T.R.

NECMETTIN ERBAKAN UNIVERSITY

THE INSTITUTE OF EDUCATIONAL SCIENCES

THE DEPARTMENT OF FOREIGN LANGUAGE TEACHING

ENGLISH LANGUAGE TEACHING

THE EFFECTS OF TEACHING THROUGH DRAMA ON ENGLISH SPEAKING ANXIETY OF 6TH GRADE STUDENTS

Mehmet TURGUT

MASTER OF ARTS THESIS

SUPERVISOR

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KONYA	T.C. NECMETTİN ERBAKAN ÜNİVERSİTESİ Sosyal Bilimler Enstitüsü Müdürlüğü	SOSYAL BİLİMLER ENSTİTÜSÜ

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ÖZET

Bu çalışma drama yoluyla öğretimin İngilizce konuşma kaygısı üzerine etkisini araştırmaktadır. Bu araştırmada yabancı dil konuşma kaygısının sebepleri ve etkileri incelenmiştir. Drama ile İngilizce konuşma kaygısı arasındaki ilişki ele alınmıştır. Çalışma, öğrencilerin İngilizce derslerine yönelik algı ve tutumlarını anlamamıza da yardımcı olmuştur. Bu sayede öğrencilerin korkuları ve kaygılarının nedenleri belirlenmiştir. Bu çalışmanın bir başka amacı da, İngilizce derslerinde daha iyi koşullar sağlamak için neler yapılabileceğini bulmaktır.

Öncelikle Horwits, Horwitz ve Cope(1986) tarafından geliştirilen Yabancı Dil Dersi Kaygı Ölçeği (FLCAS) ile öğrencilerin İngilizce dersi kaygı düzeyleri ölçüldü. Daha önce Aydın tarafından çevirisi yapılan ve kullanılan (1999) kaygı anketinin (FLCAS) Türkçe tercümesi uygulandı. Bunun yanında nitel veri aracı olarak haftalık sınıf gözlemleri yapıldı. Bu çalışma küçük yaş grubu öğrencilere uygulandığı için görüşmelere yer verilmedi. Bu yaş grubundaki öğrenciler genellikle yanlış anlaşılmaktan korkabilirler. Görüşmelerde duygularını açıkça ifade edemeyecekleri düşünüldüğü için, sadece nicel veri olarak sınıf gözlemleri kullanılmıştır.

Bu çalışma 2016-2017 Öğretim yılında Konya, Meram'da bir devlet ortaokulunda uygulanmıştır. Yetkililerden gerekli izinler alınmıştır. Bu çalışma için iki tane 6.sınıfın öğrencileri seçilmiştir. Seviye belirleme sınavıyla İngilizce seviyeleri ölçülmüştür. Test sonucuna göre, İngilizce yeterlilik seviyeleri birbirine

yakın çıkmıştır. Bir tanesi deney grubu diğeri de kontrol grubu olarak belirlenmiştir. Bu çalışma 10 hafta sürmüştür. Deney grubu öğrencileri drama etkinlikleri için eğitilmiştir. Bu eğitim esnasında Türkçe dersi öğretmeniyle işbirliği yapılmıştır.

Drama etkinliklerine başlamadan önce Yabancı Dil Dersi Kaygı Ölçeği (FLCAS) ön-test olarak uygulanmıştır. Bu test öğrencilerin İngilizce konuşma kaygı düzeylerini belirlemek için kullanılmıştır. Drama etkinliklerinin sonunda bu ölçek son-test olarak tekrar uygulanmıştır. Bu çalışma öncelikle dramanın İngilizce konuşma kaygısı üzerine faydası ve avantajlarına odaklanmıştır. Aynı zamanda dramanın motivasyon, kendine güven ve İngilizce konuşma yeterliliğine etkisini bulmamızı sağlamıştır.

Literatür taramalarında, birçok araştırmacının dramanın yabancı dil kaygısı üzerine etkisini bulmak için çalışmalar yaptığı belirlenmiştir. Bu araştırmaların çoğu, dramanın öğrencilerin yabancı dili etkili kullanmalarına, öz güvenlerini geliştirmelerine, motivasyonlarına ve yaratıcılıklarına katkıda bulunduğunu belirtmektedir. Araştırmacılar dramanın aynı zamanda öğrencilerin kişiler arası ilişkileri geliştirmelerine de katkı sağladığından bahsederler. Geçmişte drama ve kaygı konusunda genellikle gençler ve üniversite öğrencileriyle ilgili çalışmalar yapıldığı gözlemlenmektedir. Yaş grubu itibariyle, bu çalışma öncekilerden farklılık göstermektedir.

Çalışmanın sonunda dramanın İngilizce konuşma kaygısı üzerinde olumlu etkileri olduğu sonucuna varılmıştır. Yabancı Dil Dersi Kaygı Anketi (FLCAS) sonuçları öğrencilerin drama etkinliklerini yaptıktan sonra daha az kaygılı ve daha fazla özgüvenli hissettiklerini göstermiştir. Bunun yanında, öğrencilerin İngilizce derslerine karşı pozitif tutum geliştirdiklerini göstermektedir. Bu yüzden bu çalışma erken yaşlarda drama yoluyla yabancı dil öğretiminin önemli olduğunu göstermektedir. Çalışmanın sonuç bölümünde öğretmenler ve sonraki çalışmalar için tavsiyelerde bulunulmuştur.

Anahtar Kelimeler: Kaygı, Drama, Yabancı Dil Dersi, Konuşma Kaygısı, Dil Öğrenimi, Drama ve Kaygı

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ABSTRACT

This study investigates the effects of teaching through drama on English speaking anxiety of 6th grade students. Causes and effects of foreign language speaking anxiety were examined in this research. Correlation between drama activities and English speaking anxiety was handled. Study helped us to understand the students' perceptions and attitudes towards the English classes. In this way, reasons of students' fears and anxieties were determined. Another aim of this study is to find what can be done for providing better conditions in the English classes.

First of all, students' English class anxiety levels were measured by Foreign Language Classroom Anxiety Scale (FLCAS), developed by Horwitz, Horwitz, and Cope (1986). Turkish version of FLCAS was applied which has been translated and used by Aydın before (1999). In addition to this, classroom observations were made as a qualitative data. Interview wasn't used in this study because the study was conducted on younger age group students. Students in this age group may afraid from being misunderstood. Only classroom observations were used as a qualitative data since it is thought that they couldn't express their thoughts clearly in the interviews.

This study was applied in the 2016-2017 education year at public secondary School in Meram, Konya. Necessary permissions were taken from the authorities.

Two 6th grade classroom students selected for this study. Their English levels were tested with a placement test. According to the test results, their English proficiency levels were nearly equal. One of them determined as experimental group and the other one as control group. These activities lasted for 10 weeks. Experimental group students were trained for drama activities. During this education, we collaborated with Turkish class teachers.

Before starting drama activities, two class students were applied FLCAS as pre-test. This test applied to determine English speaking anxiety levels of students. At the end of the drama activities this scale applied as a post-test again. This study mainly concentrated on the benefits and advantages of drama activities on English speaking anxiety. It also provided us to find out the effects of drama on motivation, self-confidence and English speaking capability of students.

