REPUBLIC OF TURKEY
ISTANBUL MEDENIYET UNIVERSITY
INSTITUTE OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE EDUCATION
ENGLISH LANGUAGE EDUCATION

THE EFFECT OF DRAMA ACTIVITIES ON THE ATTITUDES, MOTIVATION, AND ANXIETY OF YOUNG EFL LEARNERS

MASTER'S THESIS

KEZBAN ÖKSÜZER

DECEMBER, 2021

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SUPERVISOR

DR. ÖĞRETİM ÜYESİ FERDANE DENKCI AKKAS

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BİLDİRİM

Hazırladığım tezin tamamen kendi çalışmam olduğunu, akademik ve etik kuralları gözeterek çalıştığımı ve her alıntıya kaynak gösterdiğimi taahhüt ederim.

İmza

Kezban ÖKSÜZER

Danışmanlığını yaptığım işbu tezin tamamen öğrencinin çalışması olduğunu, akademik ve etik kuralları gözeterek çalıştığını taahhüt ederim.

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ÖZET

DRAMA AKTİVİTELERİNİN ÇOCUKLARA YABANCI DİL OLARAK İNGİLİZCE ÖĞRETİMİNDE TUTUM, GÜDÜLENME VE KAYGIYA ETKİSİ

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Bu tez çalışması drama etkinliklerinin İngilizceyi yabancı dil olarak öğrenen çocukların yabancı dil öğrenmeye yönelik motivasyon, kaygı ve tutumları üzerindeki etkisini araştırmayı ve hem öğretmenin hem de öğrencilerin drama etkinlikleriyle İngilizce öğrenme/öğretme konusundaki algılarını ortaya çıkarmayı amaçlamaktadır. Çalışma kontrol gruplu deneysel desende tasarlanmış olup kontrol grubunda 21, deney grubunda ise 22 ilkokul dördüncü sınıf öğrencisi yer almıştır. Çalışma boyunca deney grubunda 10 drama etkinliği uygulanırken, kontrol grubu süregelen programa devam etmiştir. Çalışma kapsamında hem nicel hem de nitel veriler kullanılmıştır. Nicel veriler için "Duyuşsal Hedefler Ölçeği" her iki grupta ön test ve son test olarak uygulanırken nitel veriler ise yarı yapılandırılmış görüşme soruları ile deney grubundaki gönüllü öğrenciler ve öğrenmenden toplanmıştır. Nicel verilerle yapılan analizlerde Wilcoxon işaretli sıralar testi ve Mann-whitney U testleri kullanılırken nitel veriler için betimsel içerik analizi yapılmıştır. Hem grupların ön test ve son test puanları hem de deney ve kontrol gruplarının son test puanları karşılaştırıldığında motivasyon, kaygı ve yabancı dil öğrenmeye ve hedef kültüre yönelik tutumlar açısından anlamlı bir fark olmadığı görülmüştür. Öte yandan, araştırmanın nitel kısmı, deney grubundaki öğrencilerin drama etkinlikleri yaparken kendilerini rahat, güvende ve dolayısıyla daha az kaygılı hissettiklerini, derste aktif katılım gösterdiklerini ve İngilizce dersine ve öğrenmeye ilişkin olumlu tutuma sahip olduklarını ortaya koymuştur.

Anahtar Kelimeler: Çocuklara İngilizce Öğretimi, Drama, Motivasyon, Kaygı, Tutum

ABSTRACT

THE EFFECT OF DRAMA ACTIVITIES ON THE ATTITUDES, MOTIVATION AND ANXIETY OF YOUNG EFL LEARNERS

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This study investigates the effect of drama activities on young EFL learners' motivation, anxiety, and attitudes towards learning a foreign language and to find out both the teacher's and the students' perceptions about learning/teaching English with drama activities in the Turkish EFL context. Designed as a pretest-posttest experimental research, this study included 43 4th grade primary EFL students: 21 in the control group and 22 in the experimental group. The experimental group was exposed to 10 drama activities throughout the study while the control group was instructed with the regular program. Both quantitative and qualitative data were collected from the participants for this study. The Primary EFL Affective Objectives Scale was administered as a pretest and posttest in both groups for the quantitative data, while voluntary students from the experimental group and the teacher were interviewed via semi-structured interview questions for the qualitative part. The quantitative data were analyzed through Wilcoxon signed-rank test and Mann-whitney U test, whereas a descriptive content analysis was conducted with the qualitative data. The comparisons of the pre-test and post-test scores across and within the groups have shown no significant difference in the students' motivation, anxiety, or attitudes towards foreign language learning and the target culture. On the other hand, the qualitative part of the study revealed that the students in the experimental group felt relaxed, safe and less anxious and showed active participation in the lessons while doing drama activities, and they had positive attitudes towards English lessons and learning English.

Key words: Teaching English to Young Learners, Drama, Motivation, Anxiety, Attitude

DEDICATION

Dedicated to my beloved family and husband.

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LIST OF ABBREVIATIONS

YLs : Young Learners

EFL : English as a Foreign Language

L2 : Second Language

MNE : Ministry of National Education

ELT : English Language Teaching

MEB : Milli Eğitim Bakanlığı (Ministry of National Education)

T : Teacher

YÖK : Yükseköğretim Kurulu (Institute of Higher Education)

ZPD : Zone of Proximal Development

TPR : Total Physical Response

PPP : Present, Practice, and Produce

L1 : First Language

CFR : Common European Framework

FLA : Foreign language anxiety

FLCAS : Foreign Language Classroom Anxiety Scale

FLM : Foreign Language Motivation

VIE : Valance-Instrumentality-Expectancy

Ss : Students

MI : Multiple Intelligence

TAS : Test Anxiety Scale

AMTB : Attribute/Motivation Test Battery

CBLI : Content-based Language Instruction

COLT : Communicative Orientation of Language Teaching

EBA : Education Information Network

LP : Lesson Plan

1. INTRODUCTION

In this study, it is aimed to investigate the effect of drama activities on young EFL learners' motivation, anxiety, and attitudes towards learning a foreign language. Accordingly, this chapter is reserved for presenting an overview of the current study. First, the background of the study is described. Then, the purpose of the study is explained along with the research questions. Finally, the limitations are clarified, and the definitions are provided for the key terms.

1.1 Background of the Study

Teaching English to young learners refers to language teaching which covers the age group of 12-13 who have not entered puberty yet (Şad, 2011). Starting foreign language teaching at an early age may give better results for successful language learning. It allows the child to communicate more, and it improves the ability to think and listen, which are significant for mental development. Furthermore, teaching English to YLs has become popular globally after the 90s due to various advantages in EFL contexts.

EFL learners are influenced by affective factors such as motivation, anxiety, and attitude as suggested in Krashen's *Affective Filter Hypothesis* (Lin, 2008), and young learners are no exception (Williams, 1998). That is, these emotions play a significant role in foreign language learning even during childhood. First, motivation is considered a prerequisite for successful learning because without sufficient motivation, learners are not able to achieve their objectives and expectations. Motivated learners enjoy the process, participate more actively, take more responsibilities, and overcome potential difficulties more easily thanks to their desire to learn the target language (Dörnyei & Skehan, 2003; Gardner, 1985; Oxford & Shearin, 1994). Second, an EFL learner's attitudes towards the foreign language are

also critical since positive or negative attitudes influence language performance and achievement accordingly. Also, attitudes are closely related to a learner's motivation (Gardner, 1985), determining the possibility of having enjoyable experiences and continuing to learn the target language. As a third and final factor, anxiety affects the foreign language learning process and language achievement by hindering learners' performance and making them inactive in the language classrooms and their daily lives (Çakır, 2004; Dörnyei, 2005). Since it leads to undesirable consequences and failure, EFL learners' anxiety should be lowered for successful L2 learning. Therefore, it is important to reveal some strategies to lower learner anxiety for effective teaching and learning. In brief, L2 learners' affection is considered as a significant issue determining achievements or failures and has long been on the agenda of EFL research.

Considering the meaning of the above-mentioned affective factors for young EFL learners, drama is determined as the focus of this study, and this is not without reason. Drama is the ability to think about feelings and feeling thoughtfully in different ways, so it is a multi-model art form that demands learners to use visual, aural, kinesthetic, and verbal abilities to create dramatic structures (Nicholson, 2000). It is used in presenting the target language and culture because it enables language learners to engage in reflective, constructivist, and active learning in the classroom as well as bringing language skills together by integrating verbal and non-verbal features of communication (Maley & Duff, 2005).

Drama offers various advantages for young EFL learners in terms of their emotions (Stern, 1980). Firstly, it helps to boost L2 learners' self-confidence, self-esteem, motivation and self-awareness as well as to lower their anxiety by creating a supportive classroom environment (Uştuk & Aydın, 2018). Next, learners get encouraged to communicate freely and develop positive attitudes towards foreign language learning thanks to the stress-free atmosphere provided through drama. Moreover, drama brings meaningful contexts to the language classroom and focuses on how to do things with language. That is, students learn the language in context. Also, students get familiar with other cultures through drama since it provides cross-cultural content (Zalta, 2006). Furthermore, drama matches up with YLs' characteristics. YLs love being active, using their bodies, playing with colorful materials, and having fun in lessons

so, drama seems suitable for YLs' characteristics since it offers colorful materials, visual, aural, kinesthetic, and verbal tasks.

1.2 Statement of the Problem

English has become the global language as a lingua franca; therefore, like in many other countries, it was offered as an elective foreign language course at Turkish schools after 1980s. In 1997, the Ministry of National Education (MNE) put forward radical changes in English policy to reform ELT practice in Turkey. The reform intended to start teaching English in 4th and 5th grades to expose students to English more. As a result of this reform, English became a compulsory course for YLs in the Turkish education system (Kırkgöz, 2007). In 2012, a new English Language Teaching Program was launched, and English became compulsory in the 2nd grades and onwards (Arslan, 2012; MEB, 2013). Moreover, the program focused on communicative competence and meaning in L2 teaching. However, it was not easy to implement this new program due to the teachers who favored traditional methods and who were not qualified enough to teach English to such young learner groups (Gürsoy et al., 2017; Uysal, 2020). Moreover, it was such a big and sudden change that there was not enough time to train and prepare the English teachers, leaving them with challenges in the classrooms or updating the teaching materials accordingly (Haznedar & Uysal, 2010).

Despite the intentions for innovation in EFL instruction in Turkey, it is seen that the aims have not been achieved yet (Arslan, 2012). As Arslan and Akbarov (2010) state, there are serious issues related to the methodology and learner motivation in teaching English. There are various studies which show that children tend to get less motivated (Arda & Doyran, 2017; Şad, 2011) and more anxious (Aydın et al., 2017; Er, 2015; Sertçetin, 2006) and develop negative attitudes towards learning English (Coşkun, 2015) within the Turkish education system. So, there is a divergence from a very specific objective of the curriculum which is stated as "to increase students' self-confidence, motivation and positive attitudes via the activities designed for young learners (MEB, 2018: 38). Asmalı (2017) suggests that one of the main factors enhancing positive feelings about learning English among young children is the in-

class activities they get engaged. Therefore, it is possible to comment that English teachers of young learners do not include favorable activities that match with YLs' characteristics, helping them take positive attitudes, get motivated, and feel more secure in English lessons. This results in demotivated EFL learners with negative attitudes and who are mostly unable to use their L2 communicatively in the following stages of the education system which is described as the chronic problem in EFL instruction in Turkey (Özmen, 2020; Paker, 2012).

1.3 Purpose of the Study

In line with the problem put forward above, this study aims to investigate the effect of drama activities on young EFL learners' motivation, anxiety, and attitudes towards learning a foreign language. Additionally, it is intended to find out both the teacher's and the students' perceptions about learning/teaching English with drama activities in the Turkish EFL context and to portray these issues in depth.

1.4 Research Questions

With the purposes stated above in mind, this study has been designed to seek for answers to the following research questions:

1- What is the effect of drama activities on 4th grade EFL learners' motivation for learning English?

2- What is the effect of drama activities on 4th grade EFL learners' anxiety for learning English?

3- What is the effect of drama activities on 4th grade EFL learners' attitudes towards learning English?

4- How do the 4th grade EFL learners perceive learning English with drama activities?

5- How does the teacher of the 4th grade EFL learners perceive teaching English with drama activities?

1.5 Significance of the Study

As in many other countries globally, the Turkish education system has adopted a policy to decrease the onset of age for EFL instruction and switched to a more communicative methodology in the national curriculum (Kırkgöz, 2007). Within this scope, mandatory English courses were added to the EFL curriculum for the 4th and 5th grades in 1997, and the age to start EFL teaching was lowered to the 2nd grade in 2012 following the 4+4+4 education system (MEB, 2013). However, Turkey seems to have missed this goal by a mile, so most children failed to achieve expected communicative skills in the target language (Anşin, 2006; Paker, 2012). On the other hand, young EFL learners have attracted attention and become the subject of various studies. However, there are relatively fewer studies on the potential effects of affective factors on young EFL learners since researchers mainly have focused on the cognitive processes employed by young children (Anşin, 2006; Çakır, 2004; Demirezen, 2003; Er, 2006). As a result, this study is significant in that it investigates the affective factors among young EFL learners in Turkey, hoping to shed light on the issues mentioned above.

Although drama is suggested as a key technique to be used with young learners in the EFL curriculum to create a communicative L2 learning environment (MEB, 2018), many teachers avoid using drama activities in their lessons and follow more traditional methods (Kırkgöz, 2007). Besides, initial teacher education programs in Turkey offer courses to train pre-service teachers to teach with drama activities. Drama courses which were mandatory in the ITE curriculum up to 2008 have been among the electives since then (YÖK, 2018). Considering the rise of drama in EFL instruction, various studies have investigated its role in L2 teaching from different aspects. A considerable number of these studies were conducted with teenagers and adult learners (Karamanoğlu, 1999; Belhan, 2014; Bergil, 2010), but relatively few studies were carried out with young learners regarding drama in EFL learning (Belhan, 2014). When the studies on the use of drama with young learners are considered, it is seen

that the focus is mainly on the role of drama activities in enhancing oral skills, improving motivation, reducing anxiety, and on teachers' self-efficacy in teaching with drama (Miccoli, 2003; Ay, 2010; Park, 2016). Therefore, this study is significant because it aims to investigate the effects of drama activities on all the three affective factors (namely motivation, anxiety and attitudes) among young EFL learners in the Turkish context. Moreover, the majority of the above-mentioned studies have a quantitative research design. Adopting a mixed-method research design with both quantitative and qualitative data, this study has another significance contributing to a gap in the literature.

1.6 Limitations of the Study

This study has several limitations. First, it is limited to the data collected from 43 4th grade students and their English teachers at a primary school in Gaziantep during the 2020-2021 academic year. Second, this study is limited to the data collected via the questionnaire and the interviews; therefore, the findings reflect the participant students' and teachers' perceptions. Third, the use of drama in the experimental group is limited to the selected drama activities for the treatment. Finally, the study was conducted under the Covid-19 pandemic conditions; therefore, the drama activities were implemented both in face-to-face and online sessions in different weeks and with unequal intervals. As a result, some of the lesson plans were adapted for the online sessions.

1.7 Definitions of the Terms

The following terms are used in study, so they are defined as follows:

Teaching English to Young Learners: It refers to "the language teaching which covers under the age group of 12-13 who haven't entered puberty yet" (Şad, 2011: 9).

Drama: It refers to "a powerful teaching and learning strategy that involves students of all ages in moving collaboratively inside classroom content, human issues, and significant events" (Zalta, 2006: 24).

Motivation is described as “a process to make a start, guidance, maintenances, and goal-oriented behaviors” (Gopalan et al., 2017: 1).

Foreign Language Motivation is related to “the strength of desire to learn foreign language and to take responsibilities in language tasks” (Gardner, 1985: 6).

Anxiety: It is described as “an emotional state, consists of feeling of tension and apprehension and heightened autonomic nervous system activity” (Spielberger, 2010: 146).

Foreign Language Anxiety is described as “a fear and tension felt by learners in the foreign language classroom” (Gardner & MacIntyre, 1993: 159).

Attitude is defined as “an individual’s socially acquired orientation towards objects and events” (Ozankaya, 1984: 131).

Attitude towards Learning a Foreign Language is defined as “positive or negative feelings that students have toward the language” (Önalan, 2004: 35).

Attitude towards the Target Culture can be described as “openness to new experiences, different people, cultures, and societies” (Avrupa Konseyi, 2009: 12)

2. THEORETICAL FRAMEWORK

This section aims to present theoretical background about the core concepts of the study. First, young learners are defined and described in detail regarding the major theories of children's cognitive development, teaching English to young learners, the role of age in L2 learning. Second, drama as a teaching strategy is introduced, and its use in L2 teaching is explained along with sample drama activities. Finally, the affective factors, namely anxiety, motivation, and attitude, and their roles in L2 learning are explained.

2.1 Young Learners

Young Learners (YLs) are the children of the first year of formal schooling (5 or 6 years old) to eleven or twelve years of age (Phillips, 1993). This term covers a variety of learners who share commonly acknowledged characteristics such as having a short motivation span and learning holistically but varies in terms of their physical, psychological, social, emotional, and cognitive learning (Copland & Garton, 2014). All children cannot learn the same thing at the same age since they have individual differences. Some children develop early, while some develop later and gradually (Scott & Ytreberg, 1990). Therefore, there are differences between children at the age of 5-7 and at the age of 8-12 as to their features. That is, these two age groups have their own characteristics resulting from their biological and psychological differences. Scott and Ytreberg (1990: 1) have characterized them as follows:

a. Children between the ages of 5-7:

- use logical reasoning and discuss something,
- talk about what they are doing,
- use vivid imaginations,

- confuse the fiction and the real world,
- speak about what they have done and heard and
- understand abstract notions.

b. Children between the ages of 8-12:

- understand abstract notions,
- understand the difference between the real world and fiction,
- work cooperatively,
- make their own decisions during the learning process,
- take responsibilities for classroom activities and
- understand some basic cultural and pragmatics notions.

Like Scott and Ytreberg's characterization of these two groups, Lefever (2005: 27) highlights some other significant features of YLs and states that they are imaginative and energetic, intrinsically curious, active, enjoy exploring things, have an urge for fun and play and need developmentally appropriate instruction.

2.1.1 Major Theories of Children's Language Learning

As they grow up, children develop cognitively, emotionally, physically, linguistically, and psychologically, so while regarding the field of teaching to YLs, it should not be ignored that teaching and learning processes need to reflect a holistic view (Karatepe, 2015). In order to achieve this, it is necessary to look into learning theories. Some key concepts and conclusions about the development of children have been put forward by Piaget, Vygotsky, and Bruner so as to indicate how children think as language learners (Cameron, 2001).

2.1.1.1 Piaget's theory of cognitive development

In Piaget's theory, it has been supposed that children continuously interact with the world and the objects around them (Cameron, 2001). According to this theory, children are born with innate structures of knowledge and schemes which enable them to progress forward from the sensory-motor stage to cognitive reasoning (Woolfolk, 2016). Piaget has described cognitive development as a progressive restructuring of

mental processes due to biological maturation and environmental experience (McLeod, 2018). Unlike behaviorists, Piaget (1970) has proposed that children are active learners and thinkers who construct their own knowledge via their experiences with objects or ideas. In his theory, Piaget (1952) asserts that all children improve cognitive abilities in four stages that are universal. Children follow these stages that are essential for the maturation process. All children go through the stages in the same order, but they differ in their paces which encompasses that some children develop faster whereas some children develop more slowly (Woolfolk, 2016). These stages are briefly described below (Cameron, 2001; Cherry, 2020; Karatepe, 2015; Woolfolk, 2016):

1. ***The Sensory-motor Stage*** covers the period from birth to 2 years. At this stage, children experience the world through their physical movements and senses. The movements are mostly based on motor activities such as opening fingers, waving legs, touching objects, and mouthing. Children learn to draw a distinction between objects and people and get *object permanence* at the end of this first stage. A child who gets object permanence comprehends that things continue to exist even so they cannot be seen.
2. ***The Pre-operational Stage*** covers the period from 2 years to 7 years. At this stage, children begin to think symbolically. Therefore, they learn a language and how to represent objects. Also, they are mostly egocentric, so they talk constantly and don't understand other people's views. In addition, they cannot understand abstract notions since they are still thinking of concrete things.
3. ***The Concrete-operational Stage*** starts at the age of 7 and lasts at 11 years. Children get a bit more complicated skills at this stage since they can think logically about concrete things. They can solve problems unless they include abstract things. Besides, they can classify objects based on several features at this stage. Additionally, they can understand the concept of conversation of number, mass, and weight, but they can still not comprehend metalanguage and abstract concepts.
4. ***The Formal Operational Stage*** begins at the age of 11 and goes on. Children begin to understand abstract things and reason about hypothetical problems at this stage. Also, they can understand moral, ethical, and political issues.

According to Piaget, children interact with the world around them and learn from their environment. They add this new knowledge to the schemes built upon the existing knowledge. And they adapt previously held ideas to accommodate new knowledge (Cherry, 2020). In this sense, Piaget has reported that adapting new knowledge may occur in two ways: assimilation and accommodation. ***Assimilation*** is associated with the process of using existing knowledge to accept and make sense of new experiences. Individuals take new experiences into their already existing schemes. ***Accommodation*** takes place when individuals modify and change their existing schemes in the light of new experiences. They adjust to the features of a new environment. New schemes may be developed during this process when there is no available existing schema. These two processes occur throughout life since individuals constantly adapt new knowledge in a complex manner (Cameron, 2001). However, it is important to balance implementing existing knowledge and modifying schemes based on new knowledge. Therefore, children try to keep a balance between assimilation and accommodation which refers to a mechanism named as ***equilibration*** (Cameron, 2001; Cherry, 2020; Karatepe, 2015).

2.1.1.2 Vygotsky's sociocultural theory of cognitive development

Vygotsky's sociocultural theory has suggested that children learn from their social interactions with people and the environment (Karatepe, 2015). According to his theory, social interaction and language play a significant role in language development and learning. It is believed that language is a powerful tool to enhance child development since it helps adults transfer information to children and contributes to their intellectual adaptation (McLeod, 2014). Hence, language comes to be the source of children's thoughts (Woolfolk, 2016). In other words, social interaction and language precede cognitive development. Moreover, Vygotsky (1978: 57) says:

> Every function in the child's cultural development appears twice: first, on the social level, and later, on the individual level; first, between people (interpsychological) and then inside the child (intrapsychological). This applies equally to voluntary attention, to logical memory, and to the formation of concepts. All the higher functions originate as actual relationships between individuals.

Thus, in sociocultural theory, more emphasis is given to culture which affects and shapes cognitive development. At this point, unlike Piaget's universal stages, Vygotsky has supported that cognitive development varies across cultures and doesn't offer stages like Piaget (McLeod, 2014). In summary, the sociocultural environment offers a range of tasks and demands and influences how children think.

Another important aspect of Vygotsky's theory is **'Zone of Proximal Development (ZPD)'** that is defined as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978: 86). Vygotsky has pointed out that intelligence can be measured through what children can do with the help of others rather than what they can do on their own. In other words, ZPD shows a level of development attained when children get instruction, tips, and guidance from others. Figure 1 displays the structure of ZPD in three cycles:

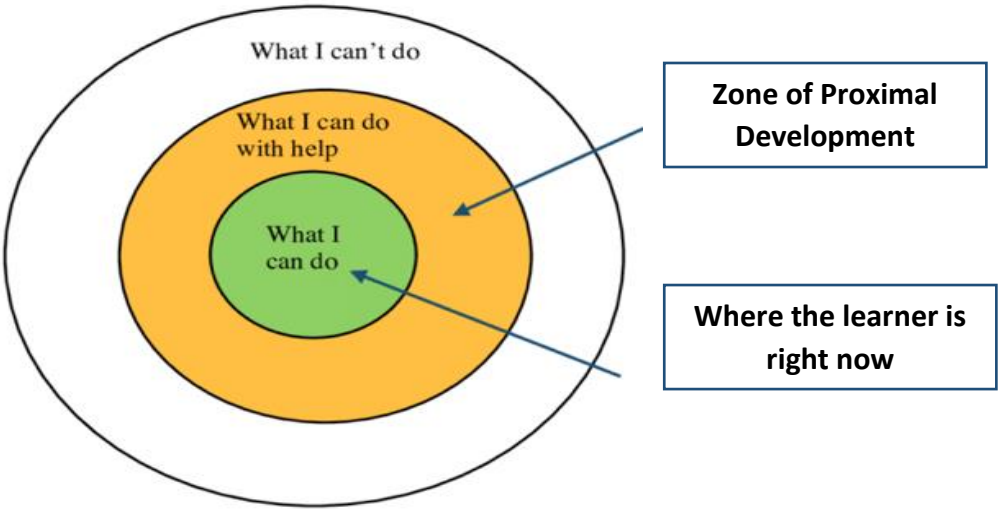

Figure 1. Vygotsky's Zone of Proximal Development

As it is seen in Figure 1, the inner circle represents what children can do on their own or what they already know. Children discover or achieve things in this circle without any guidance or help. The outermost circle represents what children cannot do or what they still don't know. This circle shows things that children cannot achieve even if they are supported because these are far beyond their capacity or developmental level.

The last one is the middle circle that represents what children can do with guidance and help but cannot do independently. This is the zone for potential development, and learning takes place in this circle where children are given the most sensitive instruction (Vygotsky, 1978). For instance, a child who cannot solve a puzzle by herself can complete it by interacting with her mother and gains the competence in this skill for future applications. That is, the child achieves the task thanks to the help she receives. Therefore, she is dependent on her mother at first; however, she gains self-confidence and gradually performs more independently. In the end, it enhances the child's cognitive development (Karatepe, 2015).

2.1.1.3 Bruner's constructivist theory

Bruner who favors Constructivism as a theory of learning, suggests that learners construct their own knowledge and organize or categorize information using a coding system (Bruner, 1960). Also, he points out that the most effective way to improve this coding system is to discover and that learners are active in the process since they relate the new information to their background knowledge (Karatepe, 2015). In this respect, Bruner (1966) suggests three modes of mental representations that enable learners to encode information in memory. They are briefly explained as follows:

- **Enactive mode:** Thinking depends on physical contacts and muscles in this first mode. Infants learn through doing rather than thinking. They display actions like grasping, shaking, and tasting an object. They encode the new information about that object through these actions in their memory.
- **Iconic mode:** In this mode, thinking is based on sensory images (icons) that infants experience and information is stored as mental images like pictures in mind.
- **Symbolic mode:** In this last developed mode, information is stored as symbols like language. Since children can store information as verbal memory, representations of the world are mostly through language (Bruner, 1978). Also, symbols are flexible which means that children can manipulate, order, and categorize them.

