have when it comes to integrating drama into the classroom. Teachers reported feeling inadequate to teach drama and fear looking foolish. Many teachers felt that this type of activity did not lend itself to serious learning and was merely play”**[7]**.
- 3. Drama activities.**Drama activities can promote interesting ways of motivating language learners and teachers. With drama we can play, move, act and learn at the same time**(8)**.
Scrivener and Neeland describe the most traditional drama activities as follows: “**Role-play** – students act small scenes using their ideas or from ideas and information on role cards.
Simulation – a large-scale role-play. The intention is to create a much more complete, complex ‘world’, say of a business company, television studio, etc.
Drama games – short games that usually involve movement and imagination.
Guided improvisation – you improvise a scene and the students join in one by one in character, until the whole scene (story) takes on a life on its own.
Acting play scripts – short written sketches or scenes are acted by the students.
Prepared improvised drama – students in small groups invent and rehearse a short scene or story that they perform for the others.”
Diaries, Letters, Messages – written in or out of role as a means of reflecting on experience; or they are introduced into the drama by the teacher as a new tension, or as evidence; or they are used as a means of reviewing work.
Drama Games – rather put into the context of drama; to reveal game structures in life situations – blocking, hiding, deceiving, etc.”
Interviews, Interrogations – encourage framing appropriate questions and strategies.
Meetings – the group are gathered together within the drama to hear new information, plan action, make collective decisions and suggest strategies to solve problems that have arisen.
Reportage – gives an interpretation/presentation of events through journalistic conventions, for example in manner of TV news.
Teacher in the Role – the teacher influences the dramatic context by adopting a suitable role in order to: excite interest, control the action, invite involvement, provoke tension, create choices and ambiguity, develop the narrative, and create possibilities for the group to interact in role.
Narrative Mime – teacher narrates the story and students perform

the actions simultaneously as they listen to the story. **Interpretation of dialogues and texts** – is one of the essential methods of Drama Education where students explore the literary texts through their own acting and experience and convey its meanings(9).

4. **Psychological benefits of drama.** Drama activities provide opportunities for authentic communication and can build learners' confidence in speaking English outside the classroom. It is recommended that teachers add this skill to their portfolio of teaching practices (10). Confidence levels increase when students have something to talk about and, most importantly, when they know how to express their ideas(10). Drama techniques are one of the best means to deal with cross-cultural subtleties. Useful role play can be useful for students to learn to view themselves and others objectively while attempting to negotiate meaning and experiment with rules of conversation and behavior in the target language [11]. Drama is the opportunity to enter another world and explore various situations. It offers to escape from our everyday selves and to put on a role. It is easier to speak as somebody else. It is like hiding behind the mask. It gives a person freedom to express his/her feelings easier and without anxiety. This means that people feel free to scream, cry, laugh, dance and do other things that they do not usually do without the 'mask'. The 'mask' is great opportunity for shy people. It helps them to do the activities listed above and obviously it helps them improve their speaking skills. Dramatic and role –playing activities are valuable classroom techniques that encourage students to participate actively in the learning process.[12]
5. **Drama and Speaking.** Drama has a significant function especially in specifically improving acquired/improved speaking skills among the basic language skills. Although drama has existed as a potential language teaching tool for hundreds of years, it has only been in the last thirty years or so that its applicability as a language learning technique to improve oral skills has come to the forefront(13). “Speaking is not only about words, structure and pronunciation, but also feelings, motivations and meanings that are valuable benefits for bringing drama to the language learner”(14). Drama techniques and activities to develop communication skills through fluency, pronunciation, cooperative learning, confidence building and intercultural awareness may be added also to the above mentioned elements. The conversational use of language also promotes fluency. While learning a play, 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 [12]. Drama gives a chance to use the language. Students are satisfied that they are able to communicate in different roles and situations. This builds the self-esteem. It helps shy students overcome their fear of speaking.[15] Teacher can find a suitable role for every child to give him/her an opportunity to succeed.
6. **Learning styles.** Drama has a potential to involve all types of learners in the lesson and gives them the opportunity to learn in most effective way for each of them(16). “In any one classroom we have a number of different individuals with different learning styles and preferences, which means that we have to offer a wide range of different activity types in our lessons in order to cater for individual differences and needs” (17) Such classroom forms a perfect environment for using drama work which includes all kinds of stimuli and can develop all types of human intelligences (16) **Visual learners** learn by observation; can recall what they have seen; can follow written or drawn instructions; like to read Use written

notes; benefit by visualizing, watching TV/video/films. **Auditory learners** prefer listening and taking notes; listen for patterns; consult peers to ascertain that they have the correct details; can recall what they have heard; can follow oral directions; repeat words aloud for memorization; use oral language effectively. **Kinesthetic learners** are often physically adept; learn through experience and physical activity; benefit from demonstration; learn from teaching others what they know.