Literature review shows that drama was studied by many researchers to find out the effects on foreign language anxiety. Most of them state that drama activities help students to use foreign language effectively, improve their confidence, motivation and creativity in learning. Researchers also mention that drama helps students to develop interpersonal relation ability. It is observed that drama and anxiety were studied on younger and university students in the past. As of age group, this study shows differences from previous researches.

At the end of the study, we concluded that drama had positive effect on English speaking anxiety. Foreign language classroom anxiety scale (FLCAS) results indicated that students feel less anxious and more self-confident after performing drama activities. In addition, it shows that students develop positive attitudes towards English classes. Thus, this study shows the importance of teaching foreign language through drama in the early ages. In conclusion part of the study, suggestions were made for the teachers and further researches.

Key Words : Anxiety, Drama, Foreign Language Classroom, Speaking Anxiety, Language Learning, Drama and Anxiety

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LIST OF ABBREVIATIONS

CLL **:** Community Language Learning

ELT **:** English Language Teaching

FL **:** Foreign Language

FLA **:** Foreign Language Anxiety

FLCA **:** Foreign Language Classroom Anxiety

FLCAS : Foreign Language Classroom Anxiety Scale

FLSA **:** Foreign Language Speaking Anxiety

FNE : Fear of Negative Evaluation

SPSS **:** Statistical Packages for Social Sciences

CHAPTER I

1. INTRODUCTION

This chapter of the study includes the background of the study, problem statement, purposes of the study, research questions, limitations and definitions of study.

"One who speaks only one language is one person, but one who speaks two languages is two people." This Turkish proverb states that if you know two languages, you are more than one person. A Persian proverb says "A new language is a new life." This proverb also explains how wonderful thing is to learn a new language. Arab proverb says "Learn a language, and you'll avoid a war." This Arab proverb also explains that how language learning is essential and vital in humans' life. Speaking a second language is a great ability and can change one's life. If so, what does "knowing a language" mean? Knowing a language means having many skills as reading, writing, understanding what you hear and also the most important one is speaking target language. A new language widens one's point of view to the world. By the way, researchers made a lot of study on language learning strategies and techniques. They tried to find out the answer of the question: 'How human can learn foreign language better and how we can encourage learners to perform target language.' It is still an important issue today.

On the other side, another question arouses 'whether language learning is easy or difficult?' The answer changes from person to person. Learning conditions, resources, personal differences, motivation, prejudices, emotional state and many other situations can affect the language learning process. It is obvious that learning foreign language consists of many different processes and steps which can be not

only exciting and funny but also uneasy and cause worry. Because there are many difficulties that learners have to come across. There are many studies that are related with the emotional sides of language learning and according to these studies, one of the most outstanding feelings that influences language learning is **'anxiety'.** Anxiety may have facilitating or debilitating effects in language learning. This research studies on the emotional side of language learning procedure and the main subject of this study is on the relationship between **anxiety and drama**. Drama is used in many field of education as well as in language learning.

Research gives information about feeling of anxiety, investigates the role of anxiety on language learning, and tries to explain findings about effects of teaching through drama on English speaking anxiety of 6th grade students.

1.1. Background of the Study

Language learning is a long and difficult process. People have to face with a lot of difficulties. During this processes, it needs reading, writing, listening, speaking and grammatical abilities. Vocabulary is also another important factor. Generally, main aim of learning a language is to use it effectively in the conversations. People want to express themselves fluently and effectively after language learning process is completed. But improving speaking ability is long and difficult period. Although some people have a big vocabulary memory capacity, grammar sufficiency and also know sentences patterns, they cannot even speak or use language effectively. There are many reasons for this. Most people know that it is most probably related to speaking anxiety. Today everybody accept that speaking anxiety play an important role on using and performing a foreign language.

Moreover, it can be said that anxiety is an important obstacle for foreign language learner and also affects mother tongue performance. "This point appears to be particularly relevant with regard to the deficits in the cognitive ability when

anxiety-arousal negatively influence learners' ability to take in, process and produce foreign language." (MacIntyre, Gardner, 1991, p.43).

In the literature, foreign language anxiety has been defined as "the feeling of tension and apprehension specifically associated with second language learning" (MacIntyre & Gardner, 1994, p.284). Speaking anxiety affects student language success negatively. Unless students solve this problem, he/she cannot speak language effectively. "The worry and negative emotional reaction aroused when learning or using a second language." (MacIntyre, 1998, p.27). Many students are afraid of forgetting what to say, making grammatical mistake, mispronouncing, using the wrong words or being ridiculed. These are some of the main reasons that should be handled.

Spielberger (1983, p.1) also defined anxiety as: "The subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the automatic nervous system". If any of these negative emotions are felt, no language productivity should be expected. "Anxiety is not a pathological condition is itself but a necessary and normal physiological and mental preparation for danger … anxiety is necessary for the survival of the individual under certain circumstances." (Mussen et al, 1974, p.387). Freud (1963) who is one of the first prominent researcher interest in the importance of anxiety, differentiated the objective anxiety from neurotic anxiety. Freud described objective anxiety as a realistic response to perceived danger in the environment, synonymous with fear. He saw neurotic anxiety as an unconscious conflict within the individuals since the conflict was done unconsciously that means the person was not aware of the reason for his or her anxiety. This study investigates the speaking anxiety which can be classified in neurotic anxiety.

In order to reduce the speaking anxiety of the learners, drama was studied by many researchers such as Holden(1982), Hayes(1984), McGregor(1976), Royka,

Judith (2002), Matsuda & Gobel (2003). And also in this study, the effects of drama on speaking anxiety were examined.

1.2. Problem Statement

Having a wide vocabulary capacity, grammar knowledge and ability to produce sounds does not mean that you can speak a second language. You need more skills and motivation. You should have communication skills and ability to control your anxiety level. Many studies showed that speaking anxiety is a general problem for all age groups in education such as primary, high or university levels. Reasons of anxiety will change for different age groups but there are also a lot of common factors. Researches show that most common problem is the speaking anxiety. Especially students' anxiety level increase while they speaking or performing in front of the classroom. In regard of testing and teaching procedures, the most common anxiety-provoking factor has been found to be oral exams (Aydın, 1999; Huang, 2004). While some of the students are more willingness to participate in speaking activities the others abstain from speaking target language. In order to explore the other possible factors that may affect language learners' anxiety, some studies have investigated certain variables such as gender, motivation, and time of starting to learn English (Batumlu & Erden, 2007; Dalkılıç, 2001; Huang, 2004).

Besides, learners' self-confidence and risk-taking ability are important for speaking productivity as well. So, this study investigates the ways of controlling speaking anxiety. There are many studies made before on this problem and most of them indicate that there is a strong relation between self confidence and productivity. Because it is known that if students can control their anxiety level, they can use or perform foreign language better in society. If the anxiety problem is controlled in early age groups, language learning will be more enjoyable and efficient. In this study 6^{th} grade students are target group to use drama activities and learn effects of drama on language anxiety. As the measurement instrument FLCAS is used to obtain the anxiety level of students.