According to Bruner (1960), language is the most powerful tool for cognitive development. It helps to deal with abstract concepts to code stimuli and free learners from appearances' constraints. Bruner (1960) is interested in how language affects cognition within the theory of sociocultural learning development. Like Vygotsky, he argues that children learn through social interaction and states that children are active-problem solvers and they should be guided to explore new things and ideas on their own (Bruner, 1978). Therefore, Bruner assigns roles to adults and teachers to support children's development. They are there to encourage and guide learners (Karatepe, 2015). As children learn, adults need to ask supportive questions and create supportive interactions. The aim of this support is to allow children to reach higher levels of development by clarifying the task or idea, motivating and supporting the child, underlining important task elements or errors, and supplying models that can be imitated (McLeod, 2019). Bruner calls this support **scaffolding** which specifically refers to "the steps taken to reduce the degrees of freedom in carrying out some task so that the child can concentrate on the difficult skill she is in the process of acquiring" (Bruner, 1978: 19).

Moreover, Bruner states that **format** and **routines** create contexts for children to predict meaning. They can learn through routines by getting the control and taking responsibility as they are repeated. Language becomes predictable within these routines. They allow scaffolding to take place and combine the past and new information. Parents can read stories to their children from babyhood onwards as an example for routines. In this sense, teachers can make up classroom routines in language classrooms that support students and clarify complex meanings (Cameron, 2001). All in all, setting formats and routines can provide cognitive and language development opportunities.

2.2 Teaching English to Young Learners

Teaching English to young learners is a popular research area as early foreign language instruction has become a compulsory part of primary education in increasing numbers of countries (Cameron, 2001; Ellis, 2004). It refers to language teaching which covers the age group of 12-13 who haven't entered puberty yet (Şad, 2011). In that period,

YLs have the highest learning capacity, which may enable them to learn the language easily (Demirezen, 2003). Thus, it can be considered that starting foreign language teaching at an early age may give better results for successful language learning. Firstly, the child's predisposition towards language learning positively affects the child's personal, social, and mental development (Er, 2006). Furthermore, as it allows the child to communicate more, it improves the ability to think and listen, which is significant for mental development (Anşin, 2006). The child becomes aware of using the language and develops her proficiency in areas such as analyzing the knowledge, cultural awareness, and creative thinking (Ellis, 2004). Besides, childhood is a period when affective factors considerably impact foreign language teaching. In that period, the child's motivation, attitude, and self-confidence are high, but anxiety level is low (Cameron, 2001; Krashen & Terrell, 2000: 6). Therefore, the child becomes more open to using language, improving speaking and writing skills. Lastly, it helps to create intercultural awareness without prejudice to other cultures (Genç, 2004). The child develops positive perspectives towards different societies, which allows her to use empathy skills. In short, teaching English to young learners has various advantages, especially in their development.

According to Williams (1998), some principles should be taken into consideration while teaching a language to YLs. Firstly, as teaching to YLs means more than just mastering English, both learners' social and cognitive development should be considered carefully while preparing language tasks. Secondly, YLs mostly bring so much with them into the classroom. They have their life experience and an understanding of their world, so this shouldn't be neglected or misunderstood. They should receive stimuli that will enhance their cognitive development. Next, learning is an interactive process, and children are active learners (Piaget, 1970). Hence, social interaction constitutes an important role in the child's development and learning process (Vygotsky, 1962). In this sense, YLs should actively interact with their psychical environment and other people. Also, to be active learners, YLs should encounter some problems and challenges. When they face these challenges and problems, they become more independent learners and get motivated for further tasks. Besides, YLs sometimes may not even identify the language itself. Thus, topics should be meaningful and communicative to contextualize the language. The activities should

involve interesting, authentic, and real-life tasks. Finally, in order to get better results in language teaching, a positive classroom environment should be created. YLs should feel comfortable and free to speak. Thus, the teacher should support the learners and scaffold the child's language with active guidance (Bruner, 1983). To sum up, teaching to YLs is a different process for which teachers should consider some basic principles to achieve successful language learning.

2.2.1 The Role of Age in Second Language Acquisition

Age has always been a controversial subject in foreign language teaching. Some researchers claim that children are more successful in language learning (Aslan, 2008; Cameron, 2001), while others suggest that adults are more advantageous than children (Krashen et al., 1979; Krashen and Terrell, 2000; Snow & Hoefnagel-Höhle, 1977). In this sense, Saville-Troike (2006: 82) has listed some of the advantages for both young and adult learners, and they are given in Table 1.

Table 1. Age Differences in Second Language Acquisition

Younger advantage	Older advantage
• Brain plasticity	• Learning capacity
• Not analytical	• Analytic ability
• Fewer inhibitions (usually)	• Pragmatic skills
• Weaker group identity	• Greater knowledge of L1
• Simplified input more likely	• Real-world knowledge

As seen in Table 1, YLs are more advantageous in language learning due to 'brain plasticity' which helps them to apply new functions easily and better. However, there is a critical period by which children benefit from brain plasticity and get better results in language learning for a limited number of years in childhood (Saville-Troike, 2006). On the other hand, although adult learners lose their brain plasticity because of passing this critical period, they have a much more developed learning capacity which enables them to memorize vocabulary better (Krashen & Terrell, 2000). Furthermore, they are more advantageous in understanding and using grammatical rules accurately due to their analytic ability. They also have world knowledge that YLs have to learn and their

language skills, so adults learn more and faster in the initial stage (Saville-Troike, 2006). On the contrary, despite the lack of real-world experience initially, YLs are more successful in the long term since early language learning may go on longer and offer more training and experience, leading ultimately to better fluency and efficacy (Curtain & Dahlberg, 2004). Moreover, childhood is thought to be the highest motivation and interest period, so YLs become less inhibited than adults. They become more willing to communicate and use the target language (Cameron, 2001; Krashen & Terrell, 2000). In conclusion, although there are situations in which both age groups are relatively advantageous and disadvantageous, it is clear that starting foreign language learning at an early age makes a significant difference in the ultimate achievement.

2.2.2 Teaching Skills to Young Learners

It is not possible to ignore language skills while teaching a foreign/second language to YLs (Scott & Ytreberg, 1990). The following sections explain what to consider while teaching YLs in terms of the four main skills, namely listening, speaking, reading, writing, and grammar and vocabulary as the two sub-skills.

2.2.2.1 Listening

Listening is a receptive skill which is composed of many complex components such as hearing acuity, auditory perception, understanding similarities and differences in sounds, distinguishing sounds, and interpreting messages (Giri, 1998; Kırkgöz, 2019). It is related to the process of receiving messages and interpreting them through context and knowledge of the language (Kırkgöz, 2019). Similarly, Sarıçoban (1999: 1) defines listening as "the capability of identifying and understanding what others are saying which also involves comprehending others' accent, grammar, pronunciation, and vocabulary." That is, listening is an active task since learners are actively engaged and make sense of information from outside.

This is also valid for YLs who must choose and interpret messages from outside to understand what others are trying to express at meaning level (Cameron, 2001). Hence, listening is generally considered as the main skill in early foreign language instruction.

It is the basis for other language skills like speaking and writing. In this sense, Linse (2005: 27) says that other skills are built upon listening, and it is a key factor in the effective learning of YLs since "you need to hear a word before you can say it; you need to say a word before you can read it; you need to read a word before you can write it." Accordingly, YLs need to be provided with meaningful input and continuous exposure through listening tasks (Cameron, 2001).

Furthermore, listening enables YLs to recognize the intonation, pronunciation, and rhythm of a language (Brewster et al., 2004). Thus, listening to songs, stories, video shows, and phone conversations are thought to have a critical role in providing input to enhance phonemic awareness. In addition, YLs are naturally active and like acting, playing, and doing physical things due to their high level of energy and motivation (Brewster et al., 2004). Therefore, children learn best when they are actively engaged and grasp the language they hear (Asher, 1977). So, TPR activities which require learners to listen and respond physically work best with YL groups. To sum up, listening lies at the center of effective language teaching to YLs, and it is the initial stage for language outcome.

2.2.2.2 Speaking

Speaking is a "productive aural/oral skill" (Bailey, 2003: 48). It is productive because learners make up the sounds and words. It is aural/oral because learners hear the upcoming messages and reply orally (Bailey, 2003). It requires producing verbal utterances, active use of language to convey the meaning, expressing ideas, using a range of vocabulary, maintaining conversations, using intonation, and using strategies. In addition, for effective speaking, two important terms are emphasized: *accuracy* and *fluency*. Accuracy refers to the correctness of speech, whereas fluency is related to the ability to use the language effectively and quickly without unnatural pauses, false starts, and hesitations. It is important to have a balance between these two while teaching speaking (Topkaya, 2015).

Speaking activities or lessons generally follow a PPP (present, practice, and produce) sequence. This procedure is presented in Figure 2 (Topkaya, 2015: 147).

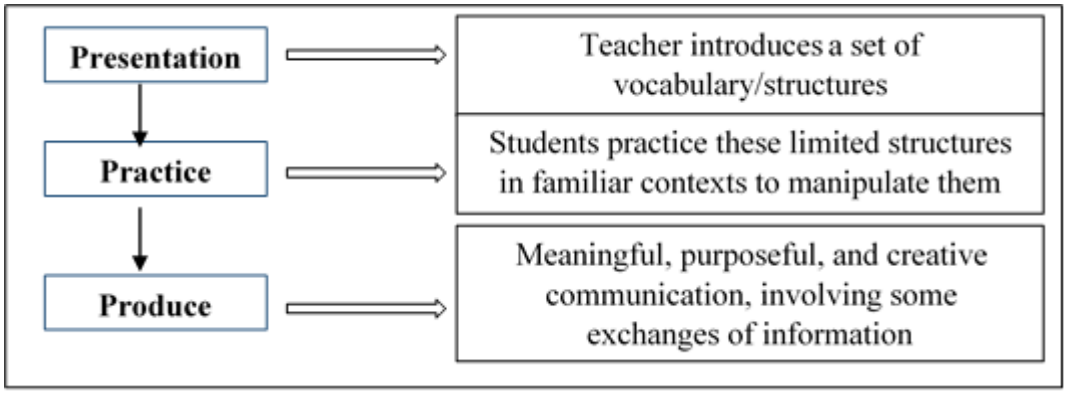

Figure 2. PPP Procedure for a Speaking Task

As seen in Figure 2, at the presentation stage, the teacher introduces new vocabulary and structures to the class. After that, children try to use the newly learned structures in meaningful ways for practice. They do control and guided practices via different activities, exercises, and experiences. At the production stage, children have purposeful and fluent communication. That is, they produce free speech.

Although some consider teaching speaking as an easy task, it may be demanding for YL teachers. YLs know how to speak in their native language and expect to do the same in English (Scott & Ytreberg, 1990). However, they have few opportunities to use it outside the class. Therefore, class time is precious to practice this skill, and teachers should prepare learners for free production through controlled and guided activities first. Teachers should use various communicative activities like extended talks, stories, dialogues, role-plays, and riddles to allow children to enjoy talking and enhance their interaction (Topkaya, 2015). When children begin to find and understand spoken language through activities, they start to learn it and tend to get willing to communicate with others (Cameron, 2001).

2.2.2.3 Reading

Reading is a receptive skill that involves three processes: decoding, comprehending, and interpreting. **Decoding** is the first process in which learners make sense of the written symbols that form words. (Ögeyik, 2015). It is achieved by distinguishing sounds in words and blending sounds together. According to Shankweiler et al. (1999: 71), decoding is the ability to identify words and their alphabetic representations to

read all words rather than regularly spelled ones. Recognition of sounds and words is the key factor in dealing with challenging aspects of decoding. **Comprehension** is the next step in which learners try to comprehend the meaning (Anderson et al., 2015). It may require learners to analyze and synthesize the information. **Interpretation** is the last process which makes learners think and talk about the written text appropriately (Ögeyik, 2015).

There are six types of reading: skimming, scanning, oral reading, silent reading, intensive reading, and extensive reading. While skimming is mostly used to get the main ideas of the text by reading quickly, scanning is utilized to find out the specific information in the text (Brown, 2001). Learners read aloud for oral reading which can be used to check the pronunciation of the written word. However, in silent reading, learners read the text silently and interact with the text without any interruption by others (Ögeyik, 2015). Intensive reading is used to explain the difficulties of structures and to broaden lexical repertoire (Rivers, 2018). And lastly, extensive reading is performed outside the class, and learners are free to read the topics and materials they enjoy (Hedge, 2001).

There is a growing interest in teaching reading to YLs in EFL contexts. After they have learned to read in their mother tongue, YLs can be exposed to reading in their foreign language. However, this can be demanding for YL teachers since they have to find meaningful texts that are relevant to kids' levels (Cameron, 2001). When children don't have any background knowledge or experience, they may have problems in decoding and comprehending processes (Ögeyik, 2015). However, it is possible to overcome these difficulties with some strategies. First, the teacher should strengthen children's phonemic, phonological, and morphological awareness via phonics instruction. Second, they should enhance their recognition skills by highlighting letter and sounds relations. Third, they should train them for effective comprehension strategies to activate their linguistic background knowledge if they have. Finally, they should guide and help them construct meaning when their knowledge doesn't fit the requirements of the text. (Nunan, 1999; Wallace, 1992).

2.2.2.4 Writing

Writing is an interactive process in which learners make various decisions about word choice, grammar, vocabulary, and mechanics such as spelling, tone, style, and punctuation (Shin & Crandall, 2018). Therefore, while teaching writing to YLs, this complexity shouldn't be ignored, and lessons should be organized accordingly. In addition, it is usually difficult for YLs to improve their L2 writing due to several reasons. First, it may be problematic to write in English accurately since their writing skills are not fully developed in their L1 (Arıkan, 2015). Next, YLs try to transfer their first-language literacy skills to writing in English; however, Turkish and English have different spelling and punctuation rules, which creates challenges for them, so they may have difficulty in the alphabet, sounds, symbols, and writing system (Shin & Crandall, 2018). Furthermore, YLs' psychological, physical, and emotional attitudes may hinder their improvement in writing. In this sense, Chastain (1988) asserts that writing is a hard task even under the most supportive and natural situations due to the negative effects of students' attitudes toward writing in English. Thus, teachers should motivate their students and help them to feel comfortable while writing. So, it is recommended to teach writing for communication rather than for perfection (Arıkan, 2015). To sum up, as Phillips (1993: 57) states, "it is best to introduce English through listening and speaking first, then reading, and writing last".

2.2.2.5 Vocabulary

Developing vocabulary is essential in foreign language because knowing and using large vocabulary has a significant role in effective communication and development of language proficiency (Cameron, 2001; Linse, 2005; Nation, 1990). Hence, teachers should provide children with clear and meaningful contexts in which they can figure out new words and their meanings (Nattinger, 1988). Also, it requires children to extend knowledge of what the words mean and how they are used in a foreign language. To achieve this, children need to get multiple exposures to new vocabulary items (Linse, 2005). Vocabulary acquisition is a complex phenomenon including various learning processes, so teachers should facilitate vocabulary learning by teaching commonly used words which children may encounter (Cameron, 2001; Nation, 2003). Moreover, children have a short attention span, so it is important that

vocabulary activities should be enjoyable, clear, and familiar to YLs. In this regard, teachers can use tongue twisters, riddles, and storytelling to attract YLs. They can also bring visual aids, multimedia, dictionaries, and realia to the class for effective vocabulary teaching (Zorba & Arıkan, 2005). To conclude, as Wilkins (1972: 111) says, "without grammar, very little can be conveyed, but without vocabulary, nothing can be conveyed."

2.2.2.6 Grammar

Grammar refers to "the knowledge of how words in correct forms (word grammar) are put together to create meaningful sentences (sentence grammar), and how sentences are organized to form coherent texts (text grammar)" (Puchta, 2019: 203). When teaching to YLs, grammar should be presented in meaningful contexts since they lack meta-linguistic awareness both in their L1 and L2 (Yılmaz, 2015). Therefore, teachers should both integrate grammar into communicative activities and relate language to their background knowledge. This contextualizes structures and helps children perform interactively. In addition, grammar can be taught in two ways: directly and indirectly. In direct teaching of grammar, structures are presented explicitly and deductively, whereas in indirect teaching of grammar, structures are presented in meaningful ways implicitly and inductively. When YLs' characteristics are considered, grammar structures should be taught indirectly because presenting grammar in meaningful contexts appeals to YLs' interest and is more appropriate for their cognitive capacity (Yılmaz, 2015).

2.2.3. Materials for Young EFL Learners

In order to engage YLs in the language learning process, effective materials should be used in lessons. These materials should make learning fun and create an anxiety-free atmosphere. Moreover, they should reflect learners' needs, styles, interests, and characteristics to achieve effective language teaching and learning (Yılmaz & Karatepe, 2010). Materials that can be used in teaching to YLs are categorized in Figure 3 below (Ekşi, 2015: 21).

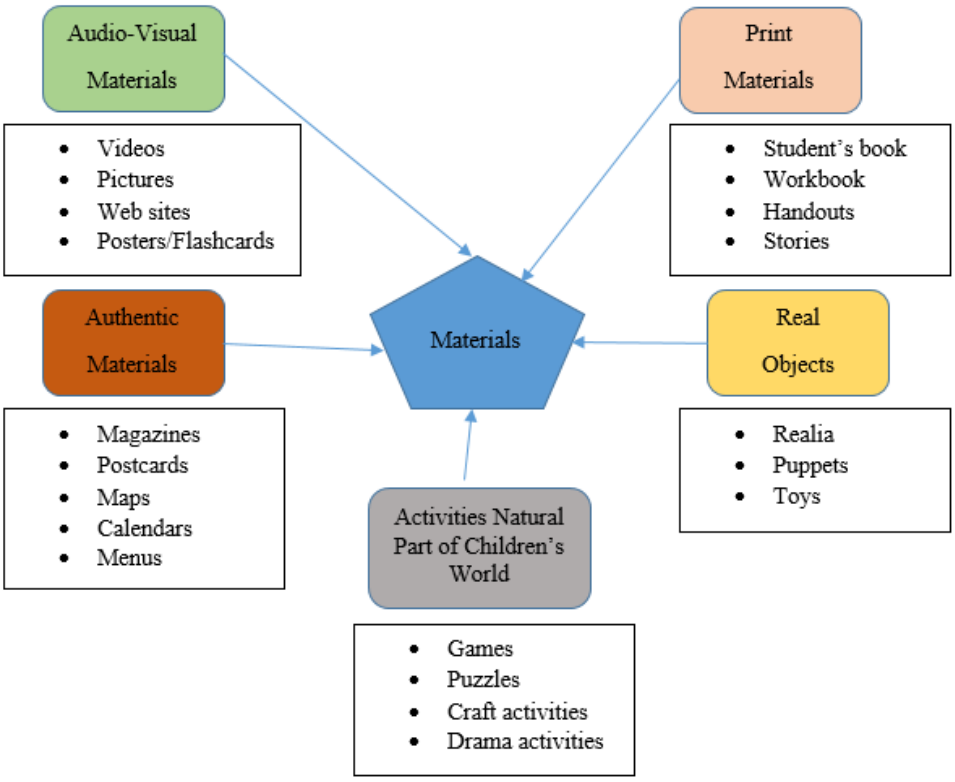

Figure 3. Materials Used in Teaching to YLs

As seen in Figure 3, materials are classified as audio-visual materials, print materials, authentic materials, real objects, and activities reflecting children's natural world. Since YLs learn through experience and interacting with the physical environment, all these varying materials can be used in the classroom effectively (Ekşi, 2015). Audio-visual materials are used to provide meaningful input for YLs. They facilitate learning and enhance communication, so YLs' experiences with English increase. Moreover, real objects are mostly preferred in language classes since they relate the language to YLs' natural world (Ekşi, 2015). They are attractive and interesting, so this increases the motivation of children and engages them cognitively and affectively (Cameron, 2001). Furthermore, games and drama activities give opportunities to children to practice the language in meaningful and real contexts (Ersöz, 2000). They increase social interaction creating a comfortable environment. They also help children to explore real-world realities like ethical choices while using language (Korkmaz, 2015). In addition, print materials are generally used to present language in comprehensible contexts. They are beneficial for introducing correct grammar and

word choice. Lastly, authentic materials offer authentic use of language and exposure in meaningful ways. However, they are mostly ignored in teaching YLs because it is hard to find appropriate and simple materials for them (Ekşi, 2015). To conclude, properly used materials contribute to the integration of all skills and achieving a higher understanding of language itself.

2.2.4 Teaching English to YLs in Turkey

After the 1980s, English became dominant in many fields in Turkey, so many schools began to offer English as a foreign language course. English was taught as an elective course until 1997 when the Ministry of National Education (MNE) put forward radical changes in English policy to reform ELT practice in Turkey. The reform aimed to start teaching English in 4th and 5th grades to expose students to more English. As a result of this reform, English became compulsory, and YLs met foreign language teaching (Kırkgöz, 2007). The reform aimed to develop students' communicative capacity in the target language. It also viewed teachers as facilitators in L2 teaching.

In 2012, some drastic changes were made in the Turkish education policy again, and the education system was transformed from the 8+4 model to the 4+4+4 model (Gürsoy et al., 2017). Also, a new English Language Teaching Program was launched, and English became compulsory in the 2nd grades and onwards (MEB, 2013). This program follows the principles of the Common European Framework for References (CEFR) and emphasizes meaning rather than form in L2 teaching. Furthermore, it is based on an action-oriented approach instead of a single method. It offers two classroom hours in 2nd, 3rd, and 4th grades and three classroom hours in 5th and 6th grades. Moreover, the use of meaningful and authentic materials is emphasized in this program.

However, some problems occurred while implementing this new program since there were some teachers who favored traditional methods and were against starting to teach English at such an early age (Gürsoy et al., 2017). Furthermore, the teachers were not informed about the communicative approach and productive methods, and they were not knowledgeable about what children need while learning English (Uysal, 2020). Moreover, due to the fast change in the program, there was a shortage of English

teachers; consequently, regular primary school teachers were charged with teaching English to YLs. Nevertheless, these teachers were not qualified enough and ready to teach English, so they faced challenges in the classrooms (Haznedar & Uysal, 2010). To conclude, although there are some problems, it is clear that all the changes in English education policy have been performed to lower the age for foreign language teaching and expose students to the target language in a meaningful and communicative way.

2.3 Drama in Language Teaching

Drama can be defined as "a play written to be acted" (Dündar, 2015: 240). It is the ability to think about feelings and feeling thoughtfully in different ways, so it is a multi-model art form that demands learners to use visual, aural, kinesthetic, and verbal abilities to create dramatic structures (Nicholson, 2000). Drama has been used in language teaching since the middle ages because of its advantages in presenting the target language and culture effectively (Stern, 1983). First of all, drama enables language learners to engage in reflective, constructivist, and active learning in the classroom as well as bringing language skills together by integrating verbal and non-verbal features of communication (Doughill, 1987; Maley & Duff, 2005). Moreover, drama fosters communication, as it brings meaningful contexts to the language classroom and focuses on how to do things with language (Annarella, 1992). Namely, it creates an effective atmosphere where students feel free to communicate and speak the target language (Hamilton & McLeod, 1993). Next, the use of drama contributes to linguistic and cognitive development (Anneralle, 1992; Dündar, 2015). Through drama, learners can understand the meanings represented by symbols and abstract notions like cause-effect relations (McClellan & Katz, 2001). It also enhances creativity and involves the "whole person". Learners can discover their inner thoughts, actions, and strengths through drama because it truly reflects their behaviors and personalities (Zaghloul, 2018). Furthermore, drama allows learners to gain self-confidence, self-esteem, and self-awareness of others which also boosts their motivation (Maley & Duff, 2005; Dougill, 1987). Thus, learners begin to display more active participation in language classes. Lastly, since drama is a way of learning by

doing, it offers life-long learning (Guliyeva, 2011). To sum up, drama provides many opportunities for cognitive, emotional, and social development and it motivates learners to communicate with others in a stress-free atmosphere.

2.3.1 Using Drama with Young Learners

Using drama with YLs has several benefits in terms of foreign/second language teaching and learning. It improves YLs' problem-solving and communication skills and teaches them how to behave in certain situations (Adıgüzel, 2014). Thanks to drama, YLs can express their thoughts, desires, preferences, interests, and the reasons for events clearly and easily (McClellan & Katz, 2001). They learn about the world and develop life skills through drama (Chalmers, 2007). Furthermore, it helps children to lower their anxiety and increase their motivation by creating a supporting classroom atmosphere (Uştuk & Aydın, 2018). They get encouraged to communicate freely and develop a positive attitude towards foreign language learning (Zalta, 2006). Moreover, through drama, YLs become aware of their bodies and what they can do with them. They take risks in the class and perform for the audience by using their bodies and facial expressions, so they begin to trust their ideas and build self-confidence, self-esteem, and self-control at the end (Bason 2005; Chalmers, 2007). Besides, drama facilitates children's cognitive skills, improves their creativity, and enhances their oral skills (Annarella, 1992). Since it allows children to get into imagery situations and characters, drama enhances their ability to think effectively.

According to Zalta (2006: 24), "drama involves children at many levels, through their bodies, emotions, minds, language and social interaction." It offers many advantages for YLs and Zalta (2006: 24-25) clarifies that drama

- motivates children,
- helps them build confidence and skills in group dynamic,
- is appropriate for different learning styles,
- reduces the pressure,
- provides cross-cultural content,
- helps them to learn the language in context and realize that they can say things in different ways: loudly, quietly, sadly.

Drama is regarded as a learner-centered method through which children learn foreign language actively and enjoyably. Therefore, it is beneficial to use drama to teach English to YLs effectively (Stern, 1980).

2.3.2 Drama Activities

Drama is an effective tool to improve young learners' communicative competence and language skills by bringing some factors into play which also facilitate their emotional, cognitive, and physical development (Stern, 1980). Drama activities provide language learners with a meaningful context, so they are encouraged to speak and get motivated to participate in lessons more actively. Moreover, they build self-confidence and develop crucial group skills. Therefore, drama activities are believed to play a significant role in learning and teaching foreign languages (Zalta, 2006). The drama activities which are also included in the treatment lesson plans of this study are explained in detail below.