Method

In our research work we used 3 research tools as the method for collecting the data to obtain the results from our sample group as they are the following:

1. The first step was to analyze the literature, we have studied 2 articles in order to identify the variety of drama activities proposed by popular scholars, next was to find appropriate literature that shows the link between drama and speaking skills, i.e. drama benefits for speaking. After that we made an analysis of 3 English course teachers books named “New English File, Straightforward, New Inside out” on how often and which drama activities are recommended by well-known authors.
2. Self-designed questionnaire called “Drama activities in Language Classroom”. The aim of this questionnaire was to check the students’ beliefs about experience of drama at the lessons and about how drama influences students’ performance and language skills.
3. Likert scale on learning styles was to classify the students by their learning styles in order to further distinguish which learning styles find drama interesting and useful.

Results and findings

Research question 1: *How often are drama activities recommended in English course teachers’ book by well-known authors?*

The aim of the analysis was to identify how often and which drama activities are used for developing speaking skills in books. Most of the recommendations for speaking exercises in English course books are about pair-group work discussions; retelling; reporting the answers. Interesting recommendations have the following context: performing magic tricks; handing out cards; acting out dialogues and students copying the instructions. According to the results we can state that especially “Straight forward” is more drama-based book, because of quite often presence of such activities as role play, drama games, prepared improvised drama, interviews and interrogations. Table 1 shows the results obtained from analysis; here we named books by abbreviations as: New English File (NEF), Straightforward (SF), and New Inside Out (NIO).

Table 1: *Teachers Books Analysis*

	NEF	SF	NIO		NEF	SF	NIO
Role-play		√		Debating	√		
Simulation				Hot-seating			

Drama games		√		Interviews, Interrogations	√	√	
Guided improvisation				Meetings			
Acting play scripts				Reportage			
Prepared improvised drama		√		Teacher in the Role			√
Narrative mime				Interpretation of dialogues&texts	√		
Theater acting a play				Diaries, Letters, Messages			

Research question 2: Which drama activities are generally practiced and which are the most favorite?

Table 2 Most common drama activities:

Most popular	Role play, Acting play script, Theatre, Debating, Oral history, Interviews, Teacher in Role, Meetings, Interpretation of Dialogues& Texts, Diaries, Letters and Messages	Dismissed:	Simulation, Drama games, Prepared Improvised Drama, Narrative mime, Hot seating, Reportage
Have practiced most	Role play, Teacher in role, Diaries, Letters, Messages, Acting play script, Debating, Oral history, Interviews & interrogations, Interpretation of Dialogues & Texts	Most wanted to practice	Role play, Teacher in role, Debating

According to table 2, we classified the drama activities as follows: most popular activities, the activities that have been practiced most among freshmen and sophomore, the activities that are most wanted to practice and the ones that are dismissed at all. According to the results students would prefer drama activities such as Role play, Debating, Teacher in Role. Unfortunately, such activities as Simulation, Drama games, Prepared Improvised Drama, Narrative mime, Hot seating, Reportage are dismissed by students even though some of them were recommended by authors.

Taking into consideration the outcomes of the 1 and 2 investigations, the average drama awareness of students is 43%, which is below the average. That indicates that drama is being underestimated both by students and teachers. One of the reasons to that issue might be the fear of teachers in the implementation of drama. [7]

Research question 3: *How do drama activities influence students language skills?*

<i>Speaking accuracy & fluency; Vocabulary; Grammar; Creativity</i>	Freshmen/Sophomore		Freshmen/Sophomore
Vocabulary improvement	100/90%		
Fluency improvement	80/85%	Effectivetool	60/65%
Accuracy improvement	85/75%	Writing a script	65/45%
Grammar improvement	65/75%	Meaningofwords	55/45%

Table 3: *Students attitude to drama and its impact on language skill*

To investigate the question students were asked the following questions: “Is it helpful for you to understand the meaning of words?” “Do you believe drama improves your vocabulary, grammar, fluency and accuracy?” “Do you find drama an effective tool for teaching language?”