1.3. Purpose and Significance of the Study

The main purpose of this study is to determine the effect of drama on 6th grade students' English speaking anxiety as a second language. Most of the study showed that using drama techniques in the class helps learners to overcome this anxiety problem. Many researchers agree that anxiety causes negative feeling and effects on speaking skills (e.g. Horwitz,2001; Philips,1991; Matsuda, Gobel,2004; Woodrow, 2006) Even though most of the learners have enough language knowledge, they hesitate to use it. In this study 6th grade students will perform different dialogues and conversations through drama techniques in front of class friends and try to learn controlling their anxiety level.

This study is important for exploring effects of drama on speaking anxiety of 6th grade students. Similar studies had been applied to older age groups at high school or university previously. Especially 6th grade students are target group for this study. Their levels are adequate for performing a dialogue. They generally have enough amount of vocabulary and their grammar capacity is enough for performing simple dialogues. This study is important for improving foreign language speaking ability with drama at this age group.

1.4. Research Questions

In this study questions below will be investigated and answers will be tried to find out.

1) Is there any effect of using drama activities on 6th grade students' speaking anxiety?

1a) Is there any effect of using drama activities on 6th grade students' "Lack of Self-Confidences" ?

1b) Is there any effect of using drama activities on 6th grade students' "Fear of Failure" ?

1c) Is there any effect of using drama activities on 6th grade students' "Physical and Mental Symptoms" ?

1d) Is there any effect of using drama activities on 6th grade students' "Unwillingness to Attend in Speaking Classes" ?

1e) Is there any effect of using drama activities on 6th grade students' "Competitiveness" ?

1f) Is there any effect of using drama activities on 6th grade students' "Perfectionism" ?

1.5. Limitations of the Study

There are two limitations of this study. Firstly, it was studied on 6th grade of students at secondary school in Konya, Turkey. Secondly, the data was collected in 2016-2017 academic year with Foreign Language Classroom Anxiety Scale (FLCAS), designed by Horwitz, Horwitz, and Cope (1986).

1.6. Definitions of the Terms in Study

Anxiety : It is an emotion characterized by an unpleasant state of inner confusion, associated with nervous behaviour which cause to step back from an action, physiological complaints, hesitation and pause. Spielberger (1983) state anxiety as "an unpleasant emotional state or condition which is characterized by subjective feelings of tension, apprehension, and worry and activation or arousal of the autonomic nervous system" (cited in Horwitz et al., 1986, p.125).

Drama: Drama is the specific mode of fiction represented in performance. The term comes from a Greek word meaning "action" (Classical Greek: δρᾶμα, drama), which is derived from "to do" (Classical Greek: δράω, *drao*). Drama is a common and useful classroom activities in which students perform a role play, game or conversation in front of people. In this way, students find opportunities to practise target language and promote their speaking skills. Before making a real life conversation, learners can perform their language knowledge and test their performances.

Foreign language anxiety: Foreign language anxiety is explained as "distinct complex of self-perceptions, beliefs, feelings, and behaviours arising from the uniqueness of the language learning process" (Horwitz, et al., 1986, p.128). It is generally defined as a negative feeling which affects learners' performance badly. "It can be seen as the probability of experiencing anxiety arousal in a second language context, such as in a language classroom or when communicating in the second language" (MacIntyre, Gardner, 1994b; 2). Huang (2004) defines it as an emotional reaction which arises while someone is speaking a target language under uneasy, fearful, nervous, or worrying situations in EFL classroom settings.

1.7. Conclusion

In this chapter of the research, the aims, main terms, research questions and method of the study are identified. Relation between drama and anxiety is main concern of this thesis. In this study anxiety is considered as a big hindrance for learning English, especially for speaking skills. Effects of drama on speaking anxiety are investigated in this research. FLCAS is our testing instrument and indicator for assessing effects of drama on English speaking anxiety. Applications are planned with limited number of students and certain environment. At the end of the study, suggestions can be made according to the outcomes of the scale.

CHAPTER II

2. REVIEW OF LITERATURE

2.1. Introduction

In this part of the study, literary review was presented. Definitions of terms, previous researchers about anxiety and drama were investigated. Similar studies and their results were exemplified.

2.2. Definition of Anxiety

As a dictionary meaning, anxiety is defined as “an uncomfortable feeling of nervousness or worry about something that is happening or might happen in the future” (Cambridge Advanced Learner’s Dictionary & Thesaurus, 2017), “A feeling of worry, nervousness, or unease about something with an uncertain outcome” (Oxford Living Dictionary, 2017), “a state of uneasiness or tension caused by apprehension of possible future misfortune, danger, etc; worry” (Cobuild Advanced English Dictionary, 2017). Freud (1957) identified anxiety as “something felt”, a specific undesirable emotional state or settings that included apprehension, tension, worry, and physiological stimulation. “Anxiety is the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.” (Horwitz et al., 1986, p.125) As a conclusion, common symptoms of the anxiety are unwilled worry, tension, discomfort situation and usually individuals don’t know how to cope with it.

Rachman (2004) defined anxiety as the nervous, unsettling expectation of a threatening but uncertain event and a feeling of worrisome situation. He resembled anxiety and fear in many situations and two terms can be used instead of each other. Both fear and anxiety include tension and unpleasant anticipation. Reasons,

continuation periods differentiate fear and anxiety. Fear usually used to describe sensate danger or real threat. Contrary to fear, anxiety usually occurs without real danger or hard situation. Source of the anxiety is commonly inner feelings and unrealistic prejudices of the individuals. So, anxiety type or anxiety level changes person to person for the same condition or event. On the other hand, feeling of fear is spring from more concrete dangers and circumstances. And sometimes it is difficult to explain causes of anxiety. Besides, there are some similar symptoms of fear and anxiety.

Since the mid-1960s, research on anxiety accelerated and the publication of books and journal articles on subject continues to increase. (Rachman, 2013, p.1) These researches are important because a lot of people come across with this problem. It is an obstacle both for social life and language learning.

The following tables (Rachman, 2004, p.5) show similarities and differences between fear and anxiety.

Table 1: Similarities between Fear and Anxiety

• Anticipation of danger or discomfort
• Tense apprehensiveness
• Uneasiness
• Elevated arousal
• Negative affect
• Future oriented
• Accompanied by bodily sensations

According to the table one, there are some similarities between fear and anxiety. These two feelings can cause similar symptoms in humans. Situation of discomfort, tension, uneasiness, negative effect, bodily sensation can be seen associated with fear and anxiety. Therefore, these emotions can be confused to each

other in many circumstances. If the symptoms are considered, it can be understand that how effective the anxiety for life comfort of the human can be understood.

Besides, there are many differences between the fear and anxiety. Rachman (2004, p.5) describes the differences between them as follows.