2.3.2.1 Role-play

Role-play activities provide learners with different social and cultural contexts for using their L2 communicatively (Kodotchigova, 2002). In role-play activities, learners put themselves into someone else's shoes and act out an imagery situation, which enhances their imagination (Budden, 2004). In order to increase participation in role-play activities, teachers can utilize some cue cards that will support learners to communicate easily. In this way, children may use the target language without difficulty and perform successfully (Clark, 1992). Furthermore, while choosing role-play activities, it is important to regard learners' language level since the activities may be demanding and unpredictable. Moreover, teachers should select suitable activities which meet learners' needs and interests (Dündar, 2015). Teachers also need to stay out of the activities to make learners act out freely. It is necessary to get learners involved in activities completely (Livingstone, 1985). They can practice and improve a variety of speaking, listening skills in this way.

According to Kodotchigova (2002), there are six steps to carry out a successful role-play in the classroom. First, a suitable context needs to be selected by teachers

considering learners' characteristics. Then the role play is designed regarding learners' competence in the foreign language. Next, teachers should predict the language needed for acting out and make linguistic preparation. Afterward, learners take their role descriptions. They find information about their names, ages, characteristics. Later, the assigned roles are played. And finally, teachers design a follow-up activity which gives the learners the opportunity to express their ideas about performance.

2.3.2.2 Miming

Miming can be defined as "a non-verbal representation of an idea or story through gesture, bodily movement, and expression" (Doughill, 1987: 13). Thus, it emphasizes gestures, facial expressions, and non-verbal communication. It helps learners gain confidence and become comfortable in front of the whole group without difficulty in language production (Chalmers, 2007). Also, miming may be a favorable technique to highlight the paralinguistic features of communication and integrate learners' language skills. In addition, it gives the opportunity to develop spontaneous speaking in the target language, and this is important since unplanned speech or interaction is a real-life skill they will need in the authentic world (Savignon, 1983).

Miming activities can be performed individually or in groups. For example, teachers can bring songs to the class about a topic, and learners can mime the actions in the song. Alternatively, a story can be read and mimed. In that way, particular events and structures can be taught. Additionally, teachers can use miming to promote oral work (Gaudart, 1990).

2.3.2.3 Improvisation

Improvisation is described as a performance in which there are unrehearsed, unscripted, and spontaneous actions, so learners perform without any framework and preparation (Landy, 1982). They create the scene on stage and act accordingly. This is completely based on learners' creativity, giving them freedom and expressing themselves freely during the whole performance (Trivedi, 2013). Improvisation provides opportunities for students to improve their language skills, especially

vocabulary, grammar, and pronunciation. The situation that is selected for improvisation needs to be clear, easy, and dramatic to act out (Maples, 2007).

2.3.2.4 Language games

Language games are a type of dramatic activity used in a short time to increase children's motivation and make a natural introduction to the subject (Doughill, 1987). They are considered icebreakers and energizers to boost motivation for dramatic activities (Davies, 1990). For this reason, they are mostly used to lower the affective filter, enhance communication, and socialize learners rather than carrying a language focus. They generally rely on observation, guessing, and interaction (Gaudart, 1990).

2.3.2.5 Simulation

In simulation activities, learners are given particular roles, duties, and acts to figure out some problems in a structured situation (Jones, 2013). These activities mostly reflect real-life circumstances. Also, they foster communication by providing some functional skills such as asserting oneself, expressing opinions, convincing others, and solving problems (Smith, 1984). The desired environment must be simulated, and learners must fulfill their responsibilities by acting out.

Simulation was used as a form of training in business and the military in the past. In the 60’s, it became acceptable in the classrooms. After years, it is used to facilitate communication in foreign language teaching (Gaudart, 1990). However, it can still be problematic for children since they lack knowledge and experience in real-life situations (Doughill, 1987). Therefore, teachers should design the activity clearly and simply.

2.3.2.6. Puppetry

Puppets are one of the most preferred types of activities in language teaching for children. Thanks to the puppets, something or a character is given a new identity and personality, using the tone of the voice. This draws students' attention, and the lesson becomes fun. They minimize negative emotions in the lesson and allow children to learn the target language with fun. Also, they reduce anxiety in the classroom, engage learners in speaking, and provide effective learning (Gürsoy, 2015).

Puppets can be made of different materials such as socks, paper bags, plastic plates, spoons, and cardboard rolls. During the lesson, learners can make their own puppets, which engages them with the process, and they become willing to use the language since it brings fun. Also, while learners are making puppets, teachers give clear instructions to help them. In that way, learners can present successful works and catch specific language patterns from the instructions. Thus, the practice of language occurs naturally (Gürsoy, 2015).

2.4 Affective Factors

The affective side of leaners is considered as a significant factor determining learners' achievements or failures (McIntyre, 2002). As Krashen's affective filter hypothesis states, learners are disturbed by emotional factors in the language learning process (Lin, 2008). According to the theory, high affective filter impedes getting input, so acquiring the language becomes harder. For this reason, the affective filter should be low enough so that learners can get input and acquire it (Du, 2019). Accordingly, affective factors such as motivation, anxiety, and attitude should be taken into consideration in order to get better results in the process of language learning.

2.4.1 Anxiety

Anxiety is one of the important factors that affect foreign language learning and language achievement (Çakır, 2004; Dörnyei, 2005). It can be described as 'a feeling of apprehension, fear, and tension in an undesirable situation' (Ergür, 2004: 48). It also refers to an uncomfortable emotional state in which people feel weak and powerless when they face danger or threat (Aydın & Zengin, 2008). Many studies indicate that anxiety hinders the performance of learners and makes them inactive in language classrooms as well as in their daily lives (Aydın, 2009; Çakır, 2004; MacInytre, 2002; MacIntyre & Gardner, 1994). Moreover, it causes to undesirable consequences and failure because learners lose their self-confidence and feel inefficient (Horwitz et al., 1986). Consequently, as it has a significant impact on learning outcomes, anxiety is a prominent research area in the field and has an important place in language learning.

2.4.1.1 Types of anxiety

Anxiety can be defined as the state of apprehension, fear, and tension (Brown, 1994; Horwitz et al., 1986). It is categorized into state, trait, facilitative, and debilitative anxiety. They are briefly explained below.

- **State anxiety** is a type of anxiety which arises when people experience a temporary apprehension under specific circumstances (Spielberger, 1983). It occurs in definite situations such as examinations, public speaking, and meetings. Also, it is related to affective (emotional) aspects of anxiety.
- **Trait anxiety** is considered as an aspect of personality, so it refers to a person's permanent tendency to be anxious (Scovel, 1978). Also, despite the conditions people experience, it is unchanging and anticipated since it is associated with cognitive aspects of anxiety.
- **Facilitative anxiety,** is thetype of anxiety helps people improve their performance and motivates them to cope with new tasks (Scovel, 1978). It has a positive effect on their achievements and test abilities. That people can feel positive energy before a game or date can be given as an example.
- **Debilitative anxiety:** It has a detrimental impact on people's performance and achievements since it may cause them to forget information and be nervous (MacIntyre & Gardner, 1994; Philips, 1992). For example, if you are going to take an important exam, you may feel very nervous, and it affects you negatively. Moreover, it may lead to failure despite your previous preparation for the test.

2.4.1.2 Foreign language anxiety (FLA)

Foreign language anxiety (FLA) can be defined as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz et al., 1986: 128). According to Gardner and MacIntyre (1993), it is described as fear and tension felt by learners in the foreign language classroom. It is generally observed in situations where learners feel nervous while using the language in the classroom. Therefore, it is

viewed as a hindrance to effective language learning. It negatively affects learners' achievement, motivation, and beliefs (Zhang & Zhong, 2012). In this sense, Horwitz (2001) marks that there is a negative correlation between FLA and language achievement.

Horwitz and his friends firstly defined FLA in 1986. In order to measure it, anxiety scales were used, but they were not sufficient to measure anxiety in the language classroom; therefore, another anxiety scale which was directly associated with FLA was needed. For this purpose, Horwitz et al. (1986) developed the 'Foreign Language Classroom Anxiety Scale (FLCAS)'. It has become popular all around the world since its development. Many researchers have used it to investigate the relation between anxiety and foreign language learning (Aida, 1994; Chen & Chang, 2004; Kim, 2002).

Horwitz et al. (1986) identify three components of foreign language anxiety: communication apprehension, fear of negative evaluation, and test anxiety**.** ***Communication apprehension*** refers to the inability to express ideas and the fear of beginning real communication with others (Aydın, 2009). It happens in conditions where learners have immature communication skills even though they have mature ideas and thoughts (Aydın, 2009; MacIntyre & Gardner, 1994), and it may lead to frustration. The next concept is ***fear of negative evaluation*** which is related to the apprehension about others' evaluations and making a proper social impression (Aydın, 2009). Learners may be doubtful about what they are saying, and they get stressed, so they can avoid the evaluative situations because they don't want to be judged negatively by others. It may occur in any evaluative circumstances such as taking tests, interviewing for a job, and speaking in front of the class (Horwitz et al., 1986). Finally, ***test anxiety*** refers to the apprehension towards academic evaluation (Aydın, 2009). It is experienced when learners have a fear of failing in a test and other situations (Horwitz & Young, 1991). Test-anxious learners may have difficulties in language classrooms since exams are frequent and learners need to be assessed continuously (Horwitz et al., 1986; MacIntyre & Gardner, 1994).

2.4.1.3 Causes of FLA

It is important to find out the possible causes of FLA for effective teaching and learning. These causes are mostly based on learners, teachers, classroom environments, skills, and cultural differences. Learners may have problems due to their poor language, unrealistic beliefs, high standards, and fear of negative evaluation. When they face these problems, they feel anxious and nervous. Furthermore, teachers' inappropriate use of teaching styles, manners about evaluation, and low support may cause FLA in the classroom (Zhang & Zhong, 2012). When teachers behave as a constant error corrector, learners may feel apprehensive and reluctant to communicate. Moreover, peer pressure may cause FLA in the classroom because learners are afraid of looking foolish in front of their peers (Young, 1991). They may have a fear of being laughed at and get stressed. In addition to these classroom-depended causes, learners can deal with anxiety in speaking skills since it is the most anxiety-creating experience (Price, 1991). The fear of making mistakes in pronunciation and accent may be responsible for it. Lastly, cultural differences may result in FLA since learners bring their own cultural values to class and answer the questions accordingly (Zhang & Zhong, 2012). They don't want to answer some questions voluntarily not to say something against their values. All in all, examining the causes of FLA helps us to understand difficulties in foreign language teaching and learning.

2.4.1.4 Effects of FLA

FLA impacts foreign language teaching and learning process both positively and negatively concerning different variables (Aydın & Zengin, 2008). According to Kondo and Ling (2004), FLA affects learners' performance negatively because when they feel anxious, they have difficulty in understanding instructions, producing words, and choosing vocabulary. Similarly, Gardner et al. (1987) state that FLA has an influence on learners' language achievement adversely since it creates the fear of communication, tests, and negative evaluation (Horwitz et al., 1986). Thus, many learners avoid participating in classroom activities and social interactions with others. Furthermore, FLA decreases the learners' motivation when it is high, so they feel incompetent and have more tendency to make mistakes in the process (Gardner & McIntyre, 1993; Gregersen, 2005). Also, they may not correct these mistakes

effectively due to high anxiety. On the other hand, FLA sometimes has positive effects on language learning. Kleinmann (1977) points out that FLA may positively affect the use of grammar in writing and speaking. Moreover, it is undeniable that learners should have an acceptable level of FLA for effective learning (MacIntyre, 2002). When learners have it, they don't lose their path in language learning and keep going. To conclude, while FLA is sometimes favorable, it is mostly undesirable.

2.4.1.5 Strategies to cope with FLA

Several strategies have been put forward to cope with FLA since it is considered as a negative factor in the language learning process. First, learners need to learn how to define anxiety problems and then how to deal with them (Horwitz et al., 1986). They should recognize their fears in language learning and improvement strategies in order to overcome them (Marwan, 2007; Young, 1991). Moreover, teachers should create a low anxiety classroom environment in which learners feel less stressed and nervous (Çakır, 2004). It should be positive, entertaining, and safe so that learners can think positively. In that vein, Aydın (2009) states that learners can make mistakes in the supportive classroom environment without any fears, making learning more meaningful. Furthermore, games and group works can be used to reduce anxiety (Crookall & Oxford, 1991). Learners will have fun and keep motivated. Finally, learners can use journals and anxiety graphs to reach more realistic behaviors for upcoming situations (Foss & Reitzel, 1988). All these strategies will lower FLA and help learners achieve successful language learning.

2.4.2. Motivation

Motivation is a significant affective factor contributing to the learners' achievements in education (Gardner, 1985). It can be described as 'a process to make a start, guidance, maintenances, and goal-oriented behaviors' (Gopalan et al., 2017: 1). In other words, it is a concept that leads learners to direct behaviors and take actions to accomplish a goal or an expectation (Woolfolk et al., 2008). Similarly, Dörnyei and Skehan (2003) view motivation as a factor determining what we do and why we do actions, how long we continue, and how much effort we make. Moreover, it is

considered as a prerequisite for successful learning because without sufficient motivation, learners are not able to achieve their objectives and expectations. Therefore, it is not enough to have only knowledge to do something; you need to be motivated, too (Leger & Storch, 2009).

2.4.2.1 Foreign language motivation (FLM)

Motivation plays a crucial role in the foreign language learning process (Dörnyei & Skehan, 2003; Gardner, 1985; Oxford & Shearin, 1994). It directly influences how learners use the target language and how they become proficient in language skills (Oxford & Shearin, 1994). Foreign language motivation is related to the desire to learn L2 and take responsibility in language tasks (Gardner, 1985). It increases learner engagement in the classroom positively. Since motivated learners enjoy the process, they actively participate in the activities. Moreover, it helps learners to overcome difficulties more easily. Thus, motivation is a key factor in the language learning process (Oxford & Shearin, 1994).

To have a deep understanding of motivation, it is necessary to inquire into motivation theories. Some theories and key concepts are mentioned in the following part.

2.4.2.2 Needs theories

Needs and motivation are strongly related since motivation is considered as a fulfillment of needs (Ho, 1998). There are two types of needs theories: 1) hierarchies of needs 2) need achievement. For hierarchies of needs, the best known is Maslow's theory which formulates five levels of hierarchy for human needs (Maslow, 1987). It starts with biological needs and progresses upward to physiological ones (Oxford & Shearin, 1994). They are hierarchized from the bottom to upward like physiological, safety, love and belonging, esteem, and self-actualization. According to Maslow (1987), low-level needs must be satisfied to progress on high-level ones. When basic needs are fulfilled, it will motivate individuals' behaviors. Then they will try to reach the next level, which will be their motivation (McLeod, 2018). Similarly, learners must fulfill the basic needs in the foreign language context first. However, these are generally related to emotional and psychological needs instead of physical ones

(Oxford & Shearin, 1994). Learners need to feel safe, valued and respected in the classroom. Hence, teachers should create a supportive atmosphere and develop a humanistic approach until learners get relaxed and gain self-esteem (Maslow, 1971; Oxford & Shearin, 1994). Once learners' needs are satisfied, their anxiety will lower, and they will become motivated to learn foreign language.

Need achievement theory is associated with the fear of failure and the need for success (Oxford & Shearin, 1994). It directly affects the learning process and learners' motivation because several learners feel the need to accomplish language tasks successfully. They also feel the need to avoid failure since it can cause inhibition and fear. Learners who are highly in need of achievement are more successful in the process and tend to resist the fear of failure (Dörnyei, 1994). Moreover, since successful past experiences foster the need for achievement and promote greater effort, teachers should design a stress-free environment and specific tasks that will lead to success. Once learners feel the need for success, they will be more determined and motivated in language learning (Oxford & Shearin, 1994).

2.4.2.3 Instrumentality theories

Instrumentality theories propose that learners perform different tasks to receive valued results such as a reward and success (Oxford & Shearin, 1994). According to these theories, the expectancy of success in the tasks and the value of this success are significant factors contributing to learners' motivation (Dörnyei, 1998). Because of this, these theories are also called 'expectancy-value' theories. Atkinson's expectancy-value theory suggests that learners engage in activities thinking about the possibility of success and value. When they perceive the likelihood of success, they become more satisfied and motivated. In this vein, Vroom's VIE (Valance-Instrumentality-Expectancy) theory draws attention to three questions which learners ask themselves (Oxford & Shearin, 1994: 19): 1) Does the outcome have value (valance)? 2) Will the outcome yield other positive results (instrumentality)? 3) Are my actions likely to lead to success (expectancy)? Once the answers are given to these three questions, they will strongly affect learners' motivation (Vroom, 1964). Similarly, in language learning, students ask similar questions, so teachers need to learn their beliefs, expectations,

goals, and needs to help them see the possibility and value of achievement in their efforts to learn the target language.

2.4.2.4 Equity theories

Equity theories suggest that learners want to see the value of outcomes at the end of their efforts. That is, learners decide whether they will continue the language learning process based on comparing the efforts (inputs) made in the process and the outputs obtained at the end. Inputs involve personality traits, abilities, and experiences, while outputs include money, performance rating, grades, and promotions. Learners set a ratio by looking at the outputs that result from different situations (inputs). If they find a discrepancy between the results and the inputs, they experience unhappiness and demotivation. As their motivation decreases, they give up learning. On the other hand, if the efforts lead to significant outcomes, the ratio seems good, and learners get motivated continuously. While learning a foreign language, the same process occurs. When L2 learners believe that results are valuable, they become motivated and learn the language to use it rather than learning about it (Oxford & Shearin, 1994).

2.4.2.5 Reinforcement theories

Reinforcement theories reflect behavioristic perspectives since they relate learning with the association of stimuli, response, and reward (Oxford & Shearin, 1994). These theories focus on the human mind and aim to explain how learners' beliefs, desires, and values affect motivation levels (Villere & Hartman, 1991). According to reinforcement theories, when learners get rewards intrinsically or extrinsically and see positive consequences, they tend to repeat the behavior. That is, that behavior will be reinforced since they get motivated to learn the target language. As Leboeuf (1985: 23) says, "you get more of the behavior you reward". Thus, a desirable reward leads to high motivation. However, it shouldn't be ignored that while adults are mostly reinforced extrinsically, YLs should be reinforced intrinsically since they tend to approach to language learning with intrinsic motivation (Edelenbos & Vinjé, 2000; Dörnyei, 2001).

Reinforcement theories offer four types of approaches to motivate learners and shape behaviors. They are briefly explained as follows:

1. **Positive reinforcement:** Behaviors which are positively reinforced tend to reoccur. For instance, when the teacher praises students for attending activities, they will be affected positively, and this behavior will be reinforced which will also lead to an increase in their participation (Gordan & Krishanan, 2014).
2. **Negative reinforcement:** In this type, something uncomfortable or negative is taken away as a result of a behavior (stimuli). It increases the recurrence of the behavior like positive reinforcement because of removing the unpleasant consequences (Obenchain & Taylor, 2005). However, it shouldn't be confused with the punishment because, in the punishment, undesirable outcomes are brought to the environment (Villere & Hartman, 1991).
3. **Punishment:** As a punishment, undesirable things are applied, or desirable things are withdrawn with the aim of eliminating unwanted behavior. It helps to decrease the learners' errors (Gordan & Krishanan, 2014). Teachers are generally using punishment in the language classrooms. For example, teachers may be mad at them when learners make clear mistakes while using the language. This madness is considered as a punishment, so learners want to go unpunished and try to correct their mistakes in future situations.
4. **Extinction:** When a behavior is not reinforced, it tends to become extinct. That is, any undesirable behavior will not be repeated due to lack of reinforcement (Villere & Hartman, 1991).

2.4.2.6 Socio-Educational theory

The socio-educational theory was developed by Gardner and considered as the most powerful model in the 1980s (Gardner, 1985). The theory suggests that learners with higher motivation levels are more successful than learners with lower levels of motivation (Gardner, 2006). That is, the focus is on the quantity of motivation. It proposes that educational settings and cultural contexts are highly influential on motivation. Figure 4 indicates the components of motivation and the contributing factors to language achievement (Gardner, 2015: 5).

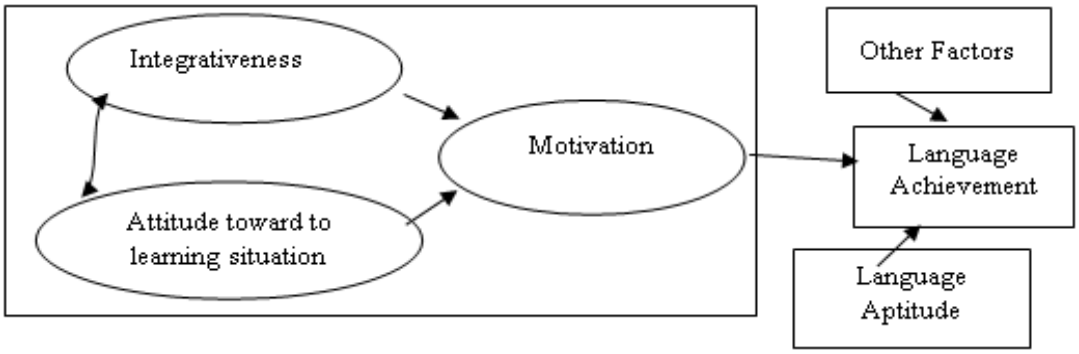

Figure 4. Socio-Educational Model

As it can be seen in Figure 4, the socio-educational theory gives importance to three main components contributing to language achievement: motivation, integrativeness, and attitudes toward the learning situation. First, second language learning *motivation* consists of three components: *motivational intensity, desire to learn the language, and attitude toward the language learning* (Dörnyei, 1998). Motivational intensity refers to the amount of effort to learn the language. Attitude toward language learning is associated with the learners' reactions to learning situation. Desire to learn the language is about the willingness to engage in the learning process (Keblawi, 2009). Gardner (1985) suggests that these three components are found together in truly motivated learners.

Second, socio-educational theory mostly focuses on the concept of *integrativeness*. It is composed of three different elements: *integrative orientation, integrativeness, and integrative motivation*. Integrative orientation is related to the learners' reasons for language learning, while integrative motivation refers to the efforts to express desire and enjoyment (Gardner, 1985). Therefore, they reflect different concepts and meanings. In this theory, the most emphasized element is *integrativeness* which is regarded as a learner's openness to other cultures. Learners with a higher level of integrativeness are more willing to participate in the target language groups and communicate with them. (Gardner, 2006). In that vein, Gardner (2006: 247) says that "individuals for whom their own ethnolinguistic heritage is a major part of their sense of identity would be low in integrativeness. Those for whom ethnicity is not a major component, who are accepting of other cultural communities, or who have an interest in the target language community, would be high in integrativeness."

Last, according to this theory, attitude towards learning situations is significant and refers to learners' perceptions about learning a language. It is measured through two scales: attitudes towards the teacher and attitudes towards the course (Keblawi, 2009). Positive attitudes toward both the course and the teacher motivate learners.

Gardner (1985) sees motivation as a combination of attempts and desire to reach the goals in the language learning process. And he defines two types of motivation: integrative and instrumental motivation (Gardner, 1985). Integrative motivation refers to 'a positive disposition toward the L2 group and the desire to interact with and even become similar to valued members of that community' (Dörnyei, 1994: 274). On the other hand, instrumental motivation is associated with 'the potential pragmatic gains of L2 proficiency, such as getting a better job or a higher salary' (Dörnyei, 1994: 274). In other words, integrative motivation is favorable desire or attitude toward the target language community, while instrumental motivation reflects pragmatic reasons to learn a language.

2.4.2.7 Self-Determination theory

Self-determination theory which Deci and Ryan developed has attracted a lot of attention by shifting the focus from the quantity of L2 motivation to its quality (Deci & Ryan, 2000; Dörnyei, 2001). The theory attaches importance to fostering *learner autonomy* in language classrooms to increase motivation (Dörnyei, 1998). That is, learners try to regulate their own actions and take responsibility in their learnings. In this sense, Ushioda (1996) states that autonomous learners are motivated learners, and it is regarded as a prerequisite for any action in learning. Furthermore, self-determination theory presents two different kinds of motivation: intrinsic and extrinsic motivation. The former refers to a learner's motivation to do activities because of natural and internal rewards such as pleasure, satisfaction, curiosity, and joy (Keblawi, 2009). However, the latter is related to a learner's motivation to receive extrinsic rewards such as grades, praise, and appreciation from others (Dörnyei, 1998). In education, intrinsic motivation leads to successful outcomes and fulfills the needs of autonomy, competence, and relatedness (Dörnyei, 1994; MacIntyre, 2002). According to Noels (2001), learners get inherit enjoyment from the activity and become self-

initiated by choice, which promotes a higher level of achievements in L2. Furthermore, when learners want to learn a language since it is enjoyable, valuable, and interesting, they are more likely to learn it because they desire to communicate with other members of L2. Therefore, self-determination theory offers significant lights for understanding L2 motivation.

2.4.3 Attitude

Attitude as a determining factor of behavior has a complex structure, so it is explained and defined in various ways. Gardner and Lambert (1972) see attitude as a persistence shown by the learner in striving for a goal. Also, Gardner (1985) views attitude as a component of motivation in language learning and states that motivation depends on learners' attitudes towards language learning. Similarly, Ozankaya (1984: 131) defines attitude as 'an individual's socially acquired orientation towards objects and events'. Namely, it refers to individuals' beliefs, opinions, reactions, values, and behavior tendencies in academic and social life.

Attitude has three components: behavioral, cognitive, and affective. They reflect three theoretical views of behaviorism, cognitivism, and humanism, respectively. The first one is related to individual's action and reactions on an object. The second one is about individual's beliefs, ideas, and opinions on something. The last one is connected with individual's emotions and feelings towards something (Wenden, 1991).

Learning a language is strongly related to the attitude of a learner towards languages. It influences language performance and achievement, so it is considered as an integral part of learning (Dörnyei, 2005; Garnder, 1985). If children develop positive attitudes towards learning foreign languages, getting to know different cultures, and communicating with foreign people, their motivation and success are enhanced, contributing to language learning (Brewster et al., 2004). In the same sense, Gardner (1985) addresses that when learners' attitudes are positive with the equal variables, the possibility of having enjoyable experiences and continuing to learn the language increases. Therefore, teachers should detect learners' attitudes and support them so that the process can be easy and successful for both (Stern, 1983). Furthermore, teachers should decrease negative attitudes since they weaken learners' motivation and

impede learning. They should design interesting activities which meet learners' needs. It is important to consider the affective variables which contribute to language learning much more than cognitive skills (Stern, 1983). That is why, teachers need to understand learners and empathize with them in order to develop positive attitudes towards language learning.