Table 3 results clearly show that students have positive attitude towards drama in English classroom. According to students perception drama has a very high positive impact on vocabulary and fluency improvement as table indicates 100-90% and 80-85% respectively, surprisingly the percentage of accuracy improvement according to both 1&2 year students is above 75% which proves the effectiveness of drama in speaking fluency and accuracy as well.

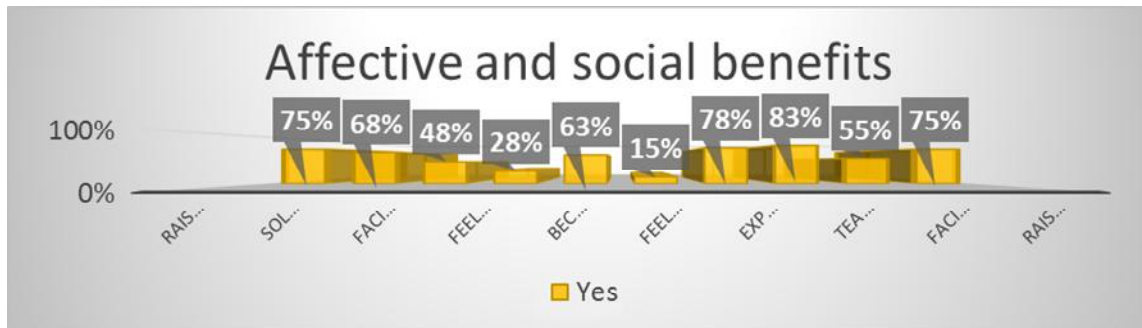
To summarize, the investigation proves the great benefit of drama-based approach to language skills. Drama integrates verbal expression; it includes vocabulary, fluency and accuracy improvement[16]. As drama counted to be as a way of meaningful learning, it helps students to more clearly understand meaning of words during an activity.

Researchquestion 4: *Do drama activities facilitate the realization of affective and social strategies?*

- *Raising confidence; Enhancing motivation; Developing Sense of belonging; Lowering Inhibition/anxiety; Encouraging collaboration; Promoting culture*

To explore this issue, students were asked the following questions: “Do you believe that drama activities help you to raise your motivation and confidence, to develop sense of belonging and to promote collaboration and culture?” Diagram 1 shows the results taken from students as follows:

Diagram 1: *Affective and social benefits of drama.*



According to the data, students strongly agree that drama facilitates the affective strategies such as raising the desire to learn, help in solution of real life problems, in expression of emotions and on no fear of speaking. Surprisingly, feeling more relaxed (28%) and feeling more confident (15%) during the drama activity do not stand as a priority for students. Concerning social benefits, students evaluate highly the benefit of drama on promoting culture as 83% and collaboration as 75%. Interesting case is that students become more competitive (63%) when being involved in drama; however they believe that it facilitates the positive atmosphere (55%) instead.

To conclude, the investigation proves us the impact of drama in motivating students to learn.[12] Drama helps them to easily express the emotions and get rid of fear of speaking while involving in drama activities as it was stated by Whitear[14] Moreover it is proved both practically and theoretically that drama is a good way to teach culture[11]

From table 4 we can see that for successful introduction of drama-based classroom the students of both 1 & 2 year emphasize the priority of 3 factors: teamwork with 87.5%, Level of language 60% and Participants ability to act 57.5%. Surprisingly rehearsal is not found significant for students. They believe drama shouldn't be prepared but more with spontaneity and improvisation. Astonishingly students do not find teachers ability to guide them in drama important. This method can be used as individual work of students teaching them independence at control.

Table 4: *Important conditions for realising drama project*

Teamwork	Level of language	Participants ability to act	Rehearsal	Teacher being good actor-director	Other
87.5%	60%	57.5%	40%	35%	5%

Research question 5: *Which learning styles find drama more interesting and useful?*

- *Visual; Kinesthetic; Auditory*

The aim was first to learn what are the learning styles of our participants and then correlate it with their drama preferences to find out the relationship between learning styles and drama benefits, and see which learning styles exactly find drama interesting and useful.