Table 2: Differences between Fear and Anxiety

Fear	Anxiety
Present danger	Anticipated danger
Specific focus of threat	Source of threat is elusive
Understandable connection between threat and fear	Uncertain connection between anxiety and threat
Usually episodic	Prolonged
Circumscribed tension	Pervasive uneasiness
Identifiable threat	Can be objectless
Provoked by threat cues	Uncertain on set
Declines with removal of threat	Persistent
Offset is detectable	Uncertain offset
Circumscribed area of threat	Without clear borders
Imminent threat	Threat seldom imminent
Quality of an emergency	Heightened vigilance
Bodily sensations of an emergency	Bodily sensations of vigilance
Rational quality	Puzzling quality

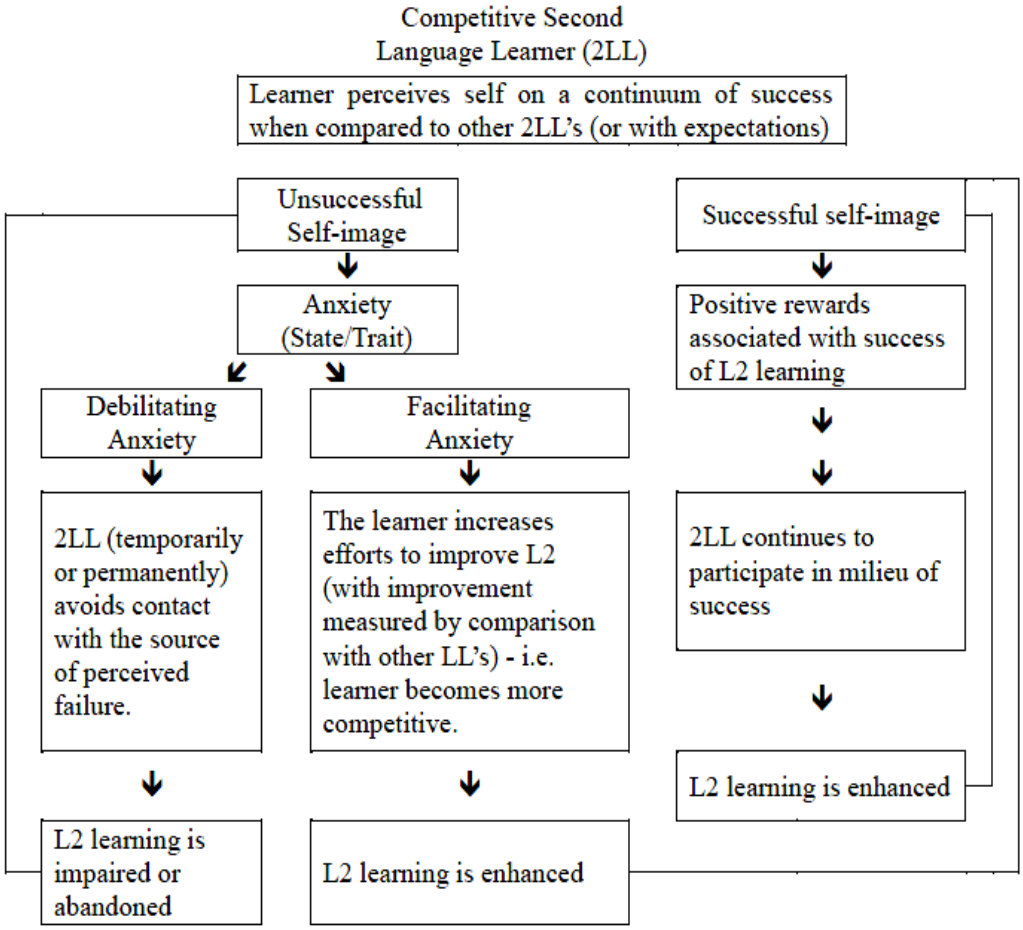
Tables 1 and 2 taken from Anxiety (Rachman, 2004, p.5)

As can be seen in table two, there are also many differences between anxiety and fear. Especially, the reality of danger or the unpleasant situation is the key differences between them. Feeling of fear arises due to real danger contrary to anxiety. Anxiety caused by the human's personal reaction to an unusual situation.

These reactions may vary depend on the characteristics of a person and can change from one to another.

Bailey (1983, p.93) studied the effects of deliberating and facilitating anxiety on this issue. He tried to show the relationship between competitiveness and anxiety which might be seen as a result of unsuccessful or successful self-image.

Figure 1: Competitive Second Language Learner



Competitive Second Language Learner (Bailey,1983, p.97)

As can be seen from the Bailey's table above, students who have successful self-image can reach their target more quickly and easily. Besides, students with unsuccessful self-image have to face with anxiety. Trait or state anxiety makes language learning process more difficult for them. If they don't control their anxiety,

deliberative anxiety affects their success negatively. And learning second language generally stays as an unsuccessful attempt.

Meanwhile, anxiety can force students to be more successful. According to the Bailey's table, if students control their anxiety and take the advantage of it, facilitating anxiety increase their efforts to improve second language learning.

2.2.1. Spielberger's the State-Trait Anxiety Inventory (STAI)

Spielberger studied on clinical anxiety and developed "The State-Trait Anxiety Inventory (STAI)" to examine a psycho-physiological state (state anxiety) and a personality trait (trait anxiety). The State-Trait Anxiety Inventory developed to measure of trait and state anxiety (Spielberger, Gorsuch, Lushene, Vagg, & Jacobs, 1983). STAI was also used to identify anxiety in clinical physiology and to distinguish it from psychological problems.

Trait anxiety is used to define to personal characteristic, describing individual differences related to a tendency to anxiety reaction. Trait anxiety doesn't change and usually stable over time. It is considered an important characteristic of patients with anxiety disorders, as they present higher trait anxiety in comparison to healthy individuals (Graeff, 2007; Grillon, 2008). Trait anxiety is not a permanent situation and people live with the feeling of anxiety and it becomes a part of their life. Indispensably trait anxiety reduces one's quality of life. Trait anxiety is used to define relatively stable and related with personal qualities.

On the other hand, **state anxiety** occurs in a specific condition. State anxiety used to define the psychological and physiological temporal reactions directly connected with negative situations in a particular time. It depends on the situation and can change one person to another. Science class anxiety, math class anxiety and language anxiety can be defined as state anxiety because it is related with the situational conditions. Research has shown that trait anxiety negatively affects

people's memory and another cognitive feature (MacIntyre & Gardner, 1991). As a result, no matter what type of anxiety learners feel, it affects learning significantly.

Trait anxiety or state anxiety activates learners to manage the new task. But they can't be successful in each situation because anxiety occurs in two ways as facilitating or debilitating anxiety.

2.2.2. Facilitating Anxiety

Facilitating" anxiety help learners to concentrate on subject and cope with difficulties. Facilitating anxiety motivates the learner to "fight" the new learning task; it gears the learner emotionally for approach behaviour. (Scovel, 1978, p.139) Facilitating anxiety has positive effects on learners. It helps learners to be more productive and volunteer for speaking second language. Enough amount of anxiety is beneficial and it encourages learners. Tunçel (2014) find that anxiety has some positive contributions to learn foreign language. Studies shows that true amount of anxiety can evoke learners' interest and attention. Facilitating anxiety means that learners give necessary importance for the new responsibility and have energy to accomplish it.