2.5 Literature Review

This section presents a review of literature focusing on the effect of drama on YLs motivation, anxiety, and attitude while teaching English. First, it provides a literature review about the impact of drama on YLs' language skills. Second, it focuses on affective factors (motivation, anxiety, and attitude). Finally, it offers an overview of the studies about the effects of drama on affective factors.

Many studies in the related literature have focused on the effect of drama on YL's language skills such as speaking, vocabulary, and reading. First, of all skills, the studies mostly investigate the impact of drama on YL's speaking and relatedly communication skills. For instance, Saraç (2007) carried out qualitative research to find out whether creative drama has a positive effect on improving speaking skills of YLs, or not. 25 third-grade students at Pakistan Embassy International Study Group, in Ankara and an observer teacher participated in the study. The students had different backgrounds since they came from different countries. Eight English lesson plans including drama activities were applied in the lessons, and they were recorded and observed. The data was gathered through students' journals and these observations. The students were asked to keep journals in order to express their expectations, opinions, and feelings about drama lessons. As for observations, the observer used a 25 itemized checklist and evaluated the recorded lessons. The data were analyzed by using a coding system. The results of the study demonstrated that drama activities improved students' speaking skills and enhanced their communication skills. Furthermore, the analysis of data from the journals showed that drama had a positive impact as it provided a stress-free environment, developed students' confidence, and increased participation.

Likewise, Hazar (2019) carried out a qualitative study to demonstrate the advantages of drama for young ESL learners in speaking classes and to find out how drama affects students' attitudes towards speaking. Forty-eight students from 7th grade at a private secondary school in Ankara participated in the study. The data were collected through teacher's diaries, video recordings, and interviews. Three lesson plans were implemented for six weeks, and the teacher observed the students' attitudes and drama activities. The qualitative data analysis indicated that drama as a communication tool enabled learners to successfully practice and produce the target language. Moreover, it was revealed that drama created a 'whole brain' learning environment in which learners created innovative ideas and improved their communication skills strongly. Most importantly, the researcher stated that drama facilitated the learning process and lowered learners' anxiety levels and increased their motivation.

In the same vein, Torrico (2015) conducted a study to investigate how drama techniques enhance students' speaking skills and motivation. The participants of the study were 48 secondary school students from Spain. Two groups were selected as a control group and a research group randomly. Before the beginning of the investigation, the researcher conducted a pre-test with the research group in order to see their motivation levels. Also, both groups' speaking skills were evaluated using different conversation tasks. The experimental group was taught using learner-based syllabus based on drama activities, while the control group continued to learn using traditional or daily activities. In the end, the post-questionnaire was applied to both groups to check their motivation levels, and both groups were tested using conversation tasks to check their speaking skills. The results showed that drama enhanced the experimental group's speaking skills and motivation levels. Also, the study reported that drama activities provided meaningful contexts, created a stress-free atmosphere, and engaged the learners successfully.

Similarly, Miccoli (2003) conducted a case study to reveal the effectiveness of using drama in developing oral communication skills of EFL students. 37 students from a Brazilian University participated in the study. The students took the 'English through drama' course for several weeks and performed six plays. Also, the students wrote reflective journals and kept portfolios during the process. The self-reports of the students demonstrated that drama created a comfortable environment and helped them

to find their ways. Moreover, the findings revealed that drama improved the students' oral communication skills and led to active participation. They took responsibility in the activities which involved other people. That is, they became more confident in using English.

In the same perspective, Ulaş (2008) conducted a study to reveal the effect of drama activities on developing of communication skills of primary school students in terms of pronunciation and interpretation skills. The study consisted of 65 students who were randomly assigned as a control group (33) and an experimental group (32). The data were gathered through an observation form. It was used as a pre-test and a post-test. Before the study, the pre-test was applied to both groups. Then the control group took a teacher-centered course; however, the experimental group was taught through drama activities for 14 weeks. In the end, both groups participated in the post-test. The findings revealed that there was a significant difference between the control and the experimental groups in terms of their communication skills. The experimental group improved their communication skills and pronunciation due to drama activities, but the control group didn't reach the favorable level because of traditional or teacher-centered methods.

In his study, Bang (2003) investigated the development of college students' communicative ability through drama activities and examined the students' reactions towards these drama activities. The participants in the study were 20 students who took part in an English conversation class. The data were collected via both quantitative and qualitative methods. For the quantitative data, an oral proficiency test as the pre-test and the post-test was applied to the students. Wide-open and semi-structured interviews and classroom observations were conducted for the qualitative data. The students took ten-week drama lessons and the teacher observed them and kept notes. The results of oral proficiency test showed that the students made big progress in communicative ability. They put themselves into situations and practiced English via drama. The findings of qualitative data indicated that drama activities positively affected students' cognitive, affective, socio-cultural, and linguistic abilities. Furthermore, the study concluded that drama activities were effective in forming an interactive environment where the students felt free to produce the target language.

Lastly, the results showed that while the students mostly had negative attitudes at the beginning, they developed positive attitudes toward language learning at the end.

As a result, all these studies in the literature conclude that drama affects EFL learners' and particularly YL's speaking and communication skills positively. The studies create a stress-free environment, improve communication skills, and present meaningful contexts for children. Also, it builds a positive environment where students feel free and energetic to learn new things.

Second, there are various studies that focus on the possible effects of drama on YLs' vocabulary acquisition positively. For instance, Demircioğlu (2010) conducted a study to determine whether drama has an extended impact on young learners' vocabulary teaching. The study was carried out at a primary school with the 3rd-grade students as a control group and an experimental group. There were 25 students in both groups. Five drama lesson plans were implemented in order to teach vocabulary to the experimental group, while Turkish equivalents and pictures were used to teach vocabulary to the control group. The data were analyzed through two independent samples t-test. The findings indicated that the students learned vocabulary more efficiently with drama activities compared to traditional methods such as using pictures and translations. Moreover, the study revealed that drama improved students' communication skills as well as their group skills and self-confidence. The researcher concluded that drama promoted the retention of vocabulary for a long time and created a relaxed atmosphere for students.

In another study, Tokdemir (2015) aimed to determine whether drama helps teachers teach English vocabulary and whether YLs enjoy learning vocabulary via drama. The study was carried out with 20 2nd grade students at a private primary school. The teacher implemented four-week vocabulary teaching using drama. The students were observed by taking notes and video recording throughout the implementation. Also, they were interviewed using three open-ended questions in order to learn their perspectives about the process. The data were analyzed qualitatively with descriptive content analysis. The findings demonstrated that drama promoted classroom participation, motivation, and fun, so classroom management became easy for the teacher. The teacher also notified that drama activities facilitated vocabulary learning

and increased vocabulary retention. Furthermore, the study revealed that YLs were really energetic and enthusiastic, so drama turned this energy into advantage.

Similarly, in their study, Rew and Moon (2013) intended to examine the effects of drama on learning target expressions and structures for primary school students. The participants were 49 4th grade students in a primary school in Seoul. The participants took part in drama activities one hour per week throughout eight weeks. The teacher decided to use a script for drama activities which included 17 characters in order to get many students involved. As for data collection, a pre-test was applied before the drama class, and post-test I and post-test II were given a week after the final performance. The t-test analysis for post-test I indicated that drama was an effective tool for primary school students to learn the target structures in the play regardless of their gender and proficiency. The findings of post-test II demonstrated that the students could utilize new structures in new contexts with the help of the drama activities.

In brief, all the studies summarized above show that drama is an effective tool to develop YL's vocabulary skills. Moreover, it is clearly understood that drama facilitates the learning and retention of L2 vocabulary. Also, it engages students and increases motivation for learning new vocabulary.

Third, there is limited research about the effect of drama on reading skills. In this vein, Tajareh et al. (2017) conducted a quasi-experimental study to investigate to what extent drama activities could improve the reading comprehension ability of Iranian EFL young learners. One hundred two eight grade students took part in the study. The students were randomly divided into two groups as a control group and an experimental group. Drama activities were implemented in reading lessons with the experimental group, while the control group was instructed in a traditional way. The pre-test and post-test data were analyzed with the independent t-test on SPSS. The results revealed that drama activities considerably affected Iranian EFL young learners' reading comprehension abilities. The study concluded that because drama activities enhanced students' comprehension skills, they should replace traditional methods.

A second group of studies in the related literature intended to compare traditional and dramatic methods to determine which one is advantageous for young EFL / ESL

learners. In this regard, Köylüoğlu (2010) studied whether a dramatic method or a traditional method gives better results in teaching English to YLs. The study was conducted with 34 students. Two groups were selected as an experimental group and a control group. While the control group learned simple present tense with traditional methods, the experimental group was taught with drama activities. The data were collected through a questionnaire. The analysis of the pre and posttests data indicated that the students who were instructed with drama gained better outcomes than the ones who were taught through traditional methods. The study concluded that drama enhanced students' learning skills.

In another study, Alasmari and Alshae'el (2020) investigated the impacts of teaching English via drama to explain the advantages and possible challenges of it. 46 female students from two primary classes took part in the study. Two groups were selected as control and experimental groups randomly. The experimental group was taught with drama activities; however, the control group was taught using conventional or traditional methods for eight weeks. The data were gathered through an English language test and classroom observations. The results showed that the use of drama enhanced the participant's language skills, increased interaction between the students, and promoted higher proficiency levels. It was also found that drama activities motivated and engaged learners supporting them positively.

In short, all the studies mentioned above conclude that the use of drama in language learning helps children build confidence and language skills in group dynamics. Moreover, drama lets children learn language in context, reduces the pressure, and provides cross-cultural content. Finally, it facilitates children's cognitive skills, improves their creativity, and enhances their oral skills.

Having a considerable contribution to their achievement and failure, affective factors such as motivation, anxiety, and attitude have a prominent effect on YL's L2 learning process. Thus, in the related literature, many studies are investigating how these factors influence L2 learning for YLs in relation to different teaching methodologies. In this regard, studies focusing on anxiety will be summarized first. Accordingly, Liu and Chen (2013) conducted a study to determine how language anxiety affects young English learners and investigate the relationship between language anxiety and other

variables such as Multiple Intelligences (MI) and learning attitude. Two hundred sixteen students from two different elementary schools took part in the study. The data were collected through three different scales including FLCAS adapted from Horwitz et al. (1986), MI scale adapted from Hsieh (2001), and attitude scale adapted from Chen (2005). The statistical analysis results indicated that there were two important components of language anxiety: 1) worry about language class performance 2) lack of confidence in speaking. Also, the study revealed that the students mostly worried about the following topics: failing in English, thinking that the others were better in speaking, feeling that the others had better performances, and not being prepared when the teacher asked questions. Moreover, it was indicated that language anxiety had a strong relation with learning attitude. While positive attitudes of students lowered their anxiety, MI didn't change their anxiety levels significantly. Therefore, the researcher concluded that in order to decrease language anxiety, it was necessary to create a non-threatening environment and develop positive attitudes towards language learning.

Likewise, in her study, Ay (2010) examined the relationship between the foreign language anxiety of young adolescent learners and language skills at different levels. The study consisted of 160 students who were at the 5th, 6th, and 7th grades in a secondary public school in Turkey. The data were collected via a version of FLCAS by Horwitz et al. (1986). The scale was translated to Turkish and simplified for YLs. The statistical analysis revealed that 7th-grade students were more anxious than 5th and 6th graders while speaking in English. On the other hand, 5th-grade students were more anxious than 6th and 7th ones during listening activities because they thought that they were not able to understand what was said or who spoke. Similar results were observed for reading skills. 5th-grade students felt worried while doing reading activities. Furthermore, 7th-grade students were more anxious about writing than the others, and this was because of negative evaluation. Finally, all the grades nearly showed the same degree of anxiety for grammar. However, they still felt the fear of negative evaluation.

Additionally, Nilsson (2019) investigated the levels and causes of anxiety under a favorable learning environment with a supportive, non-competitive atmosphere and without formal knowledge requirements. Two hundred twenty-five students from Swedish primary classes participated in the study. They studied English as their first foreign language. The data were gathered through a self-report questionnaire, a version

of FLCAS by Horwitz et al. (1986), and asking questions to learn students' reactions in the class. First, FLCAS was applied to all students, and then according to results, they were categorized into three levels: low, medium, and high anxiety groups. The analysis conducted with descriptive statistics on SPSS demonstrated that the highest levels of anxiety were related to the students' oral performances in English lessons and some classroom situations. They were afraid of making mistakes, speaking without preparation, and volunteering. Therefore, the study pointed out that speaking in English triggered anxiety mostly. Moreover, all the groups stated that English was the most anxiety-provoking lesson in their program, so although the researcher grouped learners in three sub-categories, all the students felt anxious while learning English.

Similarly, Chan and Wu (2004) examined the foreign language anxiety of EFL elementary school students in Taiwan to find out their anxiety sources. 601 5th grade students and nine teachers from 18 different schools participated in the study. The students were given two questionnaires for data collection: FLCAS adapted from Horwitz el al. (1986), and English Learning Experience questionnaire. Also, the researcher interviewed 18 high-anxious students and 9 teachers using semi-structured interview questions and observed the classrooms and the teachers using a checklist. Descriptive statistics, ANOVA, and Posteriori comparisons were used to analyze the data. The study revealed that there was a significant negative correlation between language anxiety and language achievement. The questionnaires showed that foreign language anxiety might be observed in elementary schools, and learning experience might affect students' anxiety levels. Furthermore, the data analysis demonstrated that there were important variables affecting anxiety levels: low proficiency, fear of negative evaluation, competition in games, anxious personality, pressure from others, and anxiety-provoking situations such as tests, spelling, incomprehensible input, and speaking in front of others. Lastly, the study revealed that the teachers' awareness about language anxiety was insufficient. That is why, the researcher recommended that the teachers should be aware of students' anxiety and seek ways to reduce it.

In another study, Aydın, (2012) carried out research to investigate the relation between text anxiety of YLs who study English as a foreign language and their perceptions about content validity, time limit, test techniques, test length, test environment, and the clarity of test instructions. The study comprised 480 students from 5 different

elementary schools. The data were gathered through a background questionnaire, and the Test Anxiety Scale (TAS) adapted from Sarason (1978). The data were analyzed via descriptive and correlational analysis in SPSS. The students' perceptions indicated that they felt anxious under specific situations such as pop quizzes, speaking about future events, and taking the exams. Finally, the study revealed that time and being informed about test techniques didn't significantly affect the students' test anxiety level. However, clear instructions and test environment affected their test results positively by reducing anxiety.

In conclusion, the studies addressed above regard anxiety as an affective factor that plays an important role in the learning process. It affects YLs negatively since it causes fear or tension and communication apprehension. Hence, it is noted that various methodologies which reduce students' anxiety levels should be applied in the lessons.

Beside these factors, drama is thought to be a determining factor in YLs' anxiety levels. Therefore, various studies have been conducted to indicate how drama influences anxiety levels of EFL/ESL students in the learning process. For instance, Atas (2015) investigated the effect of drama techniques on speaking anxiety of EFL learners. The participants in the study were 24 12^{th} grade students at a high school in Turkey. The data were collected via pre and post-tests, semi-structured pre and post interviews, and the students' diaries. Six weeks of drama sessions were implemented in the English lessons, and the students were asked to keep diaries during the process. Also, the anxiety scale –FLCAS- was applied as the pre and post-test. Before and after the sessions, the teacher applied interviews in order to learn the students' reflections about drama. The findings of the study revealed that drama positively affected the students' anxiety level, nervousness, and shyness for speaking. They became confident in communicating and using English efficiently. Furthermore, the data from the students' diaries indicated that while they were anxious, frightened, and excited in the first session, they were happy, comfortable, and confident after being instructed for six weeks. They spoke better and participated in the activities without the fear of being laughed at their conversations.

In another study, Heljeberg (2019) investigated the teachers' perceptions about using drama to overcome students' speaking anxiety and the possible advantages of using

drama techniques in the classroom. Two female teachers and their students participated in the study. The data were collected through questionnaires and interviews. The teachers used drama techniques in their teaching, and the students were given a questionnaire which included 16 questions and focused on their perceptions about the benefits of drama. Also, the researchers interviewed the teachers and recorded their answers to find out their feelings about teaching with drama. The findings of the study demonstrated that the students considered drama as a beneficial tool for overcoming anxiety as well as improving language skills and self-confidence. Furthermore, the study showed that both the teachers and students had fun during the whole process.

In a similar vein, Shand (2008) carried out a mixed-methods research to examine the effects of drama curriculum for English language learners in terms of motivation, confidence, and anxiety. A group of 3rd grade, 6th grade, and 7th-grade students from an elementary school in Arizona participated in the study. The data were collected via pre and post-tests, observations, and interviews with the teachers. The drama curriculum, which included various drama activities, games, and process drama, was implemented in each class. Before and after the drama program, pre and post-tests were conducted. Observations were made, and the teacher took notes during the process. At the end, the researcher interviewed each teacher about the drama program. The results of the study indicated that drama was considerably beneficial in reducing anxiety and increasing motivation and confidence with 3rd graders. However, there was not a big effect of the drama curriculum on 6th and 7th grades' motivation and anxiety levels. Additionally, the observations of 3rd-grade students showed that drama activities eased students' speaking English, and they spoke much better by saying 'drama was fun'. Although there was no big difference for 6th and 7th grades, they similarly reported that drama was enjoyable and helped use English.

In conclusion, the above-mentioned studies show that drama is an effective method that reduces YLs' anxiety levels and helps them deal with anxiety-related problems. It offers an enjoyable learning environment with stress-free activities, so YLs don't feel anxious or fearful.

Like anxiety, motivation and attitudes are determining factors in learners' achievements and failures while learning a foreign language. Since they are

interrelated, motivation and attitude are mostly investigated together in the related literature. They are important aspects of learning, so studies generally focus on improving motivation and developing positive attitudes toward language learning. For this purpose, Asmalı (2017) conducted a quasi-experimental study to illustrate the views of second-grade students considering their motivation and attitudes towards learning English and their perceptions about language learning. The data were collected from 162 students attending three schools through two questionnaires, three semi-structured interviews, and a focus-group interview. Semi-structured interviews were conducted on three students, and the focus-group feedback was carried out with nine students. It was revealed that children mostly had positive attitudes toward learning English. They commented that they had intrinsic motivation to learn English when they sang a song and played games. They also stated that singing songs, playing games, painting, and repeating words were quite enjoyable and different from their other courses' activities. Moreover, the findings demonstrated that there were important variables such as parents, teachers, favorable conditions, and activities in determining YLs' attitudes and motivations.

In another study, Safdarian (2013) aimed to unveil the impact of storytelling on Iranian EFL learners' motivation and their language proficiency. One hundred two secondary school students participated in the study. They were assigned to an experimental group and a control group randomly. The control group was instructed with traditional methods, but the experimental group was taught by using storytelling for a term. As for the data collection, Attribute/Motivation Test Battery (AMTB) and a semi-structured interview were used. The questionnaire was administered to the students at the end of the term. The results indicated that the experimental group performed better at language proficiency. However, there was no significant difference between the groups regarding their motivational level. For this reason, the study concluded that choosing appropriate stories with suitable implementation was crucial in achieving educational aims.

In addition to these studies, Wu (2003) conducted a quasi-experimental study to investigate the effect of classroom learning environment on L2 intrinsic motivation of EFL young learners in a predominantly monolingual context. Seventy-two students aged from 4 to 6 took part in the study. They were assigned as an experimental and a

control group. While the control group was taught in normal routine or curriculum, the experimental group was taught by using motivation-promoting strategies for eight months. The strategies included a predicative learning environment, instructional support, emphasis on self-development, freedom in choosing the content of learning, and accomplishment. The data were collected through a motivation questionnaire, a semi-structured interview, and classroom observations. The questionnaire was applied as a pre-test and a post-test. The analysis of data showed that the students in the experimental group became more active and enthusiastic in using English. Also, they had higher perceptions about their L2 ability and performance. They had more control over their learning environment. Moreover, the study revealed that the learners who had positive perceptions about L2 tended to be intrinsically motivated. The strategies to promote motivation enhanced YLs' intrinsic motivation as well as their L2 competence.

In the same vein, Huang (2011) carried out a study to determine the effect of content-based language instruction (CBLI) on EFL young learners' motivated behaviors, including attention, engagement, eagerness to volunteer, and social interaction. The study comprised 25 students from a primary school. The teacher implemented language-input and CBLI sessions for 6 weeks. The Communicative Orientation of Language Teaching (COLT) observation scheme and video-taping were used to collect the data. The qualitative data analysis revealed that the learners participated in CBLI sessions more actively than the language-input sessions. They also benefited from the program and became eager to participate in the activities. Moreover, the students produced more sustained speech, unpredicted information, and complex structures in CBLI sessions; however, they produced minimal speech and predicted information in language-input sessions. Finally, the results showed that CBLI contributed to developing motivated behaviors because the students' engagement and attention increased in CBLI sessions significantly.

In another study, Petrides (2007) investigated the effect of attitudes and motivation on the young EFL learners' performances in listening and speaking interaction. Two hundred fifty children from different primary schools participated in the study. As for the data collection, a questionnaire, a listening test, and a speaking test were given. The results indicated that motivation was one of the most important factors that

affected the students' performances. Also, it was found that there was a relation between performance and positive attitudes. That is, children who liked the lesson performed better. The study concluded that both motivation and attitude were significant aspects of language learning, so they should be taken into consideration while teaching English.

All in all, the studies referred conclude that motivation and attitude shape the learning process and take an initial role in language learning. Therefore, the activities used in the lessons should increase motivation and develop positive attitudes.

In the related literature, it is also highlighted that drama activities have an influence on YLs' motivation and attitudes. For this purpose, Belhan (2014) investigated the effect of drama activities on learners' motivation towards speaking skills to see if drama had any impact on learners' motivation to learn English. 25 (13 females and 12 males) students from 6^{th} grades in Gaziantep enrolled in the study. The data were collected through a motivation questionnaire as a pre-test and post-test and personal notebooks. The participants were exposed to an eight-week drama program. Before and after the program, the test was applied to all students. Also, after each activity, the students wrote about the effects of drama. The results of the motivation questionnaire revealed that there was a positive effect of drama on students' motivation and achievement. Furthermore, the analysis of notebooks indicated that drama made students feel comfortable and encouraged them to participate in activities voluntarily. This affected their motivation towards speaking English and learning English in a good way.

Likewise, in his research, Park (2016) aimed to report the effect of drama-based activities and to analyze the students' attitudes towards English. The participants in the study were nine male and one female kindergarten students. The teacher implemented three drama-oriented (obe closed, two open) activities in the lessons. The participants mostly played roles with the teacher's support. Their speeches were recorded and transcribed later to be analyzed. The results showed that learning a language via drama was advantageous. Drama activities created meaningful conversations and encouraged students to use spontaneous language. Moreover, the students' imaginations and creativity improved. They had positive attitudes towards English, got motivated, and participated actively.

In another study, Fuentes (2010) conducted a case study to find out how the implementation of drama affected primary students' English as a second language. Forty-one students from a primary school participated in the study. They were divided into two groups: Group A (18 students) and Group B (23 students). The teacher used a simple play in the unit with group A; whereas, he implemented several drama techniques to support the play with group B. The data were collected through observations, teacher's notes, and diaries. The results showed that the students' speaking and listening abilities improved. Also, the case study demonstrated that drama activities boosted motivation but reduced anxiety. It helped the students gain learner autonomy. The researcher stated that drama activities could be used not only in English courses but also in other contexts or levels.

According to the studies summarized above, drama boosts motivation and positively affects YLs' attitudes towards L2 learning. Since they get more motivated through drama, they participate in the activities more actively which in turn contributes to their L2 achievement.

3. METHOD

This chapter presents detailed information about the methodology of the study. First, the research design is described, then the participants of the study are introduced, and finally, the data collection tools and the procedure are explained along with the data analysis process.

3.1 Research Design

This study was designed as a mixed-method research in which both quantitative and qualitative data collection procedures were used together to investigate the effect of drama activities on young learners' motivation, anxiety, and attitudes towards learning English. In a mixed-method research, both quantitative and qualitative designs are utilized together to benefit from the advantages and minimize or compensate for the limitations of each approach (Creswell et al., 2004). Thanks to the data triangulation, it also helps to gain a deeper understanding of the phenomenon under investigation and get a more comprehensive answer to the research questions (Alkan et al., 2019). Within this scope, the affective factors, namely motivation, anxiety, and attitudes under investigation, are quite complex to study in a young learner context as well as in relation to the use of drama activities. As a result, a mixed-method research was preferred to provide a broader perspective and to find a more inclusive answer to the research questions.

First, studying the effect of something on another variable requires the control or manipulation of the population, treatment, and measurement (Herbert & Shohamy, 1989: 136; Williams, 2007) which is possible with an experimental research design. Therefore, the quantitative part of this research was structured as a pre-test/post-test

quasi-experimental study with a control group to find out the effect of drama activities on YLs' motivation, anxiety, and attitudes towards learning English. Accordingly, two fourth grade classes at a state school were randomly assigned as the experimental and control groups, and the students in the experimental group were instructed with drama activities as a treatment or intervention. Besides, *Primary EFL Affective Objectives Scale* was applied in both groups as a pre and post-test before and after the treatment to measure the students' motivation, anxiety, and attitudes towards learning English. Finally, the design is a quasi-experimental one because the participants of the study were selected non-randomly due to the institutional restrictions. That is, an independent variable was intervened, yet the subjects were not randomly allocated. They were ready groups formed by the school administration (Williams, 2007).

Second, getting only quantitative data and just from young learners would be limited to portraying the effect of the experience with drama activities on the affective variables mentioned. Therefore, a qualitative part was added to bring different and further perspectives and understandings of the children and the teacher about their experiences into the findings. Qualitative research involves collecting or examining narrative (non-numerical) data to explore opinions, experiences, deeper understandings, and concepts (Creswell et al., 2004; Williams, 2007), and phenomenology as a qualitative research design enables to reflect and involve the participants' experiences and perceptions from their perspective (Ersoy, 2016: 55). Therefore, this qualitative part of the study was designed as phenomenology and a semi-structured interview was used to reveal both the students' and teachers' thoughts, experiences, and perspectives about teaching/learning with drama activities. With this purpose in mind, two semi-structured interview forms were prepared, and 10 volunteer students from the experimental group and the English teacher were interviewed upon the completion of the treatment.