Table 5: *General classification of learning styles.*

Kinesthetic	38%
Visual	52%
Auditory	10%

Diagram 3: *Relationship of learning styles and drama benefits*

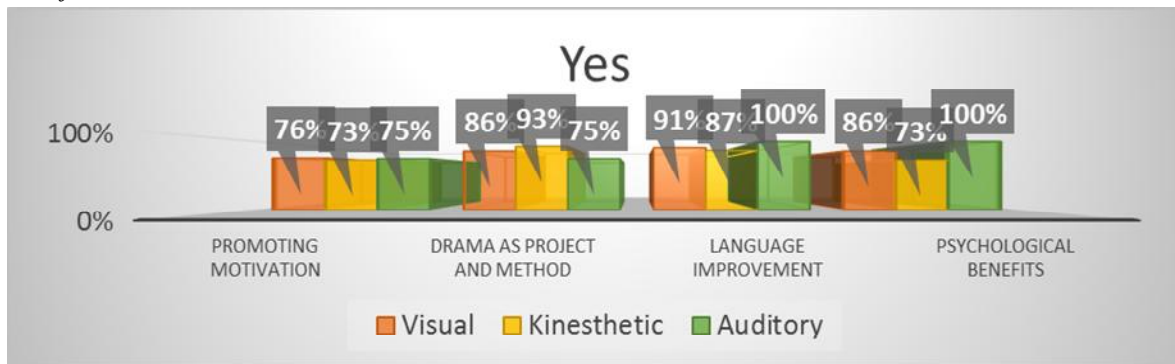


Diagram 3 shows almost equal percentage of drama benefits for all types of learning styles. In the results, almost above 73% of participants report that drama promotes motivation, 86% of visual learners strongly believe that drama maintains good psychological benefits and that they would like to set drama as course project in their studies, whereas 93% of kinesthetic learners would like to set drama as a method of teaching in their future profession.

To briefly summarize, the results show that for all types of learners drama gives a good motivation to learn English and promotes using it as the tool for teaching language. Moreover it facilitates the realization of affective strategy and language improvement as well. In line with Trachtulkova and Krivkova “drama involves all types of learners, and the class with different types of learners are a perfect environment for using drama because it includes all types of stimuli and can develop all types of human intelligence”. [16]

Conclusion

Taking into consideration all the obtained results from our investigation we face the following conclusions: Drama takes a prominent place in teaching language, especially in teaching oral communication skills. However in our Kazakhstani education system, despite the quite wide variety of drama activities, only some of them are being practiced by teachers and students; It is observable that students have a high level of curiosity and interest in drama, which gives us the way out to implement it. Drama involves great amount of benefits both linguistic and psychological,

which enhances effective and productive learning. In drama students are the central point of activity, they directly involve in the process of learning and teaching which gives them a motivation to use the target language.[12] Drama is the best approach for fostering speaking skills. Students feel less fear in speaking and they are less inhibited when learning through drama which leads in speaking fluency and accuracy improvement. Drama provides a positive classroom atmosphere by encouraging collaboration where students develop sense of belonging to each other. Language is best taught when culture comes alongside, drama stated to be an ultimate good approach to promotion of culture and good way to teach intercultural sensitivity. Finally we identified that drama is suitable for all types of learning styles, because it involves all kinds of stimuli.[16]

The numerous benefits of drama in language teaching:

- a) Teaching English through dramatic techniques, settle a meaningful communicative context for listening and speaking, and make students use their language resources necessarily, fostering their linguistic skills.
- b) It integrates verbal and nonverbal communication , producing a fluent speech, efficiently and with confidence.
- c) The emphasis on whole person learning and multisensory inputs helps learners to capitalize on their strength and to extend their range. It draws upon both cognitive and affective domains.
- d) There is a transfer of responsibility for learning from teacher to learners .

Recommendations

The further expansion of this research work is to investigate obstacles and limitations in a way of implementing drama as a course discipline, ways that could be applied to overcome those limitations and propose the model for teachers to follow in teaching language.