2.2.3. Debilitating Anxiety

On the other hand, "debilitating" anxiety makes unwillingness, worry, almost fears to the learners. So, they avoid from producing second language or taking part in speaking activities. Scovel (1978) defines the debilitating anxiety as positive feeling force learners to struggle for new learning task; it encourages person emotionally to control refrainment behaviour.

If the debilitating anxiety level is high, learners won't participate in the speaking activity. High level anxiety has negative effects on learner's concentration, communicative and productive abilities. It is also known that too high or too low anxiety negatively affects the learners' performance.

Scovel (1978, p.140) in summary emphasize that whatever applied psychology tells about the anxiety, the results show that that learners understand better in an encouraging atmosphere and without pressure. So, learning environment and teacher attitudes are closely related with students' anxiety level.

2.3. Main Reasons of Anxiety

In this part of the study, the source of the anxiety can be grouped under six main item with a different aspect. They are

- students' personal attitudes,
- teachers' behaviours and attitudes,
- teaching techniques and procedures,
- testing techniques,
- Learning environment
- Motivation.

2.3.1. Students' Personal Attitudes

Students' personalities can be defined in two categories. They are extraverted and introverted students. Introverted students don't like participating in conversations and interacting with other people. They prefer staying alone and listening to other people. Contrary to introverted students, extraverted students are more social and they like participating in social activities. Myer (1995) describes introverted people usually deal with inner world, activities and thoughts. On the other hand, extraverted students enjoy outer world of people and activities. They prefer making conversation with other people and exchanging thoughts.

It is obvious that personalities of the students also affect the foreign language learning process of students. Extraverted students are more willing to take part in conversations in foreign language and they are more relaxed during the speaking activities. Contrary to extraverted students, introverted students reluctant to speak with other people and they don't like acting in foreign language activities. So, introverted students feel more anxious during the English classes and they are afraid of being called by teacher. They don't want to speak English in front of classmates because they think class friends will laugh them.

Most of the students tend to compare themselves with others and they usually find themselves worse than other students. They see their negative sides and feel themselves inadequate. This situation usually causes speaking anxiety. Young (1991) implies that if learners think themselves insufficient in speaking foreign language, they are possibly become the candidates for language anxiety. Price (1991) mentioned that anxious students feel themselves weaker and underestimate their language potentials. On the other side, if they believe their language skills are better, they can lower their anxiety level and be more productive.

Teacher-student interaction is generally thought as an anxiety reason but student–peers interaction is also an important source of anxiety. Students have the feelings of self esteem, social-evaluative anxiety, shyness, embarrassment, competitiveness, stage fright, speech anxiety, comprehension, and avoidance as Young (1991) mentioned.

2.3.2. Teachers' Behaviours and Attitudes

In education, encouraging learners is vital for achieving goals. Teachers are the most important supporters in the classes. Positive motivation and feedback encourage students to be more participant and successful. Students feel relaxed and can lower their anxiety level. They realize their language skills and try to promote them. However, if teachers motive their students negatively, they lose their courage and their anxiety level become higher. During the speaking activities student are afraid of making mistake because teacher sometimes make too much error correction and they

think this situation makes them ridiculous in the class. Young mentions that it is important to determine error correction timing, frequency and the way of correcting. Unfortunately, today many teachers still think that they should be authoritarian and have to correct each of the mistakes.

In other word, teacher is the director and most important actor in the class. Teachers' behaviours and attitudes affect all students in the class. If teachers make positive encouragements and give appropriate feedbacks, student will be more enthusiastic. Moreover, teachers should perform more in the class as a role model. If teachers use the target language shamelessly and behave relaxed, the student will be also more productive and courageous.

2.3.3. Teaching Techniques and Procedures

Learning a foreign language involves many skills. Most of the teaching procedures underestimate the natural order of language learning. Students have to acquire writing, reading, listening and speaking skills at the same time. They also have to learn grammar and speaking patterns. The curriculums and lesson materials make pressure on both teachers and students. This situation is great a challenge for them. Although English and Turkish have nearly the same letters in the alphabet, the sounds and the pronunciation of the letters are obviously different. Reading and writing in target language really force them. They worry about making mistake and for this reason they feel anxious.

On the other hand, listening and speaking activities can be also difficult for them. Especially if the speakers use target language fast and make complicated sentences in listening parts, students may not understand most of the parts. So, their anxiety level increase and they stop listening. Besides, students generally concentrate too much on grammar and they can't make sentences freely and speak fluently. Because of such reasons, students don't want to take risk and stand back. Aydın (1999) mentioned that syllabus require students to prepare a topic in pairs and present it in front of classmates. Instructions in books are found very anxiety provoking by all the students no matter what the level of their anxiety is. It can be

explained by fear of public failure. In order to overcome fear of using the language in front of the classmates, more comprehensible, simple and rich lesson materials without pressure of curriculum can be more enjoyable and easy for students.

2.3.4. Testing Techniques

Testing a foreign language is a difficult process. First of all, teachers should decide what skills should be tested and how to test them. Determining the better test technique is difficult, oral test or written test. Testing material must be comprehensive and it is hard to determine appropriate questions. If all the goals and vocabulary are tested, too much question should be involved in the exam. And it is impossible to answer all these questions in a limited time.

On the other hand, classroom anxiety or test anxiety play an important role on results. Because students can forget the answers or make simple mistakes due to test anxiety. Horwitz and Cope (1986) mentioned that anxious students usually make mistakes in testing conditions and after the test they usually realize their mistakes. Even though they know the correct answer, they may not remember. In this situation, they show the testing anxiety as a guilty. Students feel the fear of being failed and their anxiety level increase. As a result, they make unconscious and simple errors.

For these reasons, most of the students don’t want to be evaluated with an exam or test. They want to be tested with their all term performances. Exams usually don’t reflect their real performance and knowledge. And test anxiety makes another stress on learning period. They even forget what they have already known before. Especially, oral performances, oral exams and presentation contribute the foreign language anxiety.

It can be concluded that most of learners usually feel the fear of negative evaluation. They don’t have enough courage to face with evaluation of authorities and their friends.

Kearney (2005, p.9) listed the common components of Fear of Negative Evaluation (FNE) in table 3.

Table 3: Common Components of FNE

Physiological Features	Cognitive Features	Behavioural Features
Increased heart rate	Worry about harm	Avoidance
Trembling	Thoughts of being scared	Escape
Shortness of breath	Thoughts of appearing foolish	Reassurance-seeking
Muscle tension	Self-deprecatory thoughts	Lack of eye contact
Frequent urination	Thoughts of inadequacy	Temper tantrums/crying
Nausea/vomiting	Thoughts of incompetence	Shaky voice
Headache/stomachache	Trouble concentrating	Freezing
Dizziness	Thoughts of negative evaluation	Clinging to adults
Sweating	Thoughts of negative consequences	Rituals

Common Components of FNE taken from (Kearney, 2005, p.9)

When Kearney's table is examined (2005), fear of negative evaluation affects physiological, cognitive and behavioural features of human. Fear of negative evaluation is seen as one of the most important reason of the anxiety. As can be seen in the table, FNE cause many unpleasant mental, physical reaction and thoughts.