3.2 Participants

The study was conducted with two 4th grade classes in a public primary school in Gaziantep during 2020-2021 academic year. There were a totally 1058 students taught in 28 sections at school. Additionally, there were seven sections for each grade, and

out of seven 4th grades, two whom the same EFL teacher instructed were involved in the study. They were randomly assigned as the experimental and control groups.

The control group included 21 students (8 male and 13 female), whereas the experimental group comprised of 22 students (9 male and 13 female). Indeed, there were more students in both groups, but five students were absent in each group. Moreover, three experimental group students and four from the control group were from Syria, and they knew neither Turkish nor English. These students were not included in the study as the scale and the interview questions were in Turkish, and they would not be able to participate in the data collection process. All the participants were in their third year in learning English since they had started studying this language in the 2nd grade. According to the schedule determined by MNE, they studied English for two class hours (30 minutes + 30 minutes) per week. Furthermore, the classes were conducted both online and face-to-face during this academic year because of the lockdown and precautions considering the increase and decrease in Covid-19 cases in the country. Additionally, the participants didn't take an English exam because of pandemic precautions. They got points according to their participation both in online and face-to-face lessons. However, the teacher thought that the students were successful and interested in the lessons, so they were all graded with high points. Furthermore, when the study first started with the treatment in the experimental group, the schools were open, and the classes were given face-to-face. However, it was decided to switch to distance learning after a month due to the dramatic increase in Covid-19 cases. The students attended the lessons on EBA or Zoom. The lessons took 30 minutes both in distance and face-to-face sessions. According to the teacher, it was not hard to teach English on the online platform since she was used to integrating the smart board into her face-to-face lessons. However, it was hard to reach all the students at first because of the technical problems or lack of appropriate devices to attend the online sessions. Fortunately, most of the students started to attend the online lessons regularly, almost in a month, thanks to the frequent updates in the weekly program and the distributions of tablets to the students who needed one.

For the qualitative part of the study, 10 voluntary students from the experimental group and the English teacher were interviewed right after the completion of the treatment with drama activities. While determining the interviewees among the

volunteers, the students with different qualities in terms of their gender, age, achievement, and participation were preferred to bring as many different perspectives as possible into the study. In this decision-making process about the participants, the English teacher's comments and recommendations were considered. The following table illustrates information about the student interviewees.

Table 2. Information about the Student Interviewees

Interviewee	Gender	Age	Participation	Motivation	Achievement
S1	Female	10	Active	High	Successful
S2	Female	10	Active	High	Successful
S3	Female	10	Passive	Low	Average
S4	Female	10	Active	High	Successful
S5	Male	10	Passive	Low	Successful
S6	Female	10	Active	High	Successful
S7	Female	10	Active	High	Successful
S8	Male	10	Active	High	Successful
S9	Male	9	Active	High	Successful
S10	Female	10	Passive	Low	Average

As presented in Table 2, the interviewees were selected according to their gender, age, achievement, and participation. There were seven girls and three boys in the group interviewed. The reason why the number of the girls was high is they were the majority in the class. Also, most of the participants were 10 years old except one who was nine. In terms of participation, seven students who participated in lessons actively and three students who didn't attend the activities voluntarily were chosen. Similarly, seven students who were willing to learn English and three students who were reluctant to learn English were picked according to the teacher's observation and comments. Lastly, in terms of achievement, the class was very successful in general, so most of the students were high-achieving students who were evaluated with high grades by the teacher. Therefore, two students who were not low-achieving but relatively less successful were included in the interview and the other eight high-achieving ones.

The English teacher was also included in the study as another interviewee for the qualitative part since she was believed to provide a different perspective on the issue and because she had the opportunity to observe and compare the students in both groups throughout the treatment. She was 26 years old and married for two years with no kids. She received her BA degree in English Language Teaching (ELT) from Hacettepe University in 2018. At the time of the study, she had three years of teaching experience in total. She had worked in a private course for one year, and she had been teaching in this state school for the last two years. She was responsible for teaching all the seven 4th grade sections at school which means 28 hours of workload per week during the study.

3.3 Instruments/Data Collection Tools

The data were collected with different tools for the quantitative and qualitative parts of the study. First, the *Primary EFL Affective Objectives Scale* developed by Şad (2011) was administered to the participant students as a pre-test and a post-test for the quantitative data to reveal their motivation, anxiety, and attitudes towards learning English before and after the implementation of the drama activities (See in Appendix 1). The scale was selected since it was specifically designed for YLs with clear and short statements. There are only 17 items in the scale which is also ideal for the age group considering their very short attention span. In addition to these, the scale is designed in Turkish, so it is appropriate for Turkish EFL young learners to provide better understandings of the questions and answer truly. It is a Likert type scale providing three options for the respondents with three facial expressions: ☺ agree,😐 indecisive, ☹ disagree. The scale had four sub-dimensions in itself: 1) Foreign language motivation (FLM) (5 questions) 2) Attitudes towards the target culture (ATTC) (3 questions) 3) Foreign language anxiety (FLA) (4 questions) 4) Attitudes towards foreign language (ATFL) (5 questions). The internal reliability coefficient was calculated as .70 for the ATFL, .74 for the FLM, .68 for the FLA, and .60 for the ATTC (Şad, 2011: 116).

Second, two semi-structured interview forms (one for the students and one for the teacher) were designed for the qualitative part of the study (See in Appendix 2). The interview questions were prepared based on the related literature and considering the possible experiences the students and the teacher might have during the treatment in terms of motivation, anxiety, and attitudes. The wording used in the questions was checked for comprehensibility, clarity, and appropriateness for the age. Then, the interview forms were sent to 3 English teachers and two experts in English Language Teaching (one professor and one instructor) for feedback. Necessary revisions were made based on their feedback, and the final version of the interview questions was prepared. The interview form prepared for the students includes six questions about their opinions of learning English and experiences in learning English with drama activities. The form used for the teacher includes seven questions regarding some details about the teacher's background, her observations of the students both in the control and experimental groups during the treatment, and her opinions and experiences about teaching English with drama activities during the study.

3.4 Data Collection Procedure

Before the data collection, some official procedures were completed. First of all, the ethics committee approval was obtained from the Istanbul Medeniyet University Faculty of Educational Sciences Ethical Committee (See in Appendix 3). Upon getting the ethical committee approval, the researcher got official permission from the Gaziantep Provincial Directorate of National Education since the study was conducted in a public primary school (See in Appendix 4). Then the researcher informed the participant teacher and the students in addition to the parents as the students were below 18 and got their consent for the study (See in Appendix 5). Finally, the data collection procedure and the treatment started in October 2020, and it was completed in February 2021. The summary of the procedure is presented in Table 3, and the details are explained below.

Table 3. Treatment and Data Collection Procedure

Group		Pre-test	Treatment	Post-test
Experimental Group	Date	21st October 2020	26th October 2020 - 22nd February 2021	28th February 2021
		Affective Objectives Scale	Teaching with drama	Affective Objectives Scale & Interviews
Control Group	Date	21st October 2020	26th October 2020 - 22nd February 2021	28th February 2021
		Affective Objectives Scale	Regular teaching	Affective Objectives Scale

As presented in Table 3, two 4th grade classes were selected and randomly assigned as an experimental group and a control group for this quasi-experimental study. First, the *Primary EFL Affective Objectives Scale* was applied to the control and experimental groups as a pre-test at the beginning of the 2020-2021 academic year (on October 21st, 2020) to determine the students' motivation, anxiety, and attitudes towards learning English. Then, 10 lesson plans which were designed to teach English with drama activities were implemented in the experimental group from October 2020 to February 2021, while the control group was instructed in a regular way as suggested in the coursebook. When the treatment was over, the *Primary EFL Affective Objectives Scale* was administered to the control and experimental groups once more as a post-test (on February 28th, 2021) in order to reveal any difference in their motivation, anxiety, and attitudes towards learning English.

10 lesson plans (See in Appendix 7) that involved 10 drama activities and which were prepared in line with the lesson objectives in the curriculum were given to the English teacher. Also, the researcher had a meeting with the teacher before each treatment, gave detailed information about the lesson plan, and explained the drama activity. The participant teacher was also provided with all the materials needed for each activity. Table 4 presents further information about the treatment process.

Table 4. Implementation of Lesson Plans

Treatment	Date	Drama Activity	Topic	Education
LP 1	26th October	Frozen Image	Classroom Rules	Face-to-face
LP 2	9th November	Role-play	Countries and nationalities	Face-to-face
LP 3	23rd November	Simulation	Countries and nationalities	Online
LP 4	30th November	Miming	Abilities	Online
LP 5	7th December	Language Games	Abilities and cartoon characters	Online
LP 6	21st December	Miming	Abilities and cartoon characters	Online
LP 7	4th January	Language Games	Like/dislikes and free time	Online
LP 8	11th January	Role-play	Like/dislikes and free time	Online
LP 9	15th February	Acting out	Daily Routines	Face-to-face
LP 10	22nd February	Puppetry	Daily Routines	Face-to-face

As presented in Table 4, the 10-week-treatment was carried out in different weeks, and it did not continue with regular intervals like every week or two weeks. For example, LP 2 was implemented on 9th of October, but LP 3 was applied on the 23rd of October which was two weeks later. It was because of the topic, the content of the unit, the time allocated in the official curriculum for each topic, and the updates due to the Covid-19 conditions (e.g., switching to distance education, changing the mid-term breaks and the academic calendar). That is, the treatment process lasted nearly four months. Furthermore, as seen in Table 2, some lessons were online while some lessons were face-to-face. It was totally related to Covid-19 pandemic precautions. Before the study started, the Covid-19 virus had spread all over the world, and some important precautions were taken in the country like closing schools, switching to distance education, locking down, and using masks etc. However, when the study started, the primary schools were open because of the decrease in the cases. But it didn't last so long and upon the implementation of the second lesson plan, schools were closed again

because the number of people who got infected increased. The students started to have lessons on EBA and Zoom, following their regular schedule.

It was not possible to anticipate the course of the pandemic. The researcher had canceled the treatment when Covid-19 appeared for the first time in Turkey, assuming that the schools would be open in a short while. However, the second time the researcher was aware of the unpredictability of the process. Therefore, the researcher decided to go on the treatment by adapting the lesson plans and the drama activities for the online lessons. The online treatments lasted until the 22nd of January, and the term ended. Hence, six treatments were implemented in online lessons, as demonstrated in Table 2. After the semester break (15th of February), the government decided to reopen schools because of the decrease in the cases. Therefore, the rest of the treatments, namely LP 9 and LP 10 were carried out face to face at school. Briefly, four treatments were applied in face-to-face classes at school, whereas six treatments were implemented in online lessons.

After handling the quantitative data, the researcher conducted interviews with 10 volunteer students from the experimental group and the English teacher to collect the qualitative data. Along with the English teacher's comments and recommendations, these students were selected in terms of their age, gender, motivation, and achievement among the voluntary ones. After this decision-making process, the researcher planned the date and time of the interviews. The students were divided into four groups for three days. The interviews were conducted in person at school after the lessons finished. All the interviews were held in Turkish so that the students with limited English could express themselves easily and freely. The interviews took 20 minutes on average, and the longest one was 35 minutes, while the shortest one took just 10 minutes. Finally, the interviews were recorded via an application on the researcher's personal mobile phone.

3.5 Data Analysis

In the study, the data were analyzed both quantitatively and qualitatively. For the quantitative part, the data collected from the pre and post-tests were digitized first and then transferred to the SPSS program. In data analysis, Mann Whitney U and Wilcoxon signed-sum tests were used along with some descriptive statistics like the calculation of the standard deviations and means since non-parametric tests are required when the sample size is too small as in this study (Karagöz, 2010: 19). The Wilcoxon Signed Ranks Test was conducted to compare the means for the pre-test and post-test scores within the groups and to reveal any significant change in the students' motivation, anxiety, and attitudes towards language learning and target culture. In addition, the Mann-Whitney-U Test was conducted to compare the means for the pre-test and post-test scores across the groups and to reveal any significant difference between the control and experimental groups in terms of their motivation, anxiety, and attitudes towards language learning and target culture. The analyses were considered significant at the level of $p<.05$.

Moreover, the qualitative data gathered from interviews were analyzed through descriptive content analysis. It is described as "a research method that provides a systematic and objective means to make valid inferences from verbal, visual, or written data to describe and quantify specific phenomena" (Downe-Wamboldt, 1992: 314). In content analysis, key trends and themes are determined through systematic coding. In the study, the key themes were developed from the interviews. Firstly, the researcher listened to all the interviews and identified appropriate categories or themes based on the research questions. After several reviews, the codes were determined for each category and arranged based upon their coverage. The final code list was prepared and digitized on the Excel program. Lastly, in order to measure reliability, the researcher coded the data twice with a 20-day-interval, and the intra-rater reliability was calculated for the coding. Intra-rater reliability is defined as "the consistent manner by which the researcher codes" (Given, 2008: 445). It was calculated through the formula by Miles and Huberman (1994: 64):

$$\text{reliability} = \frac{\text{number of total agreements}}{\text{total number of agreements + disagreements}}$$

Following the formula, the intra-rater reliability was calculated as .99 along with 508 agreements and five disagreements: 508 / (508+5). According to Miles and Huberman (1994), if the reliability value is closer to .80, it refers to a high level of code-recode reliability, so the qualitative data analysis of this study is considered highly reliable.

4. RESULTS

This chapter presents the results of the quantitative and qualitative data analysis separately. First, the findings obtained from the statistical analysis of the pre-test and the post-test scores are presented. In the second part of the chapter, the content analysis findings conducted with the interview data are given.

4.1 Results of the Quantitative Data Analysis

In the study, the students both in control and experimental groups were given the "Primary EFL Affective Objectives Scale" as a pre-test and a post-test to determine their motivation, anxiety, and attitude towards learning English before and after the treatment. All the analysis was conducted for each of the four sub-dimensions in the scale: foreign language motivation, foreign language anxiety, attitude towards language learning, and the target culture.

4.1.1 The results for the Comparison of Pre-test and Post-test Scores within Groups

First, the means for the pre-test and post-test scores were compared within the groups via the Wilcoxon Signed Ranks Test in order to reveal any significant change in their motivation, anxiety, and attitudes towards language learning and target culture. Table 5 presents the Wilcoxon Signed Ranks Test results to compare the pre-test and post-test scores of the control group.

Table 5. Results for the Wilcoxon Signed Ranks Test to Compare the Pre-test and Post-test Scores of the Control Group

Dimensions	Tests	Ranks	N	Mean Ranks	Sum of Ranks	z	p
Attitude towards foreign language	Post-test - Pre-test	Negative	6	5.58	35.50	-1.518	.12
		Positive	9	9.61	86.50		
		Ties	6				
		Total	21				
Attitude towards target culture	Post-test - Pre-test	Negative	6	8.17	49	-1.613	.10
		Positive	12	10.17	122		
		Ties	3				
		Total	21				
Foreign language motivation	Post-test - Pre-test	Negative	10	8.30	83	-.310	.75
		Positive	7	10.00	70		
		Ties	4				
		Total	21				
Foreign language anxiety	Post-test - Pre-test	Negative	11	8.41	92.50	-.101	.91
		Positive	8	12.19	97.50		
		Ties	2				
		Total	21				

***p<.05**

As can be seen in Table 5, there is not a significant difference in the students' motivation (p=.75), anxiety (p=.91), and attitudes towards foreign language learning (p=.12) and the target culture (p=.10) when the means for the pre-test and the post-test results of the control group are compared. However, it is also understood that the means of the pre-test ($\bar{X}_{ATFL}$=2.41, $\bar{X}_{ATTC}$=2.17, $\bar{X}_{FLA}$=1.61) are slightly lower than the means for the post-test ($\bar{X}_{ATFL}$=2.65, $\bar{X}_{ATTC}$=2.44, $\bar{X}_{FLA}$=1.64) in three of the dimensions except foreign language motivation since the mean is 2.47 for the pre-test whereas it is 2.42 for the post-test in this dimension. In other words, the students in the control group lost some of their motivation, got very slightly more anxious, although they became more positive towards foreign language learning and the target culture in time, although this change is not statistically significant (p<.05).

Likewise, the results for the Wilcoxon Signed Ranks Test to compare the pre-test and post-test scores of the experimental group are shown in Table 6.

Table 6. Results for the Wilcoxon Signed Ranks Test to Compare the Pre-test and Post-test Scores of the Experimental Group

Dimensions	Tests	Ranks	N	Mean Ranks	Sum of Ranks	z	p
Attitude towards foreign language	Post-test - Pre-test	Negative	6	9.75	58.50	-1.186	.23
		Positive	12	9.38	112.50		
		Ties	4				
		Total	22				
Attitude towards target culture	Post-test - Pre-test	Negative	9	8.67	78	-1.021	.30
		Positive	11	12.00	132		
		Ties	2				
		Total	22				
Foreign language motivation	Post-test - Pre-test	Negative	8	9.50	76	-.024	.98
		Positive	9	8.56	77		
		Ties	5				
		Total	22				
Foreign language anxiety	Post-test - Pre-test	Negative	9	9.11	82	-.527	.59
		Positive	10	10.80	108		
		Ties	3				
		Total	22				

***p<.05**

As presented in Table 6, there is not a significant difference in the students' motivation (p=.98), anxiety (p=.59), and attitudes towards foreign language learning (p=.23) and the target culture (p=.30) when the means for the pre-test and the post-test results of the experimental group are compared. This finding indicates that the treatment with the drama activities did not significantly affect the students' motivation, anxiety, or attitudes. However, when the means of the pre-test and post-test are examined, it is seen that there is almost no change with a slight decrease in the post-test scores for motivation ($\bar{X}_{pre\text{-}test} = 2.42$, $\bar{X}_{post\text{-}test} = 2.41$). On the contrary, the means of the post-test scores are a little higher than those of the pre-test scores for anxiety ($\bar{X}_{pre\text{-}test} = 1.56$ $\bar{X}_{post\text{-}test} = 1.68$) and attitudes towards learning a foreign language and English lessons ($\bar{X}_{pre\text{-}test} = 2.61$, $\bar{X}_{post\text{-}test} = 2.70$) and attitudes towards the target culture ($\bar{X}_{pre\text{-}test} = 2.33$, $\bar{X}_{post\text{-}test} = 2.50$). That is, the students in the experimental group maintained their motivation and became more positive towards foreign language learning and the target

culture; however, they got more anxious after being instructed with drama activities, although these changes are not statistically significant (p<.05).

4.1.2 The results for the Comparison of Pre-test and Post-test Scores across Groups

Second, the means for the pre-test and post-test scores were compared across the groups via the Mann-Whitney-U Test in order to reveal any significant difference between the control and experimental groups in terms of their motivation, anxiety, and attitudes towards language learning and target culture. Table 7 presents the results for the Mann-Whitney-U Test conducted to compare the control and experimental groups based on their pre-test scores.

Table 7. Results of the Mann Whitney-U Test to Compare the Pre-test Scores across Groups

Dimensions	Groups	N	Mean Rank	Sum of Ranks	U	p
Attitude towards foreign language	Control	21	19.90	418	187	.27
	Experimental	22	24.00	528		
	Total	43				
Attitude towards target culture	Control	21	19.69	413.50	182.5	.22
	Experimental	22	24.20	532.50		
	Total	43				
Foreign language motivation	Control	21	21.90	460	229	.96
	Experimental	22	22.09	486		
	Total	43				
Foreign language anxiety	Control	21	22.62	475	218	.74
	Experimental	22	21.41	471		
	Total	43				

***p<.05**

As shown in Table 7, there is not a significant difference between the control group and the experimental group's pre-test scores of motivation (p=.96), anxiety (p=.74), attitudes towards foreign language (p=.27), and the target culture (p=.22). This means that their levels were close to each other before the treatment. However, when the mean scores are examined, it can be seen that the experimental group had slightly higher

scores for motivation ($\bar{X}_c = 21.90$, $\bar{X}_e = 22.09$), attitudes towards foreign language ($\bar{X}_c = 19.90$, $\bar{X}_e = 24.00$), and the target culture ($\bar{X}_c = 19.69$, $\bar{X}_e = 24.20$) although this difference isn't statistically significant. Additionally, the finding demonstrates that the experimental group was slightly less anxious than the control group ($\bar{X}_c = 22.62$, $\bar{X}_e = 21.41$).

The following table indicates the results for the Mann-Whitney-U Test carried out to compare the control and experimental groups' post-test scores.

Table 8. Results of the Mann Whitney-U Test to Compare the Post-test Scores across Groups

Dimensions	Groups	N	Mean Rank	Sum of Ranks	U	p
Attitude towards foreign language	Control	21	19.90	418	187	.26
	Experimental	22	24.00	528		
	Total	43				
Attitude towards target culture	Control	21	21.29	477	216	.70
	Experimental	22	22.68	499		
	Total	43				
Foreign language motivation	Control	21	22.21	466.5	226.5	.91
	Experimental	22	21.80	479.5		
	Total	43				
Foreign language anxiety	Control	21	21.81	458	227	.92
	Experimental	22	22.18	488		
	Total	43				

***p<.05**

As presented in Table 8, the analysis of the post-tests scores of the experimental group and the control group shows that there is not a significant difference between the groups in terms of their motivation (p=.91), anxiety (p=.92), and attitudes towards foreign language learning (p=.26) and the target culture (p=.70). As it can be understood from the results, there is not a considerable effect of drama activities on the students' motivation, anxiety, and attitudes towards language learning and the target culture when compared with the ones in the control group. Nevertheless, when the mean scores of both groups are examined, it is seen that the experimental group developed more positive attitudes towards the target culture ($\bar{X}_c = 21.29$, $\bar{X}_e = 22.68$) and foreign language learning ($\bar{X}_c = 19.90$, $\bar{X}_e = 24.00$) than the control group.

Therefore, it is possible to suggest that teaching with drama influenced the attitudes of the students in the experimental group towards language learning, but not significantly. On the other hand, when both groups' mean scores for motivation are examined, it is seen that the control group was slightly more motivated than the experimental group ($\bar{X}_c = 22.21$, $\bar{X}_e = 21.80$). Likewise, when the mean scores for anxiety are analyzed for both groups, it is noticed that the control group was less anxious than the experimental group ($\bar{X}_c = 21.81$, $\bar{X}_e = 22.18$). This means that the students in the experimental group became a bit more worried and nervous in the lessons with drama.

4.2 Results of the Qualitative Data Analysis

The content analysis conducted with the interview data revealed seven main themes and several codes under each theme. The themes emerging from the qualitative analysis are as follows: *opinions about English lessons, reasons for learning English, effects of drama activities on students' feelings, effects of drama activities on students' learning, opinions about favorite drama activities, reasons for favoring these activities,* and *opinions about teaching English with drama activities.* The following part presents the codes that come within each theme with frequencies for the students and the teacher. Additionally, detailed explanations and sample quotes from the participants are provided.

4.2.1 Theme 1: Opinions about English Lessons

The very first theme emerging from the interview data is *"opinions about English lessons"*. The analysis has shown that there are five codes regarding the participants' opinions about English lessons. The theme and the relating codes are presented in Table 9.

Table 9. Opinions about English Lessons

	Opinions about English Lessons	Students (f)	Teacher (f)
1.	Fun	10	1
2.	Relaxing	10	1
3.	Exciting	10	1
4.	Easy	7	1
5.	Difficult	3	0

Considering the codes and frequencies in Table 9, it is understood that the participants have highly positive perceptions about English lessons in general. First, all the interviewees stated that it is fun and relaxing to learn English. That is, the students had fun while learning the target language, and they enjoyed the relaxing and non-threatening atmosphere in the classroom which is also what their teacher observed with her students. For example, S1 expressed herself as follows: *"I like English lessons because we are learning English with fun, and our teacher is bringing more enjoyable activities like songs and games. Hence, we have great time in English lessons."* Similarly, S6 explained her opinion about the lessons with these words: *"Learning English is fun because we are learning new things and I feel happy.".* In addition, S2 made another point: *"English lessons are comfortable because I love learning English, and our teacher is not nervous. Also, I am confident in English lessons, so I am not afraid of participating in the activities."*. The teacher shared similar observations about the English lessons: *"[They] are very enjoyable and the students are really interested in the lessons because they love learning English and feel enjoyment."*

Second, eight students have stated that they find English lessons exciting which the teacher also confirmed. For instance, S4 described her enthusiasm with these words: *"I feel excited in English lessons in a good way. I wonder next week's activities. I look forward to attending the lessons."* In the same vein, the teacher mentioned her observation about the students' enthusiasm for the English lessons: *"When I observe the students, I can see their excitement, but it is positive. They are really excited about the activities. Since they encounter another teacher except from their classroom teacher, they feel enthusiastic."*

Lastly, seven of the participant students perceive English as an easy course in general, whereas only three of them regard it as a difficult one. In addition, the teacher thinks that English lessons are easy for her students. The students have pointed out that English is easy for them mainly because they love the course and can experience achievement within the activities. For instance, S7 explained her ideas in these words: *"Learning English is easy. If you study hard, you can achieve everything. I think especially learning vocabulary is very easy. We do many enjoyable activities in the lessons, so we learn easily and smoothly."* Similarly, another interviewee, S9 said: *"I like English the most. It is the easiest lesson we have. The other lessons have difficult tasks and sometimes these are above our level, but English is suitable for our level and we don't have huge problems in understanding the language."* On the other hand, S2 stated just an opposite perspective highlighting the grammatical difficulties she faced in the lessons: *"English is a bit hard. For example, there are some affixes, and we try to add them to the sentences. I sometimes confuse them and create wrong sentences. Also, I have trouble in speaking.".* Likewise, S5 described his problems with English lessons in terms of speaking and pronunciation: *"I think speaking English and pronouncing words are hard. … I sometimes get confused. I wish many structures were easy like 'hello and good morning', so I can handle it more easily."*

In conclusion, almost all the participants have stated positive opinions about English lessons. They have seen English as an easy, fun, relaxing, and exciting lesson. However, three of them have regarded that English is difficult to learn.

4.2.2 Theme 2: Effects of Drama Activities on Students' Feelings

Considering the interview data, the second theme is determined as *"effects of drama activities on students' feelings"*. The analysis has indicated that there are six codes about the participants' feelings about drama activities. The theme and the relating codes are provided in Table 10.