References

1. Dewey, J. (1921) *Experience and Education*[1]
2. Holden, S. (198V). *Drama in language teaching, England Longman*[3]
3. Wilhelm,J.&Edmiston,B. (1998). *Imagining to Learn: Inquiry, Ethics, and Integration Through Drama.* [5]
4. Royka, J.G. (2002). “*Overcoming the Fear of Using Drama in English*” [7]
5. Maley, A. and Duff, A. (2005). “*Drama Techniques. A resource book of communication activities for language teachers. Cambridge: Cambridge University Press*”.; Phillips, Sarah. “*Drama with Children.*” (1999) [8] [12] [15]
6. Neelands, Jonathan. ” *Structuring Drama Work*”. Cambridge: 2000 [9]
7. Chauhan,V.(2004). “*Drama Techniques for Teaching English.*” ;Kao, S. M., O' Neill, C., (1998)“*Words into Worlds: Learning a second language Through Process Drama*[10]
8. Smith, L.E.; Via, R.A.“*English as an international language via drama techniques.*” 1982; Donahue,M: Parsons,A.H.“*The use of roleplay to overcome cultural fatigue.*”[11].

9. Cockett, S. and G. Fox. “Keep Talking! 1999.”; Makita, y., (1995) “The effectiveness of Dramatic/ role-playing activities in the Japanese language classroom.” [12]
10. Smith, S., M., (1984) “The Theater Arts and the teaching of second languages.” [13]
11. Whitear, S., (1998) “English Through drama: A visual/Physical Approach”.; [14]
12. Kateřina Trachtulcová “Effective learning of English through drama”; Lenka Krivkova (2011) “ How to use in an English language classroom ” [16]
13. Harmer, Jeremy. “The Practice of English Language Teaching”. [17]

АҚЫЛБАЙ АБАЙҰЛЫ, МАҒАУИЯ АБАЙҰЛЫ ШЫҒАРМАШЫЛЫҒЫНЫҢ ЕРЕКШЕЛІКТЕРІ

Утеген Жанна

Сулейман Демирел атындағы университеті, Филология мамандығы 4 курс студенті
Ғылыми жетекші: ф.ғ.к., ассистент-профессор **А.Т.Тебегенова**

Хакім Абайдың ақын шәкірттерінің әдеби мұралары – жана реалистік әдебиет көрсеткіштері. Оның ішінде әлем әдебиеті деңгейінде танылғандары әуелі аталады.

Ақылбай Абайұлы (1861–1904) шығармалары. Ақылбай – Абайдың өзінің баласы. Абайдың алғашқы әйелі – Ділдәдан, әкесінің он алты жасында туған. Алғашқы балалық шағын және жігіттікке жеткен кезін Ақылбай өз әкесінің үйінде өткізбейді. Үлкен әкесі – Құнанбайдың кенже баласы атанып, оның төртінші, әйелі, ең соңғы тоқалы – Нұрғанымынның қолында өседі. Осындай тәрбиелік жағдайының есебінен Ақылбай Абайға көбінесе іні есебінде қарап өскен. Абайдың анық ұлғайып, үлкен білім иесі, атақты ақын болған кезінде ғана Ақылбай оның өз тәрбиесіне ауысады. Бірақ жас кезі, жігіттік шағы Абайдай әкеден аулақта өткендіктен, Ақылбай орысша оқи алмай қалған. Оның оқу-білімі, ауылда оқыған мұсылманша, ескіше оқудың орташа дәрежесі болады. Бертінде Абацдың ақындығын танып оның мәжілісі, өсиеті көп әсер еткен соң, Ақылбай өз бойындағы ақындық күшін жарыққа шығара бастайды. Әуелгі кездерде, қысқа өлеңдермен өз өнерін байқатып жүріп, кейін бірнеше үлкен поэма жазады. Ақылбай Абайдың ортасына араласқан соң ән-күй, музыка өнеріне көп ден қояды. Ол ірі домбырашы және скрипкашы болған. Соның үстіне композиторлық талантын танытқандай, әдемі бір ән шығарғаны да бар. Әнді Әлмағамбет деген жас әншінің сұрауы бойынша шығарады. Әлмағамбет Ақылбайдың ерекше талапты адам екенін танытарлық белгі болғандықтан, біз сол әннің әлеңін келтірейк:

Бір ән тауып Әлекең бер деген соң,

Матайды алыс бірталай жер деген соң.

Он минутте ойыма осы ән түсті,

Қапаш күпяш қолымды сермеген соң.