2.3.5. Learning Environment

Learning environment is also another source of anxiety. Learners feel anxious when they have to perform second language in front of the class mates. They are afraid of making mistakes and being ridiculous. Horwitz (1986) indicated that students have the fear of negative evaluation while speaking in front of a teacher and classmates. So, thought of making mistake increases their anxiety level. Horwitz (1986) studied on cold and warm emotional environment. There was a video camera in cold emotional environment and there wasn't any camera in warm emotional environment. Because of the camera, learner felt more anxious in cold emotional environment.

On the other hand, most of studies showed that more crowded classrooms make students more anxious. If the numbers of audience increase, the amount of anxiety is also increase. Young (1991) states that supporting and encouraging teacher, patient audience, relaxed and friendly peers create warm social environment. So, it is clear that learning environment affect students' anxiety level and performance. Studies indicate that students should perform in front of small group of peers before acting for more crowded audience. This can help them to be more self-reliant and sure.

2.3.6. Motivation

Motivation accepted as one of the most important key factor for learning procedure. Motivation also plays an important role for second language learning. Motivation procedure includes content of lesson, teachers' guidance, students' capacity, their own motivation ability and environment. It is concerning all learning processes in learning area and a matter both for general psychology and education. It is obvious that if students aren't ready for learning process, teacher can't achieve the lesson goals. Psychological readiness and feeling need for learning, is directly related with motivation.

Studies (Aida, 1994; Dörnyei, 2005; MacIntyre & Gardner, 1989; Phillips, 1992), state that motivations of students don't stay stable. Motivation level can change frequently during the lesson. Teaches should control and manage the motivation levels of the students. Otherwise, students can easily lose their attention and can't follow lesson and participate in the activities.

Gardner and Lambert (1972) describe the motivation as one the most important individual factor. Wade & Tavris (1998) identify motivation as an inner process which provide an organism to go ahead a goal or stay away from an unpleasant situation. Motivated people find energy to reach a target and they are keen on accomplishing their duties. Motivation level is also affect the language learning process. Controlling English speaking anxiety is directly related with the motivation level of students. If students are more motivated, they can follow and

understand the lesson. Previous researches mentioned that drama activities help students to lower their anxiety and motivate them to take part in speaking activities. At his point, drama encourages students to speak foreign language in every occasion. In order to understand role of motivation from all the aspects, types of motivation should be understood.

2.3.6.1. Types of Motivation

Williams & Burden (1997) describe motivation as a state of mental and emotional stimulation, which provides intellectual and/or physical attempt to reach a goal. There was a large number of studies on motivation in L2 learning in 90s (Brown, 1990, 1994; Crookes & Schmidt, 1991; Clement, Dornyei & Noels, 1994; Dörnyei, 1994a, 1994b; Oxford & Shearin, 1994; Ushioda, 1994, 1996a; Williams, 1994) Researchers from different parts of world studied on motivation at the same time. While some of them have common ideas, some of the others interpreted motivation from different views. Four types of motivation were accepted by many researches (Clement & Gardner, 1977; Gardner and Lambert, 1972; Gardner, 2010; Wan-er,2008). They are intrinsic (inner) motivation, extrinsic (outer) motivation, integrative motivation, instrumental motivation.

2.3.6.2. Intrinsic (Inner) Motivation

Richard and Edward (2000) defines intrinsic motivation as students own desire, interests, something instinctively make someone happy or enjoy doing it. Intrinsically motivated individuals want to join a particular event because they find it interesting, feel better when they succeed or do it. Students who have intrinsic motivation in language class enjoys participating in activities, make extra efforts to develop English proficiency. Learning a second language is more meaningful than taking high mark from the English exam for an intrinsically motivated student. Student feels pleasure for succeeding something. It is more about self-actualization of an individual.

2.3.6.3 Extrinsic (Outer) Motivation

It is about reaching a target or reward or escape from punishment. Students try to get high marks or want to be successful because they don't want to be annoyed by teacher or parents. Parents want to encourage students to learn and speak second language for better education qualities. Teachers have expectation from students to perform English fluently as a foreign language. Students intend to get high marks in English exams. All of these purposes serve to improve second language proficiency of learners.

Table 4: Williams and Burden's (1997) Framework of Motivation in Language Learning

Internal factors	External factors
Intrinsic interest of activity	Significant others
• arousal of curiosity	• parents
• optimal degree of challenge	• teachers
Perceived value of activity	• peers
• personal relevance	The nature of interaction with significant others
• anticipated value of outcomes	• mediated learning experiences
• intrinsic value attributed to the activity	• the nature and amount of feedback
Sense of agency	• rewards
• locus of causality	• the nature and amount of appropriate praise
• locus of control RE process and outcomes	• punishments, sanctions
• ability to set appropriate goals	The learning environment
Mastery	• comfort
• feelings of competence	• resources
• awareness of developing skills and mastery in a chosen area	• time of day, week, year
• self-efficacy	• size of class and school
Self-concept	• class and school ethos
• realistic awareness of personal	The broader context
• strengths and weaknesses in skills required	• wider family networks
• personal definitions and judgements of success and failure	• the local education system
• self-worth concern learned helplessness	• conflicting interests
Attitudes language learning in general	• cultural norms
• to the target language	• societal expectations and attitudes
• to the target language community and culture	
Other affective states	
• confidence	
• anxiey, fear	
Developmental age and stage	
• Gender	

In table 4, “Williams and Burden's (1997) Framework of Motivation in Language Learning” describes the internal and external factors of motivation. Internal factors affect the intrinsic (inner) motivation of a learner and external factors includes the extrinsic (outer) motivation components for a learner.

Intrinsic and extrinsic motivation directly affects the second language learning process. Moreover, intrinsic motivation may lose its influence unless it is supported with extrinsic motivation. It means that as extrinsic motivation factors, teacher, parents and social environment expectation reinforces the intrinsic motivation. So, it can be inferred that intrinsic and extrinsic motivation should work together to reach target.

2.3.6.4. Integrative Motivation

Integrative motivation is about student’s curiosity for different languages, cultures or people. Motivated students are enthusiastic to learn cultures and speak their language. They want to make explanation for unidentified or new events. Motivated people have strong desire to participate in target language, culture and community. That’s why they are willing to learn target language. In this way, they can integrate the new community better.

Wang (2008) claims that integrative motivated learners are more insistence in studying foreign language. They can struggle to overcome obstacles and achieve duties. Therefore, they are more successful to reach target and learn language.

2.3.6.5. Instrumental Motivation

Gardner (2010) defines instrumental motivation as an arose from the pragmatic profits rather than social integration. Motivated learners aim to get outer gains, appreciation, personal earnings. Wan-er (2008) states that if integrative and instrumental motivations are used together, results will be more useful. Learners know that if they learn English they can have better job in the future. They can also be successful in their occupation and earn more money. Second language is a vehicle to make them profit.