Table 10. Effects of Drama Activities on Students' Feelings

Effects of Drama Activities on Students' Feelings	Students (f)	Teacher (f)
1. I felt relaxed and safe.	10	1
2. I had fun.	10	1
3. I felt less anxious.	10	1
4. I felt happy.	9	1
5. I got more motivated.	8	1
6. I felt excited.	8	1

As illustrated in Table 10, the participant students have mentioned several positive effects of drama activities on their feelings, all of which were also confirmed by the teacher. First, all the interviewees stated that they felt relaxed and safe during or after drama activities. In addition, they expressed having fun and experiencing a lower level of anxiety while engaged in drama activities. For instance, S2 expressed her feeling as follows: *"Drama activities really went well, and I felt relaxed while doing them."*, and S6 came up with this explanation for the drama activities: *"Drama activities were so fun that I went home and always told my parent what we had done in the class. … Since I understand that I can do drama activities easily, I don't feel anxious. Also, the classroom environment is fun and relaxing, everybody is enjoying the moment."*. The teacher also showed her agreement with these words: *"Drama activities were amazing, so the students didn't feel any trouble. They all seemed to be relaxed and safe."*.

Moreover, nine students referred to happiness, and eight students mentioned excitement while explaining their opinions about drama activities. In other words, participating in drama activities in English lessons made them feel happy and excited. S8 summarized his feelings with these words: *"When the teacher says that we will do drama activities, I always feel happy. I get excited… I love all the activities."*. Likewise, S9 came up with this quote: *"While doing drama activities, I had great time. I wish the lesson didn't finish… I attended to all the activities. I felt very excited while I was acting."*.

Finally, eight students stated that drama activities increased their motivation in English lessons. That is, they became more willing to participate in the activities. For instance,

S3 explained the change with the following words: *"After drama activities, I became more active in the lessons. I started to raise my hand in every lesson unlike the past lessons. I wanted to be part of the activities. I guess these drama activities increased my willingness because we had lots of fun and we learnt better via drama.".* This is totally in parallel with the teacher's observation in terms of the students' motivation: *"At the beginning of the treatment, the control group and the experimental group had different motivation levels. I think the control group was more motivated than the experimental group. ... Actually, the experimental group was a bit more successful, but they weren't as willing as the control group. There were some students who were afraid of participating in the activities in the experimental group. However, when I observed at the end of the treatment, I could see the differences in their motivation. I mean, while the control group's motivation remained stable, the experimental group's motivation increased considerably. For instance, there is a student who doesn't attend the activities voluntarily. However, after drama activities the student became more active and took more responsibilities in the lessons. There are more examples like that. He is just one.".*

In summary, the participants have suggested that drama activities have positive impacts on students' feelings because drama increased their motivation, created safe and relaxing environment, and decreased their anxiety problems.

4.2.3 Theme 3: Effects of Drama Activities on Students' Learning

The third theme coming up from the interview data is *"effects of drama activities on students' learning"*. The qualitative analysis has demonstrated that there are seven codes considering the participants' opinions about the effects of drama on their learning. The theme and the relating codes are presented in Table 11.

Table 11. Effects of Drama Activities on Students' Learning

Effects of Drama Activities on Students' Learning	Students (f)	Teacher (f)
1. I learnt easily via drama.	10	1
2. I enjoyed learning English.	10	1
3. I spoke more fluently.	10	1
4. I participated more.	9	1
5. I learnt permanently.	9	1
6. I learnt vocabulary easily.	6	1
7. I became physically more active.	5	1

As can be seen in Table 11, the students have suggested positive opinions about the effects of drama activities on their learning process. Also, the teacher has asserted similar views about the impacts of drama activities on the student's learning. First, all the participants think that learning English was easy and fun through drama activities. For instance, S3 has expressed her ideas about drama as follows: *"I think all the lessons should be taught via drama activities because we both have fun and learn English easily. For example, I learnt words easily through drama and I didn't forget them. If you want, I can tell you some of them."* Likewise, S9 has shared his experience with these words: *"In English lessons, drama made our lessons both enjoyable and easy."* Similarly, the teacher has said: *"Drama activities affected the learning process positively. … When I taught the unit vocabulary with drama activities, they realized that they learnt and did the activities more easily. For example, there was a topic that I thought the students couldn't achieve. However, when we studied the topic via drama, the students understood the topic easily. I was surprised and happy."*

Additionally, almost all the students stated that drama activities made learning permanent and increased their in-class participation. S5 explained the case as follows: *"After drama activities, I participated more. I became more active in the lessons and raised my hand. Also, I didn't forget what I learnt. Drama helped me learn permanently."* The teacher shared similar experiences as well: *"There were different kinds of drama activities, so they appealed to different types of intelligences. I think because of that the students learnt more permanently. … Even the students who weren't good enough in learning English started to participate in English lessons…*

When they heard that we were going to do drama activity, they always shouted like 'Oley'.".

Moreover, all the students pointed out that they improved their fluency with drama activities. Likewise, the teacher mentioned noticing the improvement in their speaking skills. S2 shared her experience as follows: *"I started to speak more fluently because of drama activities. I can speak without any fear. For example, when I say wrong, I am not afraid. I say, 'I can achieve.' In this way, I can express myself better."* In the same vein, six students noted that drama activities helped them learn vocabulary more easily. For example, S1 explained her case as follows: *"I learnt the words more easily through drama. It increased my motivation as well as my success. For example, I used to give one or two wrong answers in quizzes, but now all my answers are correct"* Likewise, the teacher highlighted the same advantage in terms of vocabulary learning: *"As you know, learning vocabulary is important for young learners. We don't focus on reading and writing in primary school. We focus on listening, speaking and meanings of words. So, using drama for vocabulary activities was very good. The students learnt the words easily. I didn't encounter any problems.".*

Finally, five students expressed that drama made them physically more active in English lessons. For instance, S8 explained how active he became thanks to drama in the following quote: *"Drama made me more active. We acted out in front of the class. We did frozen image activity. I turned into different frozen images. I was physically more active. Similarly, in miming activity, we mimed a song about the unit. It was like a dance. I became more energetic."* In addition, the teacher clarified the importance and benefit of physical activities in teaching young learners with these words: *"There were some activities in which the students were physically more active. They acted out, danced, and did other things. In this way, they became more energetic and willing to participate in the lessons because they love physical movements. They love showing themselves in front of the class, so drama activities really helped with this issue."*. In brief, all the interviewees believe that drama activities have positive effects on the learning process through supporting permeant learning, improving speaking skills and vocabulary acquisition, and increasing enjoyment and participation.

4.2.4 Theme 4: Opinions about Favorite Drama Activities

The following theme that is determined regarding the interview data is *"opinions about favorite drama activities"*. The analysis has shown that there are three favorite drama activities that the participants favor. The theme and the codes are presented in Table 12.

Table 12. Opinions about Favorite Drama Activities

Opinions about Favorite Drama Activities	Students (f)	Teacher (f)
1. My favorite was 'Miming' with balloons activity.	9	1
2. My favorite was 'Frozen Image' activity.	3	0
3. My favorite was 'Puppet' activity.	1	0

As can be understood from Table 12, the participant students mostly favored miming with balloons which is in parallel with their teacher's observation. The other popular drama activities are frozen image which was mentioned by three students and puppetry which was stated by only one learner. This also shows that some students picked up two drama activities at the same time as their favorite ones. For the miming with balloons, S10 described her experience as follows: *"My favorite activity was balloon activity in which we mimed the words in the balloons, so I liked the balloon activity the most.".* As for the frozen image, S3 commented like this: *"I liked the activity in which we became a frozen image. We were in front of the class, and we created a frozen image by representing a word."*. On the other hand, S4 as the only interviewee favoring the puppetry, said that she liked this activity since it was fun. In the same way, the teacher picked the miming with balloons as the most popular drama activity among her learners and commented on this as follows: *"I had more fun in balloon activity. The atmosphere was great. The students loved it very much. While we were doing activity, they were screaming with fun. It was very useful."*.

4.2.5 Theme 5: Reasons for Favoring These Activities

The fifth theme is determined as "reasons for favoring these activities" regarding the interview data. The analysis has shown that there are seven codes that give reasons for

favoring these drama activities. The theme and the relating codes are presented in Table 13.

Table 13. Reasons for Favoring These Activities

Reasons for Favoring These Activities	Students (f)	Teacher (f)
8. It was fun.	10	1
9. I was physically active.	9	1
10. There were colorful materials.	5	1
11. It was exciting.	3	0
12. It was easy.	2	0
13. I participated a lot.	2	1
14. There was a positive atmosphere.	1	1

When the codes under this theme are considered, it is seen that the participant students picked mainly miming with balloons and frozen image as their favorite drama activities since these activities meet various expectations at once, developing positive perceptions for the course. As shown in Table 13, the participant students liked the mentioned drama activities most because they are fun, exciting, and easy tasks, including physical activity and colorful visuals, increasing their participation and creating a positive atmosphere. For example, S1 gave her reasons for favoring miming with balloons as follows: *"My favorite activity was miming. We did it with balloons. The balloons were colorful, and I liked them… Then we mimed the words in the balloons after the teacher punctured the balloons. We were very active and had fun."*. Moreover, S3 explained why she liked frozen image activity in these words: *"I liked the activity in which we became a frozen image. … It was very enjoyable. It was easy to understand and perform. I participated voluntarily. We weren't bored. We laughed. We became active."*.

To sum up, all the students have specified several reasons for favoring these drama activities, but most importantly, they have stated that the activities were fun, exciting, colorful, and appropriate for physical activeness.

4.2.6 Theme 6: Reasons for Learning English

The sixth theme emerging from the interview data is *"reasons for learning English"*. There are eight codes that demonstrate the students' reasons for learning English. The theme and the relating codes are presented in Table 14.

Table 14. Reasons for Learning English

Reasons for Learning English	Students (f)
1. I love the English lessons.	10
2. I enjoy learning a new language.	9
3. I love the teacher.	7
4. I want to communicate with foreigner.	4
5. I want to travel to different countries.	2
6. I want to get higher test scores.	1
7. I want to get new perspectives.	1
8. I am talented at learning English.	1

As it can be seen in Table 14, the participant students have remarked eight reasons for learning English under this theme. However, when the frequency for each code is considered, it is understood that the participant kids want to learn English mainly because they love the course (f=10) and the teacher (f=7), and they enjoy the language learning process itself (f=9). For instance, S2 explains her reason with these words: *"English lessons are very enjoyable and beautiful. We easily communicate with our friends, so I love the English lessons and I want to learn English for this reason."* In addition, S6 came up with such a motivation: *"Learning another and new language is exciting. When I learn a new language, I feel happy and relaxed. That is why, I am interested in learning English."*. Also, S8 commented on the role of the teacher on his motivation: *"Our English teacher is very understanding and not angry. We learn English with fun thanks to her. She brings enjoyable games to the lessons. Also, she teaches English very well and I understand easily. I want to learn English because of her good behaviors."*. Likewise, S4 mentioned a similar reason for learning English: *"My English teacher is teaching very smoothly. She always smiles. She is not angry. I*

can ask many questions whenever I want. She always tries to answer them without getting angry. Because of these, I am interested in learning English.".

Although they were not stated as frequently as the ones mentioned above, few of the participants came up with rather distant and abstract reasons for learning the target language like traveling to different countries (f=2) and communicating with foreigners (f=4). As an example, S5 expressed his motivation as follows: *"When I grow up, I want to go to different countries. For example, I want to travel in Paris, so I learn English.".* On the other hand, only S7 suggested learning English to get higher scores and be successful in English lessons and in school. Likewise only S10 wanted to learn English since she hoped to get new perspectives. Finally, S3 is the only participant who admitted to learning English because she was talented. She expressed her ideas as follows: "*I think I am talented at learning English. I mean, I am talented at memorizing vocabulary, so I want to learn English. I easily learn."*

To sum up, all the students have different reasons for learning English, but they mostly want to learn English since they love English, their teacher, and learning a new language. Only some of them are learning English to travel and communicate with foreigners.

4.2.7 Theme 7: Opinions about Teaching English with Drama Activities

The last theme emerging from the interview data is *"opinions about teaching English with drama activities"*. The qualitative analysis has illustrated that five codes are specified considering the teacher's opinions about teaching English with drama activities. The theme and the relating codes are presented in Table 15.

Table 15. Opinions about Teaching English with Drama Activities

Opinions about Teaching English with Drama Activities	Teacher (f)
1. They were compatible with the learning outcomes.	1
2. Detailed plans helped with implementation.	1
3. It was easy to adapt them for different topics.	1
4. They helped to clarify the meaning.	1
5. The students gained confidence in speaking.	1
6. It was easier to use in distance education than I thought.	1
7. It was difficult to give clear instructions for some activities.	1

Table 15 demonstrates the participant teacher's opinions about teaching English with drama activities as the 7th and final theme. When the codes under the theme are considered, it is seen that the teacher highlighted the benefits of teaching with drama for the most part and mentioned few challenges she faced during the implementation. First of all, the teacher pointed out that the activities were compatible with the learning outcomes and the detailed plans helped her with the implementation. Moreover, she found the activities easy to adapt for different topics. She listed these advantages with these words: *"[Drama activities] were compatible with the learning outcomes. They were to the point. There was no activity that I can say it wasn't suitable for the students. For example, we are writing the learning outcomes in class book. When I checked it, I realized that the same learning outcome was written for the drama activity. It was nice. … In the lessons, we always need to have plans. Otherwise, it doesn't go very well, and everything becomes confusing. However, you gave me the detailed plans for each activity. It was really helpful to follow the rhythm and instructions. I didn't have any problems in understanding what I am going to do. … I wanted to use them in other lessons. I mean in different topics. When I tried, I realized that it was easy. For instance, there was a miming activity. I adapted it into other topics. I think it is easy but effective.".*

In addition, the teacher stated that the drama activities were specifically beneficial to clarify the meaning for the kids and explained the issue as follows: *For young learners, meaning is important. The students generally focus on learning new words and memorizing them. For this part, drama activities really helped. Most of the activities were about new words in the units. I think the students get the meanings easily through drama.".* Besides, she commented on the contribution of drama activities to improving students' speaking skills. That is, she thinks that her students gained confidence in speaking thanks to the drama activities, and her following quote illustrates the dramatic change in her lessons: *"At the beginning, the students were afraid of speaking activities. They were reluctant to participate in the activities. That is why, I sometimes skipped speaking activities and focused on other skills. However, after drama activities, the situation changed. The students became more willing to speak. They had fun during the activities. … They were not afraid of speaking activities. I think they*

gained self-confidence. They tried to raise their hands almost in every activity. It was beautiful to see them like that.".

Finally, the teacher admitted that she found including drama activities in her online teaching easier than she had expected, although she faced some difficulties giving the instructions. She summarized her experience with these words: *"As you know, at the beginning of the treatment, I did the activities in the classes not online. However, then we switched to online education… I was a bit afraid of applying drama activities. I thought it was going to be confusing and hard, but when I began to do the activities, I realized that it wasn't as hard as I thought. The detailed plans helped me a lot and we did activities smoothly most of the time. … The only limitation was that I couldn't catch my students' eyes. Therefore, there were some disconnections while I was giving instructions. … I repeated the instructions and tried to show on camera. In this way, this minor problem was solved."*

In brief, the teacher has shared positive thoughts about teaching English with drama activities. She has stated that drama activities provided many advantages in teaching such as helping to clarify meaning, raising confidence in speaking, achieving learning outcomes, and using them easily in distance learning.

5. RESULTS, DISCUSSION, AND RECOMMENDATIONS

In this chapter, the results, discussion, and recommendations for different stakeholders are presented, and a short conclusion is made. First, the results of the study are briefly summarized. Then, the quantitative and qualitative findings are compared and discussed considering the related literature. Then, some practical recommendations are made accordingly for teachers, policy makers, and further research.

5.1 Results and Discussion

This study aims to investigate the effect of drama activities on young learners' motivation, anxiety, and attitudes towards learning a foreign language. It is also intended to find both the teacher's and the students' perceptions about learning/teaching English with drama activities. A quasi-experimental research design was preferred for these purposes, and both quantitative and qualitative data were collected from the participant students and the teacher. Eventually, the data analysis has revealed the following results.

First, the comparison of the pre-test and post-test scores within the groups has revealed that the students in the control group got very slightly less motivated and more anxious although they became more positive towards foreign language learning and the target culture in time. On the other hand, the students in the experimental group maintained their motivation and became more positive towards foreign language learning and the target culture; however, they got more anxious after instructed with drama activities although these changes are not statistically significant.

Second, the comparison of the pre-test and post-test scores across the groups has shown no significant difference between the groups in terms of their motivation,

anxiety, and attitudes towards foreign language learning and the target culture before or after the treatment. However, the mean scores for the pre-test demonstrate that both groups were almost equally motivated, but the students in the control group were less anxious and had a little more positive attitudes towards foreign language and the target culture. As for the post-test scores, the control group was slightly more motivated and less anxious than the experimental group, while the experimental group still had more positive attitudes towards the target culture and foreign language learning. That is, the students in the experimental group became a bit more worried and nervous in the lessons, although teaching with drama influenced their attitudes towards language learning, but not significantly. On the other hand, the differences in motivation and anxiety levels are so slight that it is somewhat possible to say that both groups are equally motivated and anxious. In addition, their attitudes towards English lessons, learning a foreign language, and foreign cultures became more positive in time, but the experimental group was obviously one step ahead this time. It is possible to argue that the Covid-19 conditions might have contributed to this situation since the sudden and unforeseen pandemic might have affected the students' feelings, social skills, and health. The schools unexpectedly switched to distance education and changed the mid-term breaks and the academic calendar. The students had to wear masks, keep social distance, and communicate with others in such a hard circumstance. Therefore, the students might have felt stressed and confused about their future learning within this scary ambiguity. When all the negative pandemic conditions are considered, it is possible to perceive their affective states positively since they seemed to have maintained their motivation although they faced several problems during Covid-19 pandemic precautions. Also, their anxiety is understandable since, unfortunately, the virus spread worldwide, and it was not easy to handle it.

Third, though statistically insignificant, the positive attitudes revealed for the experimental group were compatible with the qualitative analysis which has concluded that the participant kids have highly positive perceptions about English lessons in general. That is, they found English lessons fun, relaxing, exciting, and easy which was also confirmed by their teacher. As for the drama activities, the qualitative analysis indicates that the students had fun, felt happy and excited while learning English with drama activities. They also believed it was easy to learn this language since they could

easily remember the target vocabulary and speak in their L2 more confidently. Therefore, these activities and perceptions might have also shaped their positive attitudes about the English lessons in general. Likewise, in his study, Bang (2003) concluded that the students with negative attitudes at the beginning developed positive attitudes towards language learning through drama at the end. These results also correlate with earlier studies conducted on drama (Alasmari & Alshae'el, 2020; Belhan, 2014; Park, 2016) which found that drama activities motivated and engaged learners supporting them positively as well as making them comfortable.

Fourth, although the quantitative analysis indicates a statistically insignificant but slight increase in their anxiety, the qualitative part of the study has revealed that the students in the experimental group felt relaxed, safe, and so less anxious while doing drama activities. This finding is in line with the study of Shand (2008), who found that drama was considerably beneficial in reducing anxiety. Furthermore, the teacher highlighted that integrating drama increased the students' self-confidence which might have motivated them to participate and learn more reducing their worries and stress in the lessons. This finding is in accordance with the research of Saraç (2007) in which drama is thought to positively impact self-confidence. In the same vein, Heljeberg's study (2019) demonstrated that drama is a beneficial tool for overcoming anxiety as well as improving language skills and self-confidence.

Fifth, the same results were achieved in terms of the students' motivation from the quantitative and qualitative data analysis. The quantitative part of the study has shown that there was not a statistically meaningful difference in motivation before and after the treatment or between the control and experimental groups. However, the interviews have revealed that the participant students in the experimental group felt more motivated and became more willing to participate in the activities voluntarily, thanks to the drama activities. The increase in the active participation in the drama activities was highlighted by the teacher as well. Likewise, Belhan (2014) found that there was a positive effect of drama on students' motivation and achievement. Furthermore, there are other studies (e.g., Alasmari & Alshae'el, 2020; Tokdemir, 2015) that demonstrated that drama promoted classroom participation, motivation, and fun.

In addition, the qualitative analysis illustrated different reasons for learning English which suggest different motivation types for the learners in the experimental group. First of all, the students wanted to learn English mainly because they loved the course and the teacher, and they enjoyed the language learning process itself, which supports that they are predominantly driven by intrinsic motivation. This correlates with the explanations of MacIntyre (2002), Dörnyei (1994), and Keblawi (2009), who pointed out that intrinsic motivation is about learner's motivation to do activities because of natural and internal rewards such as pleasure, satisfaction, curiosity, and joy. Furthermore, fewer students wanted to learn English to travel to different countries, communicate with foreigners, and get new perspectives, which point at integrative motivation referring to a learner's openness to other cultures (Gardner, 1985). Finally, just one child mentioned learning English to get higher test scores, which indicates that he was extrinsically motivated. As explained by Dörnyei (1998), extrinsic motivation refers to a learner's motivation to receive extrinsic rewards such as grades, praise, and appreciation from others. Intrinsic motivation leads to successful outcomes meeting the needs of autonomy, competence, and relatedness (Dörnyei, 1994; MacIntyre, 2002). As it can be understood from the results, the students are mostly driven by intrinsic motivation. Hence, it is possible to suggest drama as an effective tool to boost intrinsic motivation by creating an enjoyable, valuable, and interesting language learning environment.

Sixth, the qualitative part of this study has also revealed that involving drama activities in FL instruction has positive effects on students' learning process by supporting permanent learning, improving speaking skills and vocabulary acquisition, and increasing enjoyment and participation. For instance, the students in the experimental group stated that they especially learned vocabulary more easily thanks to the drama activities. Furthermore, they noted that they did not forget the meanings of new-learned words, and this could be interpreted that the drama activities promoting the retention of new vocabulary. This result is in accordance with the study of Demircioğlu (2010) who found that the students learned vocabulary more efficiently with drama activities compared to traditional methods such as using pictures and translations. Besides, the students stated that learning vocabulary was easy. When the teacher provides children with clear and meaningful contexts, they can figure out new words

and their meanings (Nattinger, 1988). Similarly, the teacher stated that the drama activities helped to clarify the meaning easily, which might have contributed to permanent vocabulary acquisition which is also parallel to the study of Torrico (2015) who reported that drama activities provide meaningful contexts for L2 learning.

Next, all the participants pointed out that they spoke more fluently after drama activities. The results showed that they began to express themselves more smoothly and better without fear and apprehension. Therefore, they became more willing to participate in the speaking activities, tried to use English effectively which would help to improve their communication skills. These findings are parallel with earlier studies that focused on the effectiveness of drama activities on speaking and communication skills (e.g., Hazar, 2019; Saraç, 2007; Ulaş, 2008). For instance, Hazar's study (2019) demonstrated that drama as a communication tool enabled learners to practice and produce the target language successfully, and it created innovative ideas and improved the students' communication skills strongly. Similarly, in Saraç's study (2007) the positive effects of drama activities such as improving students' speaking skills and enhancing their communication skills were revealed. In the same vein, Miccoli (2003) found that drama improved the students' oral communication skills and led to active participation.

Besides, the qualitative part of the study indicates that drama activities meet the learning needs of young learners since such activities are compatible with the characteristics of the age group. Considering the drama activities favored by the participant children and the justifications they provided, it is possible to conclude that integrating these activities in L2 instruction provides invaluable advantages. To make it clear, the findings demonstrated that the participant students favored some drama activities, namely miming, frozen image, and puppetry, because they are fun, exciting, and easy tasks which include physical activity and colorful visuals increasing their participation and creating a positive atmosphere. Lefever (2005) highlights that YLs have urge for fun and they want to be energetic and physically active in the lessons. Likewise, Ekşi (2015) asserts that colorful materials help children to learn English effectively in a comfortable environment, and Tokdemir (2015) suggests that YLs are energetic and enthusiastic, so drama turns this energy into an advantage. Consequently,

it is not surprising that the students picked miming, frozen image, and puppetry that offer colorful materials, fun, and physical activity as their favorite ones.

Last, the teacher has shared all the positive thoughts about teaching English with drama activities. She stated that drama activities provided many advantages in teaching such as helping to clarify meaning, raising confidence in speaking, and achieving learning outcomes. Although she had some difficulty with the instructions, she could utilize them easily in distance learning as well. This is also compatible with the perceptions and experiences of many other teachers in the Turkish education system as suggested by İşyar and Akay (2017), Eğerci and Özdemir-Şimşek (2019), and Kara (2011). That is, teachers tend to avoid such activities because they do not know how to implement them properly and get discouraged by environmental factors like the class size, although they are mostly aware of the benefits of including drama activities. Likewise, the participant teacher of this study stated that she had some concerns about using these activities in online sessions and faced some problems with giving instructions at the beginning; however, she could cope with these issues thanks to the detailed lesson plans and the activities which were designed in line with the learning outcomes.

5.2 Conclusion

This study aimed to investigate the effect of drama activities on young learners' motivation, anxiety, and attitudes towards learning a foreign language as well as to find out both the teacher's and the students' perceptions about learning/teaching English with drama activities. Designed as a quasi-experimental research, this study demonstrated that drama has several positive effects on the students' learning and feelings through promoting positive perceptions among YLs for English lessons and learning English. It was also concluded that the participant children benefitted from the drama activities which supported their vocabulary learning and speaking skills, boosted their motivation, and reduced their stress thanks to the fun and non-threatening environment in the lessons. In addition, both the teacher and the learners were pleased with the increasing participation and engagement.

5.3 Practical Recommendations

Below are made some practical recommendations for teachers, policy makers, and further research in the light of the findings and discussion above.

5.3.1 Recommendations for Teachers

Considering the various advantages that drama activities offer in terms of students' learning and feelings, it can be recommended that English teachers of YLs should include drama activities in their English lessons. They can create an entertaining and non-threatening learning environment and a meaningful context for kids by designing such activities as frozen image, miming or puppetry which combine actions with colorful visuals. As a result, they can get their attention more easily, achieve learner engagement for the in-class activities and enhance permanent learning, especially for vocabulary acquisition and communication skills. In addition, careful and detailed planning is required to implement the drama activities properly and to cope with the possible management problems like giving instructions.

5.3.2 Recommendations for Policy Makers

Based on the above-mentioned benefits, it is suggested that initial teacher education (ITE) programs should offer compulsory and practical courses about teaching English with drama. Drama is offered as an elective course in the current ITE curriculum provided by the Institution of Higher Education in Turkey. Pre-service EFL teachers should be trained to plan lessons for YLs with drama activities and informed about various activity types and to adapt them according to their context of teaching to enrich their professional repertoire. In the same vein, the MNE can organize INSET programs like seminars, workshops or online courses on Education Information Network (EBA) for in-service English teachers to equip them with better skills to integrate drama into their instruction.