Therefore, it is accepted that inner motivation of students, teacher motivation, family motivation, classmates' motivation, and atmosphere directly affect speaking anxiety and language learning process. Dörnyei and Otto described motivation process and teachers role in "Dörnyei and Otto's process-oriented model" below:

Table 5 : Dörnyei And Otto's Process-Oriented Model

Preactional Stage	Actional Stage	Postactional Stage
Choice Motivation	**Executive Motivation**	**Motivational**
Motivational Functions: • setting goals • forming intentions • launching actions	**Motivational Functions:** • generating and carrying out subtasks • ongoing appraisal (of one's achievement) • action control (self regulation)	**Motivational Functions:** • forming casual attributions • elaborating standards and strategies • dismissing the intention and further planning
Main motivational influences: • various goal properties (e.g. goal relevance, specificity and proximity) • values associated with the learning process itself, as well as with its outcomes and consequences • attitudes towards the L2 and its speakers • expectancy of success and perceived coping potential • learner beliefs and strategies • environmental support or hindrance	**Main motivational influences:** • quality of the learning experience(pleasantness, need significance, coping • potential, self and social image) • sense of autonomy • teachers' and parents' influence • classroom reward and goal structure (e.g. competitive or cooperative) • influence of the learner group • knowledge and use of self regulatory strategies (e.g. goal setting, learning, and self-motivating strategies	**Main motivational influences:** • attributional factors (e.g. attributional styles and biases) • self-concept beliefs (e.g. self-confidence and self-worth) • received feedback, praise, grades

Taken from (Dörnyei, 2005, p.85)

Dörnyei and Otto's process-oriented model describes the steps of motivation and importance on human behaviours. It is clear that motivation is one of the most important factors that enable human to take action. There are many motivation

sources as teacher, parents, friends and needs. All these sources of motivation have a significant impact on human life.

2.4. Causes and Effects of Foreign Language Anxiety

Researchers (Aida, 1994; Matsuda&Gobel, 2003; Phillips, 1992) implies that high anxiety is a hindrance for learners when they try to speak English as a second language. When learners are anxious, they avoid speaking target language. They are afraid of making mistakes, forgetting what to say, mispronouncing the words and misusing grammar patterns. Gebhard (2009, p.73) mentioned some of the anxiety reasons as;

- lack of pronunciation ability of sounds and words,
- not knowing words and sentences' meanings,
- can't understand and answer the questions,
- thought of language class a place for failure,
- criticism of class friends,
- can't understand the class goals or requirements,
- fear of oral testing,
- unsuccessful experiments,
- having different cultural values and behaviours.

Gebhard's items of anxiety include deficiency of language skills and previous failures, cultural values and fears. Krashen (1981) mentioned that there are three main factors affect language acquisition. These are **motivation**, **self confidence** and **anxiety.** If we examine these studies, we can conclude that **anxiety** is the common problem of L2 learning.

Horwitz (1986) refers that teachers and students generally define anxiety as a major obstacle to be overcome in speaking target language, and several recent approaches such as CLL and suggestopedia, are clearly routed attention to lowering students' anxiety. Studies showed that high level of anxiety prevents students from interacting or taking part in foreign language conversations. At this point we can say that debilitating anxiety affects students' performance negatively.

It can be inferred from the language teachers' class experiences that anxious students only wait meaninglessly and can't answer the question even though they have something to say in their mind. They probably don't understand what the teacher ask or want. So, they stop thinking because of the class anxiety. Actually, most of the students have experienced the same situation as a foreign language learner in their school life.

Contrary to debilitating anxiety, facilitating anxiety has positive effects on students' performance. It gives power for performing all the abilities and allow us the show our whole talents. Horwitz (1986, p.125-126) refers that student with high level of anxiety try to use more grammatical structures than less anxious students. "That is, the more anxious student tends to avoid attempting difficult or personal messages in the target language."(Horwitz et al., 1986, p.125)

Young (1991) gathered the reasons of anxiety under six item as;

- personal and interpersonal anxieties,
- learner beliefs about language learning,
- instructor beliefs about language teaching,
- instructor-learner interactions,
- classroom procedures,
- and language testing.

It can be understood from these items that most of anxiety depends on the negative believes and prejudices. These prejudices cause high level of anxiety. According to Young's items, most of learners' anxiety originates from the cognitive processes.

On the other side, Sparks and Ganschow (1993) developed the Linguistic Coding Deficit Hypothesis. They expressed the cause of anxiety as the linguistic deficiency in processing language input. They took attention to the inadequacy in psychological and mental processes involved in understanding and using spoken or written language. But they didn't care about the dissimilarities between the first language learning process and second language learning process. First and second languages are learned in different environments and they cannot be compared in the same conditions. So, this hypothesis didn't convince other researchers. Human learn first language in natural habitat, interact with native speakers and live in that spoken environment.

Contrary to the first language acquisition, second language learning mostly depends on the learning procedures in the classroom. Teacher provide artificial English speaking environment in limited time. In the remaining time, students live in mother tongue spoken environment. Thus, Linguistic Coding Deficit Hypothesis is not adequate for explaining language anxiety.

Moreover, it can be said that language anxiety plays an important role on social cognitive activities. Researches like MacIntyre (1995) indicated strong interaction between anxiety, cognition and behaviour. Besides, anxiety affects the input, process, and output language learning stages. MacIntyre's findings are more convincing for the researchers (Matsuda&Gobel, 2003; MacIntyre (1995); Horwitz,1986; Young, 1991) as they mostly think that feelings affect the cognitive processes.

Language anxiety is not only a result of language deficiency, but rather it has important effect on cognitive language learning process. There is a research table below which shows the causes of anxiety and language learning categories. Williams

and Andrade (2008. p.185) categorized the causes of anxiety in three stages. They are input, processing and output.

Table 6: Causes of Anxiety Reported by the Students

Rank order	Causes of anxiety	No of students	% of students	Category of anxiety
1	Did not know how to say something in English	32	12.99	Processing
2	Speaking in front of others	30	12.15	Output
3	Worried about pronunciation	25	10.45	Output
4	Being called on by teacher and waiting one's turn	23	9.32	Input
5	Worried about grammatical mistakes	19	7.91	Processing
6	Did not know how to respond to the teacher's question	16	6.78	Processing
7	Confused between English and Japanese	16	6.50	Processing
8	Embarrassed to use simple or broken English	15	6.21	Output
9	(Reason not clearly stated)	12	5.08	—
10	Did not understand teacher's question or comment	11	4.52	Input
11	Worried if one's English is understood or not	10	4.24	Output
12	Could not respond quickly or smoothly	7	2.82	Output
13	Remained silent (mind went blank)	6	2.54	Processing
14	Talking with unfamiliar classmates	4	1.69	Input
15	Worried about one's ability level compared to others	4	1.69	Input
16	Did not understand other students	3	1.41	Input
17	Talking about personal affairs	2	0.85	Output
18	Had no idea or opinion about the topic	2	0.85	Processing
19	Misunderstood teacher's question	1	0.56	Input
20	Role-play	1	0.28	Output
21	Did not understand spoken English	1	0.28	Input
22	Did not understand long written sentences	1	0.28	Input
23	Did not do homework	1	0.28	Output
24	First encounter with a native English teacher	1	0.28	Input
	Totals	243	100	-

(Foreign Language Learning Anxiety in Japanese EFL University Classes)
Source: Williams and Andrade, 2008. p.185.