5.3.3. Recommendations for Further Research

There are some studies carried out about the effects of drama activities on the students' learning and feelings. As one of them, this study was conducted under the conditions of the Covid-19 pandemic. Moreover, only 43 4th grade students and one EFL teacher from a state primary school in Gaziantep were included. Similar experimental studies with a qualitative component can be conducted with more participants from different levels such as 2nd or 3rd grades, in various school contexts like private schools and in different regions of the country. Moreover, different data collection tools and techniques like observations can be used. In this study, the EFL teacher did not receive any formal training to teach with drama; therefore, studies in which EFL teachers are provided with structured training on the use of drama for YLs can be designed. Finally, this experience during the online education due to the Covid-19 pandemic has shown that there should be some other studies focusing on the integration of drama activities into online teaching.

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APPENDICIES

Appendix 1. The Primary EFL Affective Objectives Scale

Sevgili öğrencilerimiz,

Bu ölçek sizlerin yabancı dil derslerinizle ilgili görüşlerinizi öğrenmek için hazırlanmıştır. Ölçeğe vereceğiniz cevaplar tamamen gizli kalacaktır. Ölçekteki soruların doğru ya da yanlış cevabı yoktur. Bu ölçek dersinizin ya da ödevlerinizin bir parçası değildir. Katılımınız için şimdiden çok teşekkür ederim.

Kezban ÖKSÜZER
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1. Kişisel Bilgiler

Lütfen aşağıdaki soruları uygun cevaplarla doldurup işaretleyiniz. (X)

1. Sınıfınız:

2. Cinsiyetiniz: Kız ☐ Erkek ☐

3. Yaşınız: 10 ☐ 11 ☐ 12 ☐

2. Çocuklara Yabancı Dil Öğretiminin Duyuşsal Hedefleri Ölçeği

Aşağıdaki soruları dikkatlice okuyup yüz ifadelerinin anlamlarına göre kutucuklara (X) koyarak işaretleyiniz.

ifadesi **katıldığınızı**

ifadesi **orta düzeyde katıldığınızı**

ifadesi **katılmadığınızı** gösterir.

1. Yabancı Dil öğrenmeyi seviyorum.			
2. Tatillerde bile canım İngilizce çalışmak ister.			
3. Gelecek yıl İngilizcenin yanında başka yabancı dil daha öğrenmek isterim.			
4. Yabancı turist gördüğümde onunla konuşurum.			
5. Farklı ülkelerin kültürlerini öğrenmek isterim.			
6. Boş zamanlarımda İngilizce çalışırım.			
7. İngilizce derslerinde İngilizce konuşmaktan korkarım.			
8. Okuldan sonra İngilizce dersinde öğrendiklerimi tekrarlarım.			
9. İngilizce derslerini diğer derslerden daha çok seviyorum.			
10. İngilizce derslerinde kendimi huzursuz hissediyorum.			
11. Daha iyi İngilizce öğrenmek için özel kursa gitmek istiyorum.			
12. Yabancı bir dil öğrenmek çok zevklidir.			
13. Evde veya sokakta ailemle/arkadaşlarımla İngilizce konuşmaya çalışırım.			
14. İngilizce dersinde öğretmenin bana soru sormasından korkarım.			
15. İngilizce derslerimiz çok eğlencelidir.			
16. Farklı ülkelerde yaşayan çocuklarla tanışmak isterim.			
17. İngilizce derslerinde öğretmen beni derse kaldıracak diye çekinirim.			

Appendix 2. Semi-structured Interview Forms

GÖRÜŞME PROTOKOLÜ (ÖĞRENCİ)

Araştırma Konusu: Drama Aktivitelerinin Çocuklara Yabancı Dil Olarak İngilizce Öğretiminde Tutum, Güdülenme ve Kaygıya Etkisi
Yer:
Tarih/saat :
Görüşmeci :

Sayın Katılımcı,

Merhaba. "*Drama Aktivitelerinin Çocuklara Yabancı Dil Olarak İngilizce Öğretiminde Tutum, Güdülenme ve Kaygıya Etkisi*" başlıklı çalışmamız için sizinle bir görüşme yapacağım. Araştırma kapsamında deneyimlediğiniz drama aktiviteleri ile İngilizce öğrenme sürecine ilişkin görüşlerinizi ortaya koymak amacı ile size bazı sorular yönelteceğim. Görüşmemiz yaklaşık 30 dakika sürecektir.

Amacımız:

Bu çalışmanın amacı, drama aktivitelerinin çocukların İngilizce öğrenmeye ilişkin tutum, motivasyon ve kaygıları üzerindeki etkisini araştırmaktır. Ayrıca çalışma kapsamına dâhil edilen öğrencilerin ve öğretmenin, drama aktiviteleri ile İngilizce öğretme ve öğrenme sürecindeki deneyimleri hakkındaki algılarının ortaya konması da amaçlanmaktadır.

Elde edilen veriler bilimsel bir çalışma dışında hiçbir amaçla kullanılmayacak ve bulgular paylaşılırken kimliğiniz gizli tutulacaktır. Katılımınız ve katkılarınız için şimdiden teşekkür ederiz.

Öğrenci görüşme soruları

1. İngilizce öğrenmeyi seviyor musun? Neden?
2. Okuldaki İngilizce dersleri hakkında ne düşünüyorsun?
    - *Derslerde kendini nasıl hissediyorsun?*
    - *Sence İngilizce dersi kolay mı zor mu? Neden?*
    - *Sence İngilizce dersi zevkli mi sıkıcı mı? Neden?*
    - *İngilizce dersinde rahat mısın yoksa bu dersten korkuyor musun? Neden?*
    - *İngilizce çalışmak hoşuna gidiyor mu? Neden?*
3. İngilizce derslerinde bu dönem yaptığınız drama etkinlikleri hakkında ne düşünüyorsun?

- *Drama etkinliklerine katıldığında kendini nasıl hissettin?*
- *Sevmediğin ya da katılmak istemediğin bir etkinlik oldu mu? Neden?*
- *Favori bir etkinliğin var mı? Varsa hangisi ve neden bu etkinliği diğerlerinden daha fazla beğeniyorsun?*

4. Bu dönem yaptığınız drama etkinlikleri İngilizce dersleri hakkındaki görüşlerini nasıl etkiledi?
    - *Derse olan sevgin değişti mi? Neden / nasıl?*
    - *Dersteki katılımın değişti mi? Neden / nasıl?*
    - *Derslerin her zaman bu şekilde işlenmesini ister misin? Neden?*
5. Bu dönem yaptığınız drama etkinlikleri İngilizce öğrenmene katkı sağladı mı? Neden / nasıl?
    - *Bu etkinlikler dersteki başarını nasıl etkiledi?*
    - *Bu etkinlikler sınavlardaki başarını nasıl etkiledi?*
    - *Bu etkinlikler İngilizce konuşma becerini nasıl etkiledi?*
    - *Bu etkinliklerle daha iyi İngilizce öğrendiğini düşünüyor musun? Neden?*
6. Eklemek isteğin herhangi bir şey var mı?

GÖRÜŞME PROTOKOLÜ (ÖĞRETMEN)

Araştırma Konusu: Drama Aktivitelerinin Çocuklara Yabancı Dil Olarak İngilizce Öğretiminde Tutum, Güdülenme ve Kaygıya Etkisi
Yer:
Tarih/saat :
Görüşmeci :

Sayın Öğretmenim,

Merhaba. "*Drama Aktivitelerinin Çocuklara Yabancı Dil Olarak İngilizce Öğretiminde Tutum, Güdülenme ve Kaygıya Etkisi*" başlıklı çalışmamız için sizinle bir görüşme yapacağım. Araştırma kapsamında uyguladığınız drama aktiviteleri ile İngilizce öğretme deneyiminizi ve bu süreçte öğrencilerinize ilişkin gözlemlerinizi ortaya koymak amacı ile size bazı sorular yönelteceğim. Görüşmemiz yaklaşık 45 dakika sürecektir.

Amacımız:

Bu çalışmanın amacı, drama aktivitelerinin çocukların İngilizce öğrenmeye ilişkin tutum, motivasyon ve kaygıları üzerindeki etkisini araştırmaktır. Ayrıca çalışma kapsamına dâhil edilen öğrencilerin ve öğretmenin, drama aktiviteleri ile İngilizce öğretme ve öğrenme sürecindeki deneyimleri hakkındaki algılarının ortaya konması da amaçlanmaktadır.

Elde edilen veriler bilimsel bir çalışma dışında hiçbir amaçla kullanılmayacak ve bulgular paylaşılırken kimliğiniz gizli tutulacaktır. Katılımınız ve katkılarınız için şimdiden teşekkür ederiz.

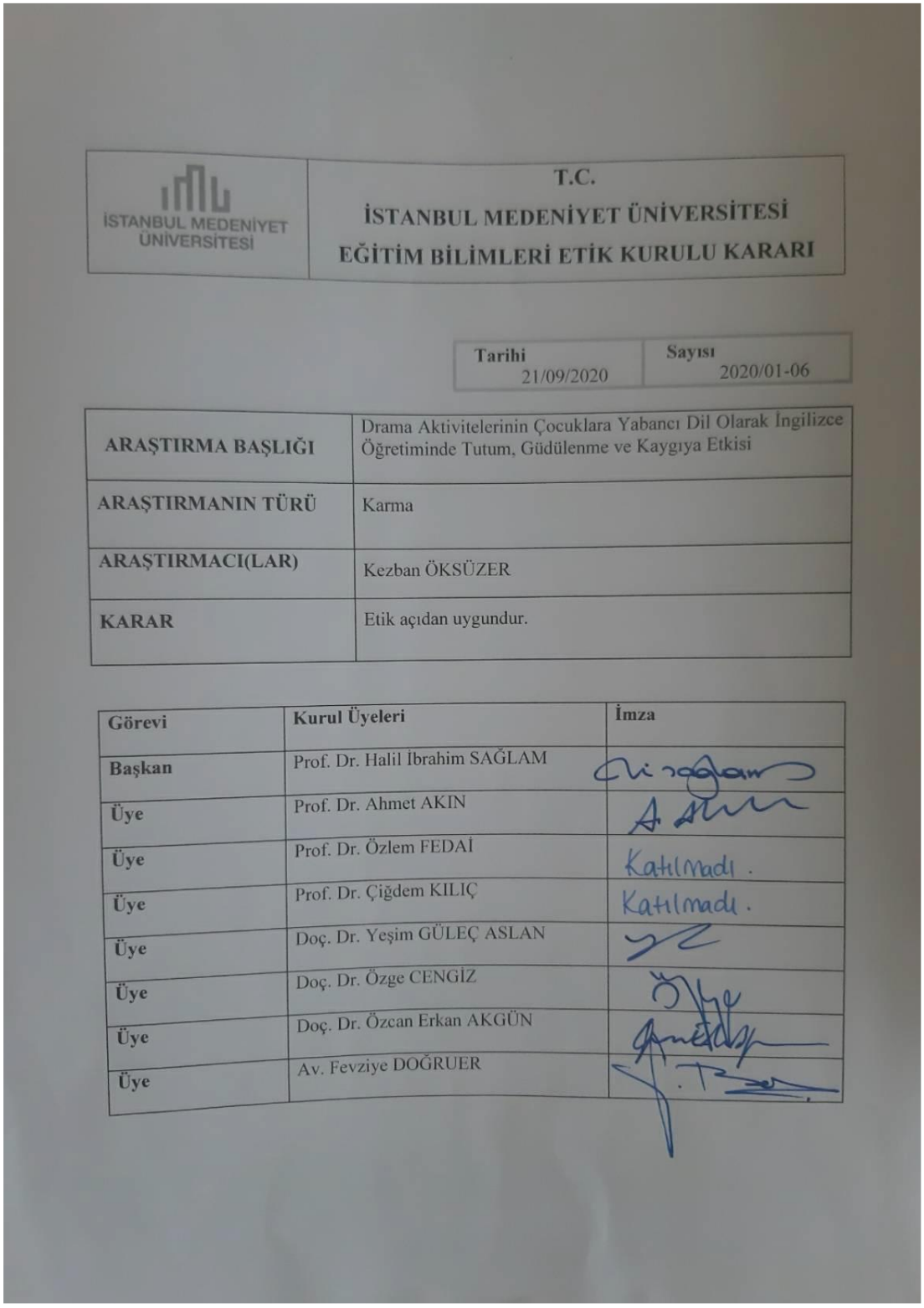
Öğretmen görüşme soruları

1. Kısaca eğitim durumunuz ve mesleki deneyiminizden bahseder misiniz?
2. Bu okulda dersine girdiğiniz 5. sınıf öğrencileri hakkında ne düşünüyorsunuz?
    - *Öğrenci profilini nasıl tarif edersiniz?*
    - *Öğrencilerin İngilizce öğrenmeye ilişkin tutumları nasıl?*
    - *İngilizce derslerindeki kaygı ve motivasyon düzeyleri nasıl*?
3. Drama etkinlikleri ile İngilizce öğretimi hakkında ne düşünüyorsunuz?
4. Bu çalışma kapsamındaki drama ile İngilizce öğretimi deneyimizi kendi açınızdan nasıl değerlendiriyorsunuz?
    - *Uygulama sürecinde sizi zorlayan durumlar oldu mu?*
    - *Uygulama sürecinde sizi şaşırtan durumlar oldu mu?*
    - *Drama etkinliklerini kullandığınız ve kullanmadığınız derslerdeki duygu ve düşüncelerinizi kıyasladığınızda neler söylersiniz?*
    - *Bu çalışma sürecindeki deneyiminizin öğretmenliğinize herhangi bir katkısı oldu mu? Neden?*

5. Bu çalışma kapsamındaki drama ile İngilizce öğretimi deneyimini öğrenciler üzerindeki etkileri açısından nasıl değerlendiriyorsunuz?
    - *Drama etkinliklerini kullandığınız ve kullanmadığınız grupların tutum ve motivasyonları arasında bir farklılık gözlemlediniz mi?*
    - *Drama etkinliklerinin öğrencilerin kaygı düzeylerine etkisine ilişkin gözlemleriniz oldu mu?*
    - *Drama etkinlikleri öğrencilerin derslere katılımını nasıl etkiledi?*
    - *Drama etkinlikleri öğrencilerin dil öğrenme sürecini nasıl etkiledi?*

6. Bu çalışma kapsamında derslerde uyguladığınız drama aktiviteleri hakkında ne düşünüyorsunuz?
    - *Daha önce kullandığınız ve/veya yeni öğrendiğiniz teknikler oldu mu?*
    - *Bundan sonra da kullanmaya devam edeceğiniz teknikler var mı? Nedenleri ile birlikte açıklar mısınız?*
    - *En beğendiğiniz drama tekniği hangisi? Nedenleri ile birlikte açıklar mısınız?*
    - *Çok etkili bulmadığınız bir teknik varsa nedenleri ile birlikte açıklar mısınız?*
    - *Kullandığınız drama etkinliklerinin dersin hedeflerine ulaşmanızda ne derece etkili olduğunu düşünüyorsunuz? Nedenleri ile birlikte açıklar mısınız?*
7. Bu çalışma öncesinde (lisans eğitiminiz sırasında vs) drama ile yabancı dil öğretimi üzerine herhangi bir eğitim aldınız mı? Aldı iseniz bu eğitim ya da eğitimlerin sınıf içi uygulamalarınıza yansımalarını nasıl değerlendiriyorsunuz?
8. Eklemek istediğiniz başka bir şey var mı?

Appendix 3. The Ethics Committee Approval



İSTANBUL MEDENİYET ÜNİVERSİTESİ

T.C.
İSTANBUL MEDENİYET ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ETİK KURULU KARARI

Tarihi	Sayısı
21/09/2020	2020/01-06

ARAŞTIRMA BAŞLIĞI	Drama Aktivitelerinin Çocuklara Yabancı Dil Olarak İngilizce Öğretiminde Tutum, Güdülenme ve Kaygıya Etkisi
ARAŞTIRMANIN TÜRÜ	Karma
ARAŞTIRMACI(LAR)	Kezban ÖKSÜZER
KARAR	Etik açıdan uygundur.

Görevi	Kurul Üyeleri	İmza
Başkan	Prof. Dr. Halil İbrahim SAĞLAM	
Üye	Prof. Dr. Ahmet AKIN	
Üye	Prof. Dr. Özlem FEDAİ	Katılmadı.
Üye	Prof. Dr. Çiğdem KILIÇ	Katılmadı.
Üye	Doç. Dr. Yeşim GÜLEÇ ASLAN	
Üye	Doç. Dr. Özge CENGİZ	
Üye	Doç. Dr. Özcan Erkan AKGÜN	
Üye	Av. Fevziye DOĞRUER	

Appendix 4. The Official Permission from Gaziantep Provincial Directorate of National Education

T.C.
GAZİANTEP VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-34659092-605.01-19553111 22/01/2021
Konu : Araştırma İzin Talebi
(Kezban ÖKSÜZER)

VALİLİK MAKAMINA

İlgi: İstanbul Medeniyet Üniversitesi Lisans Üstü Eğitim Enstitüsünün 06.11.2020 tarihli ve 4002 sayılı yazısı.

İstanbul Medeniyet Üniversitesi Lisans Üstü Eğitim Enstitüsü Yüksek Lisans Öğrencisi Kezban ÖKSÜZER'in "Drama Aktivitelerinin Çocuklara Yabancı Dil Olarak İngilizce Öğretiminde Tutum, Güdülenme ve Kaygıya Etkisi " konulu anket uygulama isteği kapsamında, İlimiz Şahinbey İlçesinde bulunan ekli listede isimleri belirtilen okullarda öğrenim gören öğrencilere yönelik araştırma çalışma isteği, ilgi yazıda belirtilmektedir.

Bu kapsamda İstanbul Medeniyet Üniversitesi Lisans Üstü Eğitim Enstitüsü Yüksek Lisans Öğrencisi Kezban ÖKSÜZER'in anket uygulama isteği, Bakanlığımız Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 21.01.2020 tarihli ve (2020/2) sayılı genelgesi kapsamında değerlendirilmiş olup; araştırmacının, araştırmasının bitiminden itibaren 15 gün içerisinde araştırma sonuçlarını 2 kopya halinde CD içerisinde Müdürlüğümüze bildirmesi şartıyla, İlimiz Şahinbey İlçesinde bulunan ekli listede isimleri belirtilen okullarda öğrenim gören öğrencilere anket uygulama isteği eğitim öğretimi aksatmayacak şekilde gönüllülük esasına göre uygulanması, Müdürlüğümüz Ar-Ge bürosu bünyesinde oluşturulan komisyonun uygunluk raporu doğrultusunda uygun mütalaa edilmektedir.

Makamınızca da uygun görüldüğü takdirde; Olurlarınıza arz ederim.

Yasin TEPE
İl Milli Eğitim Müdürü

OLUR
Rızvan EROĞLU
Vali a.
Vali Yardımcısı

Bu belge güvenli elektronik imza ile imzalanmıştır.
Adres : Pancarlı Mah 58007 Sok Şehitkamil Gaziantep
Belge Doğrulama Adresi : https://www.turkiye.gov.tr/meb-ebys
Bilgi için: Müd Yrd. M. Ali TİRYAKİOĞLU VHKİ Sadullah AYYILDIZ Dah 2782
Telefon No : 0 (342) 280 27 82
Unvan : Veri Hazırlama ve Kontrol İşletmeni
E-Posta: gaziantepmem@meb.gov.tr
İnternet Adresi: www.gaziantepmeb.gov.tr Faks:3422802847
Kep Adresi : meb@hs01.kep.tr

Bu evrak güvenli elektronik imza ile imzalanmıştır. https://evraksorgu.meb.gov.tr adresinden f737-2552-3267-8ec2-316c kodu ile teyit edilebilir.

T.C.
GAZİANTEP VALİLİĞİ
İl Millî Eğitim Müdürlüğü

ARAŞTIRMA DEĞERLENDİRME FORMU

ARAŞTIRMA SAHİBİNİN	
İl MEM Evrak Sayısı	17449717
Adı-Soyadı	Kezban ÖKSÜZER
Kurum / Üniversite	İstanbul Medeniyet Üniversitesi / Lisansüstü Eğitim Enstitüsü
Araştırma Yapılacak İl(ler)	Gaziantep
Araştırma Yapılacak Eğitim Kurumu ve Kademesi	Şahinbey /İstiklal İlkokulu ve Pakize Kemal Öğücü Ortaokulu öğrencileri
Araştırmanın konusu	Drama Aktivitelerinin Çocuklara Yabancı Dil Olarak İngilizce Öğretiminde Tutum Güdülenme ve Kaygıya Etkisi
Üniversite / Kurum onayı	Var
Araştırma/proje/ödev/tez önerisi	Var
AY-SE Başvuru Formu	Var
Başvuru Taahhütnamesi	Var
Araştırma Yapılması Planlanan Okul Listesi	Var
Veri Toplama Araçları	Kişisel Bilgiler (3 adet soru)- Çocuklara Yabancı Dil Öğretiminin Duyuşsal Hedefleri Ölçeği (17 adet soru)- Öğrenci Görüşme Soruları (6 adet soru)- Öğretmen Görüşme Soruları (8 adet soru)- Ders Planı (10 adet)
Veri Toplama Araçları Kullanım İzni	Var
Etik Kurul Onayı	Var
Veli İzin Formu	Var
Görüş istenen Birim/Birimler	-

KOMİSYON GÖRÜŞÜ

Bu araştırma izin isteği komisyonumuzca Millî Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü tarafından 21.01.2020 tarihinde yayımlanan 2020/2sayılı "Araştırma, Yarışma ve Sosyal Etkinlik İzinleri" konulu genelge kapsamında değerlendirilmiştir. Bilimsel çalışma kapsamında bu soruların Gaziantep ili Şahinbey ilçesinde bulunan İstiklal İlkokulu ve Pakize Kemal Öğücü Ortaokulu'nda öğrenim gören öğrenciler üzerinde okul idaresinin gözetiminde, gönüllülük esasına göre, eğitim öğretim sürecini aksatmadan, ayrıca Veli Onam Formunun imzalı nüshasının okul idaresince dosyalanarak muhafaza edilmesi şartıyla uygulanması uygun görülmüştür.

Araştırmacı yapılan araştırmanın iki örneğini, çalışma tamamlandıktan sonra en geç iki hafta içerisinde Müdürlüğümüze CD'ye kayıtlı olarak vermeyi taahhüt eder.

Komisyon kararı	Oybirliği ile izin verilmiştir.

KOMİSYON

Komisyon Başkanı	Üye	Üye
Mehmet Ali TİRYAKİOĞLU	Süleyman KALE	Mustafa ÇELİK
İl Milli Eğitim Müdür Yardımcısı	Öğretmen	Öğretmen

Appendix 5. Parents' Consent Form

Çocuğunuzun katılacağı bu çalışma, *"The Effect of Drama Activities on the Attitudes, Motivation and Anxiety of Young EFL Learners (Drama Aktivitelerinin Çocuklara Yabancı Dil Olarak İngilizce Öğretiminde Tutum, Güdülenme ve Kaygıya Etkisi)"*adıyla, 25.10.2020-15.01.2021 tarihleri arasında yapılacak bir araştırma uygulamasıdır.

- **Araştırmanın Hedefi:** Drama aktivitelerinin çocukların İngilizce öğrenmeye ilişkin tutumları, motivasyonları ve kaygıları üzerindeki etkisini ortaya çıkarmaktır.
- **Araştırmanın Nedeni:** Tez çalışması
- **Araştırmanın Yapılacağı Yer:** Gaziantep/Şahinbey İstiklal İlkokulu ve Şahinbey Pakize Kemal Öğücü Ortaokulu
- **Araştırma Uygulaması:** Bu çalışmada katılımcı öğretmenin gözetiminde deney grubuna 10 hafta sürecek drama aktiviteleri ile yabancı dil öğretimi yapılması; kontrol grubu ile de normal öğretime devam edilmesi; araştırma verilerinin ise ölçek ve görüşme soruları aracılığı ile toplanması planlanmaktadır.

Araştırma T.C. Milli Eğitim Bakanlığı'nın ve okul yönetiminin de izni ile gerçekleşmektedir. Araştırma uygulamasına katılım tamamıyla gönüllülük esasına dayalı olmaktadır. Çocuğunuz çalışmaya katılıp katılmamakta özgürdür. Araştırma çocuğunuz için herhangi bir istenmeyen etki ya da risk taşımamaktadır. Çocuğunuzun katılımı **tamamen sizin isteğinize bağlıdır**, reddedebilir ya da herhangi bir aşamasında ayrılabilirsiniz. Araştırmaya katılmamama veya araştırmadan ayrılma durumunda öğrencilerin akademik başarıları, okul ve öğretmenleriyle olan ilişkileri etkilemeyecektir.

Çalışmada öğrencilerden kimlik belirleyici hiçbir bilgi istenmemektedir. Cevaplar tamamıyla gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir. Uygulamalar, genel olarak kişisel rahatsızlık verecek sorular ve durumlar içermemektedir. Ancak, katılım sırasında sorulardan ya da herhangi başka bir nedenden çocuğunuz kendisini rahatsız hissederse cevaplama işini yarıda bırakıp çıkmakta özgürdür. Bu durumda rahatsızlığın giderilmesi için gereken yardım sağlanacaktır. Çocuğunuz çalışmaya katıldıktan sonra istediği an vazgeçebilir. Böyle bir durumda veri toplama aracını uygulayan kişiye, çalışmayı tamamlamayacağını söylemesi yeterli olacaktır. Anket çalışmasına katılmamak ya da katıldıktan sonra vazgeçmek çocuğunuza hiçbir sorumluluk getirmeyecektir.

Onay vermeden önce sormak istediğiniz herhangi bir konu varsa sormaktan çekinmeyiniz. Çalışma bittikten sonra bizlere telefon veya e-posta ile ulaşarak soru sorabilir, sonuçlar hakkında bilgi isteyebilirsiniz.

Saygılarımızla,

Araştırmacı: Kezban ÖKSÜZER

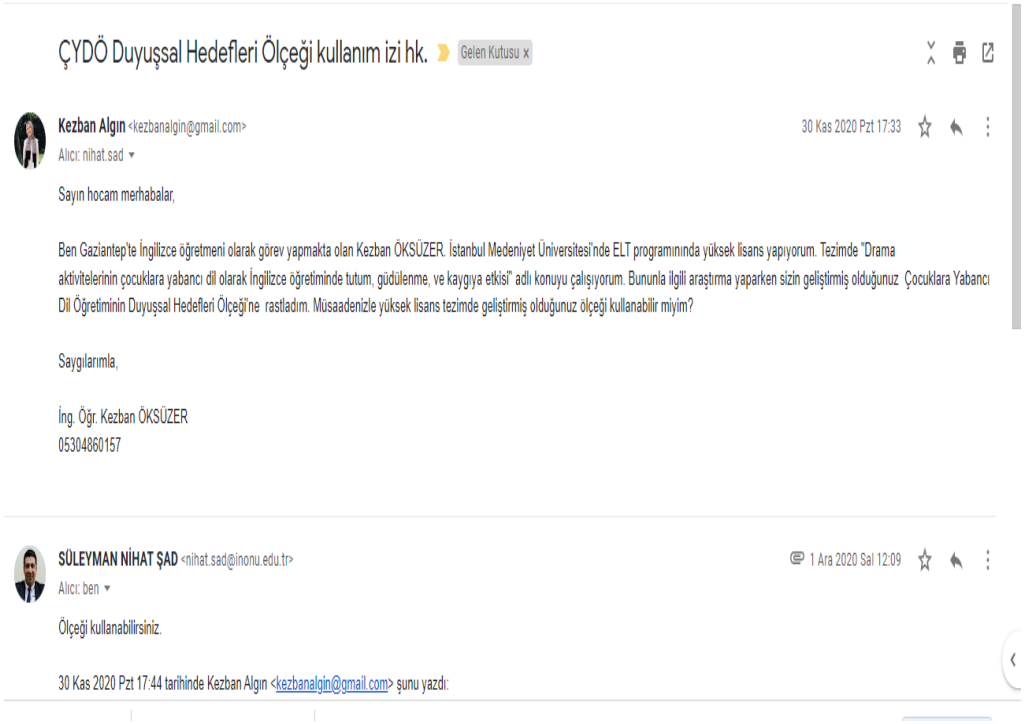
İletişim Bilgileri: kezbanalgin@gmail.com / 05304860157

Velisi bulunduğum ..... sınıfı ..... numaralı öğrencisi .....'in yukarıda açıklanan araştırmaya katılmasına izin veriyorum. (Lütfen formu imzaladıktan sonra çocuğunuzla okula geri gönderiniz*).

Veli Adı-Soyadı:

Telefon Numarası: …./…../…… İsim-Soyisim İmza

Appendix 6. The Permission for Using the Primary EFL Affective Objectives Scale



ÇYDÖ Duyuşsal Hedefleri Ölçeği kullanım izi hk. Gelen Kutusu x

Kezban Algın <kezbanalgin@gmail.com> 30 Kas 2020 Pzt 17:33

Alıcı: nihat.sad

Sayın hocam merhabalar,

Ben Gaziantep'te İngilizce öğretmeni olarak görev yapmakta olan Kezban ÖKSÜZER. İstanbul Medeniyet Üniversitesi'nde ELT programınında yüksek lisans yapıyorum. Tezimde "Drama aktivitelerinin çocuklara yabancı dil olarak İngilizce öğretiminde tutum, güdülenme, ve kaygıya etkisi" adlı konuyu çalışıyorum. Bununla ilgili araştırma yaparken sizin geliştirmiş olduğunuz Çocuklara Yabancı Dil Öğretiminin Duyuşsal Hedefleri Ölçeği'ne rastladım. Müsaadenizle yüksek lisans tezimde geliştirmiş olduğunuz ölçeği kullanabilir miyim?

Saygılarımla,

İng. Öğr. Kezban ÖKSÜZER
05304860157

SÜLEYMAN NİHAT ŞAD <nihat.sad@inonu.edu.tr> 1 Ara 2020 Sal 12:09

Alıcı: ben

Ölçeği kullanabilirsiniz.

30 Kas 2020 Pzt 17:44 tarihinde Kezban Algın <kezbanalgin@gmail.com> şunu yazdı:

Appendix 7. Lesson Plans with Drama Activities

LESSON PLAN 1

Date:	26/10/2020
Duration:	30 minutes
Grade:	4th grade
Topic:	MEB Student's Book / Unit 1 / Classroom Rules
Activity Type:	Frozen Image Building
Materials:	- The classroom rules flashcards.
Objectives:	- Ss will be able to recognize simple classroom instructions. - Ss will be able to understand short utterances about permission. - Ss will be able to interact with their classmates through asking for permission.
Warm-up (5 minutes)	- T will show flashcards about classroom rules. - Ss will identify them.
Procedure: (20 minutes)	- T will put the flashcards on the table. - A student will come and pick one flashcard and freezes (builds) the image on the flashcard. - T asks 'What is this?' to start the activity. - Then Ss will begin their guesses. - Until the correct guesses, frozen image builder doesn't break his image.
Closure: (5 minutes)	- Ss will do a matching activity about classroom rules and their names.

Clean the board

Sit down

Be quiet

Turn on the light

Listen to me

Open the window

Open your book

Close the door

Stand up

LESSON PLAN 2

Date:	09/11/2020
Duration:	30 minutes
Grade:	4th grade
Topic:	MEB Student's Book / Unit 2 / Children's Day /Countries/ Nationalities
Activity Type:	Role-play
Materials:	- Cue cards
Objectives:	- Ss will be able to recognize information about other people. - Ss will be able to identify different nationalities. - Ss will be able to talk about nations and nationalities.
Warm-up (5 minutes)	- T will get a soft ball and greet her students. - T will say her name, country and nationality. - Then T will throw the ball to the students and ask their names, countries and nationalities. (What is your name? Where are you from? What nationality are you?)
Procedure: (20 minutes)	- After the warm-up activity, T will go on with the drama activity based on role-play of meeting people from different countries. - T will give cue cards to the students to help them create questions and give answers. - Ss will study in pairs. - Then Ss will role play according to the cue cards.
Closure: (5 minutes)	- T will randomly choose students and ask about their countries and nationalities.

Cue cards:

Name:	John
Country:	**America**

Name:	Clarke
Country:	**France**

Name:	Kane
Country:	**China**

Name:	Chao
Country:	**Spain**

Name:	Carol
Country:	**Japan**

Name:	Mehmet
Country:	**Turkey**

Name:	Finn
Country:	**Britain**

Name:	Jasper
Country:	**India**

Name:	Angela
Country:	**Italy**

Name:	Laura
Country:	**Russia**

Name:	Richard
Country:	**Greece**

Name:	Eric
Country:	**England**

Example dialogue:

Student A: What is your name?

Student B: I am Finn. What is your name?

Student A: I am Clarke. Where are you from?

Student B: I am from Britain, and you?

Student A: I am from France. What nationality are you?

Student B: I am British, and you?

Student A: I am French.

Student A-B: Nice to meet you.

LESSON PLAN 3

Date:	23/11/2020
Duration:	30 minutes
Grade:	4th grade
Topic:	MEB Student's Book / Unit 2 / Nationality
Activity Type:	Simulation
Materials:	- A map
Objectives:	- Ss will be able to talk about locations of the cities.
Warm-up (5 minutes)	- T will bring the map of Turkey which shows some basic cities on it. - Then T will talk about locations of the cities. - For example, İzmir is in the west. Van is in the east. Sinop is in the north. Antalya is in the south. - T will also ask questions to the students about the topic. - For example, Is Kars in the west? Is Çanakkale in the east? Is Gaziantep in the north? Is Ordu in the south?
Procedure: (20 minutes)	- After the warm-up activity, T will introduce a situation in which Ss will be pilots and co-pilots. - The pilot student will fly a plane to get a target city while co-pilot student is trying to give directions to the target city. - T will say the target city to the co-pilot student and he/she will try to give directions to the pilot student by using words such as north, south, east, and west. - For example, co-pilot student will say ' Fly three cities to the north, fly two cities to east' - When pilot reaches the correct city, the activity will be finished. - *They will fly the plane from Ankara every time. Also, they will have a toy plane.
Closure: (5 minutes)	- Ss will do a puzzle about the topic.

Puzzle:

Follow the instructions and find the secret code.

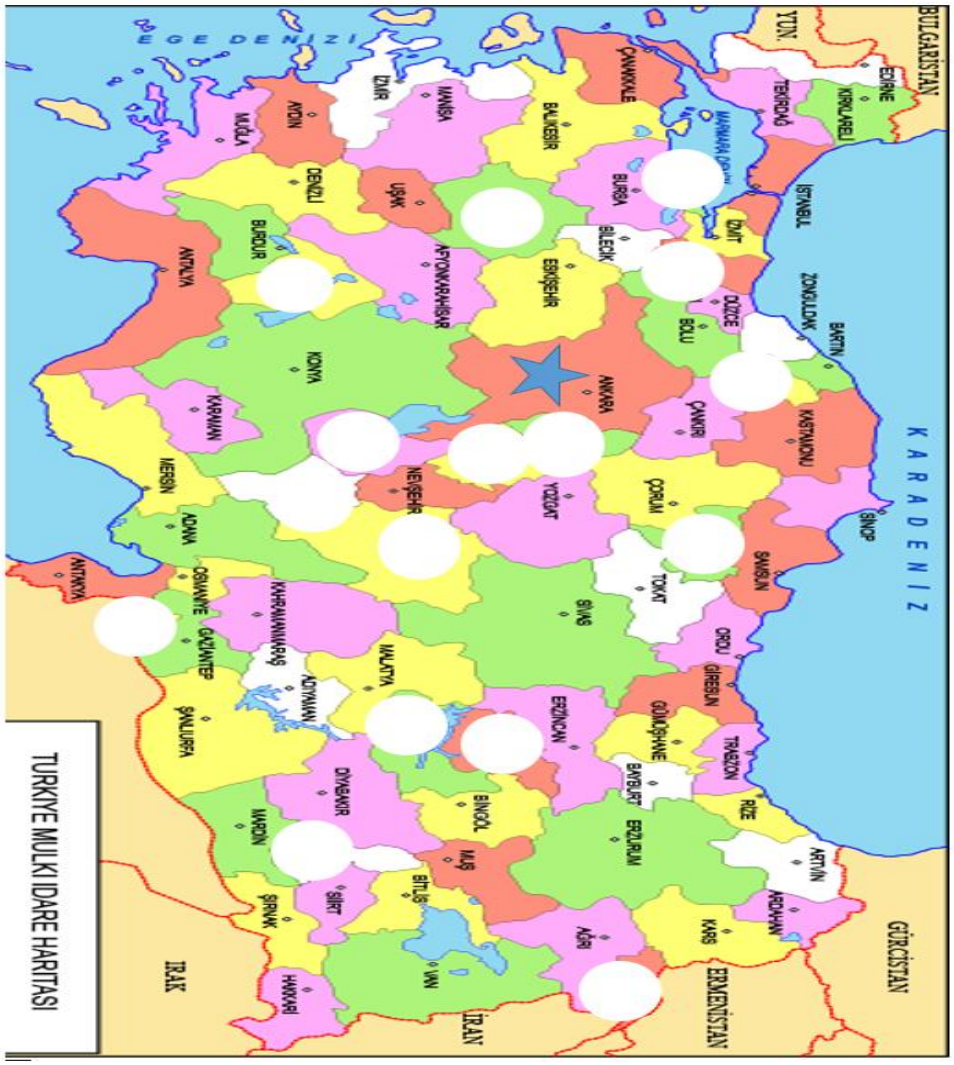
a) Walk 3 steps to the south and circle the letter.
b) Walk 4 steps to the east and circle the letter.
c) Walk 3 steps to the south and circle the letter.
d) Walk 2 steps to the east and circle the letter.
e) Walk 5 steps to the north and circle the letter.
f) Walk 3 steps to the west and circle the letter.
g) Walk 1 step to the north and circle the letter.

START									
A	G	Y	S	E	Z	I	U	J	K
C	E	I	R	H	P	Q	B	R	O
T	B	Q	M	U	G	A	O	N	D
F	O	S	X	F	M	Z	G	S	H
K	D	V	L	K	T	P	N	C	I
U	H	F	N	R	L	K	J	M	U
W	Z	J	O	X	D	Y	W	B	E

SECRET CODE:

T _ _ _ _ _ _

Map:



LESSON PLAN 4

Date:	30/11/2020
Duration:	30 minutes
Grade:	4th grade
Topic:	MEB Student's Book / Unit 3 / Cartoon Characters / Abilities
Activity Type:	Miming
Materials:	- a song about abilities - balloons - cards for the game - dart arrow - handout
Objectives:	- Ss will be able to get the main idea of a simple text about the abilities of self and others. - Ss will be able to deliver a simple, brief speech about abilities with an initial preparation.
Warm-up (5 minutes)	- Ss will listen to the song about abilities and new words. - Then they will sing it together.
Procedure: (20 minutes)	- After the warm-up activity, T will go on with the drama activity based on miming unit words. < Before the lesson T will prepare colorful balloons in which there will be n the unit words.> - Then T will hang the balloons on the class wall. - A volunteer student will come to board and T will give a dart arrow to the student. - Then S will throw the arrow to the balloons to choose the word to act it out using her/his body language. - S will have 1 minute. - Other students will try to guess the name of the activity in 1 minute.
Closure: (5 minutes)	- Ss will do a puzzle which covers the topic.

Words: jump -walk -sing a song -climb a tree

-swim -play the guitar -take pictures -ride a horse

-dive -drive a car -fly -dance

LESSON PLAN 5

Date:	07/12/2020
Duration:	30 minutes
Grade:	4th grade
Topic:	MEB Student's Book / Unit 3 / Cartoon Characters / Abilities
Activity Type:	Language Games
Materials:	- Pictures of cartoon characters - Cartoon character cards for students
Objectives:	- Ss will be able to get the main idea of a simple text about the abilities of self and others. - Ss will be able to deliver a simple, brief speech about abilities with an initial preparation.
Warm-up (5 minutes)	- T will bring pictures of cartoon characters and stick them on the board. - Then T will talk about what they can do. - (For example: The picture shows Spiderman. T will say 'Spiderman can jump.')
Procedure: (20 minutes)	- T will bring cartoon character cards for students which will be hung on them. These cards will present their identities. - Everyone will represent a different cartoon character. - Then Ss will stand up and dance while T is playing a music. - When music stops, Ss will find a partner and ask questions about abilities. - Ss will answer the questions according the cartoon characters' abilities which they have on their bodies. (Spiderman, Superman, Tweety, Bugs Bunny, Tom and Jerry, Ayı Winnie, Keloğlan, Pepee, Garfield, Nemo, Smurfs)
Closure: (5 minutes)	- Ss will fill in the cart according to their friends' favorite cartoon character.

Spiderman

Tom and Jerry

Garfield

Keloğlan

Kayıp Balık Nemo

Superman

Bugs Bunny

Tweety

LESSON PLAN 6

Date:	21/12/2020
Duration:	30 minutes
Grade:	4th grade
Topic:	MEB Student's Book / Unit 3 / Cartoon Characters / Abilities
Activity Type:	Miming
Materials:	- A song about abilities "I can run"
Objectives:	- Ss will be able to get the main idea of a simple text about the abilities of self and others. - Ss will be able to deliver a simple, brief speech about abilities with an initial preparation.
Warm-up (5 minutes)	- T will introduce action verbs and grammar structure 'I can run, can you run?' through visuals. -
Procedure: (20 minutes)	- After the introduction part, T will play the song 'I can run', but the students will not see its video version. - The Ss will perform the actions (I can run, I can swim, I can jump, I can hop, I can skip) in the song.
Closure: (5 minutes)	- T will ask questions (Can you run, can you jump, can you hop?) to the student and they will answer the questions by miming.

I can run song:

I can run - Nursery Rhymes & Kids Songs - LearnEnglish Kids British Council

https://www.youtube.com/watch?v=QKn5H1cekyo

LESSON PLAN 7

Date:	04/01/2021
Duration:	30 minutes
Grade:	4th grade
Topic:	MEB Student's Book / Unit 4 / Free Time /like-dislikes/free time activities
Activity Type:	Language games
Materials:	- A song including free time activities - Pictures of school subjects
Objectives:	- Ss will be able to understand the general information in an oral text about likes and dislikes. - Ss will be able to talk about their likes and dislikes. - Ss will be able to engage in simple conversations about likes and dislikes.
Warm-up (5 minutes)	- T will show pictures of free time activities from the smart board and Ss will try to name them.
Procedure: (20 minutes)	- When T plays the music about free time activities, Ss will stand up, walk around the class and dance. - When the music stops, Ss will find a partner and ask 'Do you like playing chess? Do you like planting trees? Do you like riding a bike? Do you like reading comics? Do you like drawing pictures? Do you like flying a kite?' and answer 'Yes I do, or No, I don't.' - When the music plays again, Ss will move around and find another partner and repeat the process.
Closure: (5 minutes)	- Ss will do a listening activity about likes and dislikes. They will draw ☺ or ☹.

The song about free time

LESSON PLAN 8

Date:	11/01/2021
Duration:	30 minutes
Grade:	4th grade
Topic:	MEB Student's Book / / Unit 4 / Free Time /like-dislikes/free time activities
Activity Type:	Role-play
Materials:	- Cue cards
Objectives:	- Ss will be able to understand the general information in an oral text about likes and dislikes. - Ss will be able to talk about their likes and dislikes. - Ss will be able to engage in simple conversations about likes and dislikes.
Warm-up (5 minutes)	- Ss will bring pictures about their free time activities and make a 'like-dislike' chart using them.
Procedure: (20 minutes)	- T will give cue cards to the students to help them create questions and give answers. - Ss will study in pairs. - Then Ss will role play according to the cue cards.
Closure: (5 minutes)	- T will randomly choose students and they will ask each other about their likes and dislikes.

Chart:

Cue Cards:

Reading comics	☺
Drawing pictures	☺
Watching cartoons	☹
Riding a bike	☺
Flying a kite	☹
Playing chess	☹

Reading comics	☹
Drawing pictures	☺
Watching cartoons	☺
Riding a bike	☺
Flying a kite	☹
Playing chess	☺

Reading comics	☺
Drawing pictures	☺
Watching cartoons	☹
Riding a bike	☺
Flying a kite	☹
Playing chess	☹

Reading comics	☺
Drawing pictures	☺
Watching cartoons	☹
Riding a bike	☺
Flying a kite	☹
Playing chess	☹

Reading comics	☺
Drawing pictures	☺
Watching cartoons	☹
Riding a bike	☺
Flying a kite	☹
Playing chess	☹

Reading comics	☺
Drawing pictures	☺
Watching cartoons	☹
Riding a bike	☺
Flying a kite	☹
Playing chess	☹

Reading comics	☺
Drawing pictures	☺
Watching cartoons	☹
Riding a bike	☺
Flying a kite	☹
Playing chess	☹

Reading comics	☺
Drawing pictures	☺
Watching cartoons	☹
Riding a bike	☺
Flying a kite	☹
Playing chess	☹

Reading comics	☺
Drawing pictures	☺
Watching cartoons	☹
Riding a bike	☺
Flying a kite	☹
Playing chess	☹

Example dialogue:

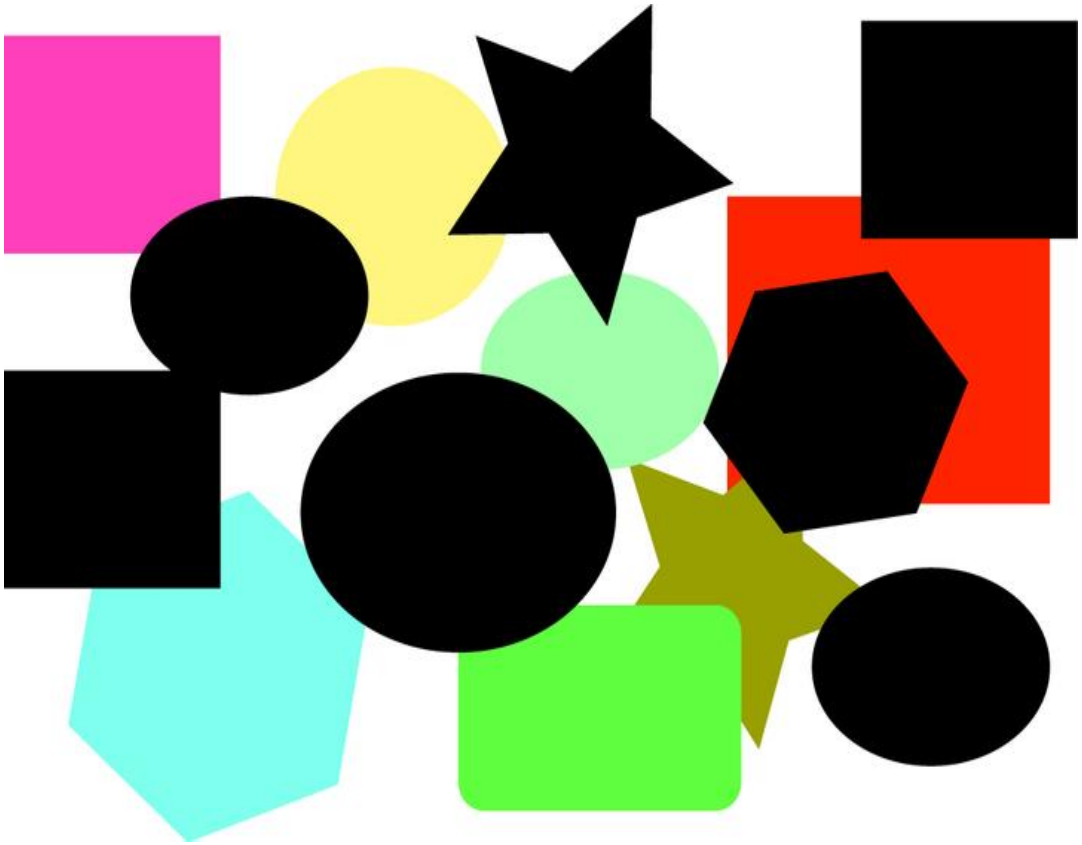
A: What do you like to do?

B: I like reading comics, but I don’t like flying kite.

LESSON PLAN 9

Date:	15/02/2021
Duration:	30 minutes
Grade:	4th grade
Topic:	MEB Student's Book / Unit 5 / My Day/ Daily Routines
Activity Type:	Acting out
Materials:	- Flash cards - Colorful shapes for the platform - Materials that students need for acting out - Boxes
Objectives:	- Ss will be able to understand the general and specific information in a short, oral text about daily routines. - Ss will be able to talk about daily routines.
Warm-up (5 minutes)	- Ss will watch a video about Mr. Bean's daily routine. - After the video, Ss will number the actions according to video.
Procedure: (20 minutes)	- T will bring colorful shapes and put them on the ground to make a platform for acting out. - There will be boxes in which there are instruction cards. - T will call a student who will choose a card randomly. - Then they will act out on the platform with the material they need. - Others will try to guess it.
Closure: (5 minutes)	- Ss will write their daily routines.

Colorful platform:



Boxes:

Daily routine instructions:

*** I wake up in the morning.**

(A pillow is needed)

*** I have breakfast.**

(A cup of tea, boiled egg are needed.)

*** I brush my teeth.**

(A toothbrush is needed.)

*** I get dressed.**

(A clothe is needed.)

*** I go to school.**

(A school bag is needed.)

*** I have lunch.**

(A hamburger is needed.)

*** I do my homework.**

(A notebook is needed.)

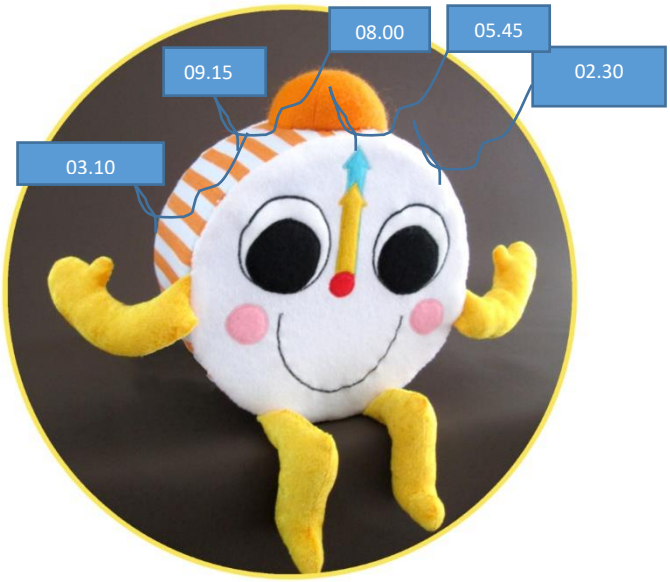
*** I go to bed.**

(A pillow is needed.)

LESSON PLAN 10

Date:	22/02/2020
Duration:	30 minutes
Grade:	4th grade
Topic:	MEB Student's Book / Unit 5 / My Day/ Telling the time
Activity Type:	Puppetry
Materials:	- A big puppet clock which is prepared to practice different times.
Objectives:	- Ss will be able to recognize the time in a short oral text. - Ss will be able to talk about the time.
Warm-up (5 minutes)	- T will bring a puppet clock which has clothes on it and hair with which a paper is tied. - Then T will hand the puppet on her arms to get interest. - T will introduce this clock by asking "Who am I? Can you guess my name? Why am I here? Why do you use me?" - T will say its name. (My name is Mr. Clock)
Procedure: (20 minutes)	- T will pick up a student and the student will choose a hair from the puppet clock (the paper is tied with hair.) - Then T will ask 'What time is it?' - S will answer the question by using the information on the paper. - Then S will show the time on Mr. Clock.
Closure: (5 minutes)	- Ss will design their clocks and bring them into class. Then they will practice the time with their partners.

Puppet clock:



Example dialogue:

T: What time is it?

S: It is eight o'clock.

T: Can you show the time?

S: Yes, I can. (S shows the time on Mr. Clock.)

Example design for the clock:

ÖZGEÇMİŞ

KİŞİSEL BİLGİLER

Adı Soyadı: Kezban ÖKSÜZER

Uyruğu: T.C.

EĞİTİM

Derece	Kurum	Mezuniyet Yılı
Lisans	Gazi Üniversitesi, Eğitim Fakültesi, ELT	2018
Yüksek Lisans	İMU, Lisansütü Eğitim Enstitüsü, Yabancı Diller Anabilim Dalı	devam ediyor

İŞ TECRÜBESİ

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2019-devam	Milli Eğitim Bakanlığı	İngilizce Öğretmeni

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HOBİLER

Kitap okumak, bilardo oynamak, film izlemek.