2.5. Definition of Drama

In this part of the study, the meaning of drama, the importance in education and the effects on language teaching will be explained. “Drama is the specific kind of fiction performed in role plays. The term depends on Greek word which means "action" (Classical Greek: δρᾶμα, drama), describes the expression "I do" (Classical Greek: δράω, drao)”. Drama is a play in theatre or wherever it is performed. The term “drama” is used for both theatre production and role play.

Drama is like mirror of human life. It reflects people’s life, feelings, all realities in social life. It also gives students great opportunities to express themselves in the play. “Drama provides children with an opportunity to work together cooperatively on a shared life. It has a great effect on young learners’ speaking performance at school. As a result, it gives children the chance to express themselves more effectively in everyday situations.” (McGregor, 1976, p.106, cited in Üstündağ, 1997, p.89). Drama is a useful vehicle to motivate students and encourage them. Students find opportunities to rehearse conversations before real life situations.

2.5.1. Drama as a Theatre Production

Drama is a theatre production which includes setting, characters, plot, theme, costume and also audience. Drama as a theatre production is generally product-oriented, players wear costume, needs designed settings and performed by experienced players. It also includes audience who comes for watching professional performance.

Theatre production needs special preparation and professional players who are educated for performing in theatre and have experience before acting in front of the audience. The sense of reality and artistry are also very important point in theatre production. Audience should imagine the play and characters as a real situation. Atmosphere should make them feel in a real environment. Costumes should be authentic and create coherence.

2.5.2. Drama as a Role Play

In this study, we use the word “drama” as a role play, acting daily life conversations, practicing the target language and using speaking skills to improve the language profession. Students don’t make too much preparation before the activity. Setting is generally classroom environment and performers don’t wear special costumes. They can change the text during the activities. They don’t have special texts. The texts consist of simple daily conversation, problems of life, love, fear, excitements, fun, political problems, games, history, fights, conflicts, agreements, everything belongs to human.

The Aim of drama activities as a role play is to encourage students to activate language knowledge and improve the communicative competence, understand and adapt different cultures, support emotional and interpersonal relation development. Besides, drama activities teach player to imitate different lives and feel an empathy with other people. Drama as a role play is used to motivate students and provide permanent learning.

2.6. Drama in Education

Drama is a way of exploring and expressing human thoughts and feelings on the stage. It is an important human activity which animates the real life situations. It is known that students can learn better when they read, listen, write, see and mostly when they do. Experiences play an important role on learning and lowering students’ anxiety. When they experience a new situation, they feel more secure for the next encountering. Drama is a way of putting your foot in someone else’s shoes. It is a good way of learning life, developing empathy, preparing students for the real life situations. Studies show that drama makes positive contributions to cognitive and affective needs, emotional and intellectual development of children. “Language allows us to communicate our needs within the community and to negotiate with others but it also most importantly allows us to express our own personality and uniqueness and to develop consciousness” (Hayes, 1984, p. 4). So, if drama activities

are performed in accordance with these goals and objectives, it can serve an educational purpose indeed.

Üstündağ (1997) mentions that traditional education put the curriculum in the centre of the education but new movement put the children in the centre of education procedure and it is integrated with the children's play. Drama is a good way of putting students in the centre of teaching process. Using drama in education makes students drama literate; contribute to participate in physical, emotional and intellectual life of drama. Drama education promotes questioning and investigating abilities of students and makes them more social individuals. Students learn working together, communication for problem solving, expressing themselves clearly and honestly. Students correlate drama with real life. Piaget (1962) confirmed importance of drama and dramatic play for children's inter-personal, imaginativeness, ethical and emotional development. So, we can conclude that drama activities serve for all educational areas. It can be concluded that language learning can progress with the help of drama activities.

2.7. The Effects of Drama on Foreign Language Learning

Studies (Aydın, 1999; Huang, 2004; McKay, 2006) show that learning and speaking foreign language happen when students participate in conversations or speaking interactions. Otherwise, learning and speaking foreign language won't take place. For this reason pair works, group works and other speaking activities play an important role in language classes. Öztürk ve Gürbüz(2014) state that university students were so anxious during the speaking activities and teachers have to take some precautions about this. "The ability [for learners] to express themselves effectively and increase their word power depends to a large extent on confidence and self-esteem…achieved by placing the learner in an active context" (Hayes, 1984, p. 5). So, if teachers integrate students into the drama activities in target language, they can be more successful in speaking.

Foreign language learners, especially children, learn language by speaking, singing and playing activities best. Practicing language with imaginary play, action

rhymes and songs give them opportunities for developing their speaking skills. In this way, they become more enthusiastic and sociable to take part in speaking activities. They gain self-confidence in their young ages. Cameron (2001) refers that if children participate in oral language activities, they become more proficient when they grow up and continue to learn best through speaking activities as conversations, narratives and reports. But some traditional teachers don't want to apply drama activities in class because it is risky if they focus the lesson on drama activities. Royka (2002) mentions that using course book makes teachers more relax and they think drama activities could damage their position.

McKay(2006) takes attention to inappropriate language teaching methods at schools. She mentioned that most students are engaged in oral activities in early years of school, but they are also engaged in reading and writing at the same time. This situation is not proper for natural order of learning a language. "For second language learners, a lack of oral language in target language constitutes a major drawback for literacy development." (McKay, 2006) Demands of the curriculum make it difficult to progress in oral language. Children needs more widened talking experiences and wants to be more relaxed without pressure of academic curriculum.

2.8. The Effects of Drama on English Speaking Anxiety

People feel anxious when they have to face with an unknown, inexperienced and new situation. Even though they have knowledge to perform language, speaking anxiety makes it impossible. They are afraid of forgetting what to say and making mistakes or they think something will go wrong and stop. In these circumstances, drama activities help students to feel more comfortable, outgoing and productive. "Drama is concerned with the world of 'let's pretend'; it asks the learner to project himself imaginatively into another situation, outside the classroom, or into the skin and persona of another person" (Holden 1982, p.1). As Holden mentioned, drama prepares students for the real world and they can imitate the different characters and issues.

Drama activities are very useful and encouraging method in learning environment. During drama performances as role plays and conversation students gain self- confidence. They find chance to express themselves in front of their classmates and experience foreign language knowledge. “Drama encourages adaptability, fluency, and communicative competence. It puts language into context, and by giving learners experience of success in real-life situations. It should arm them with confidence for tackling the world outside the classroom.” (Davies 1990, p.97). They put their information into action in drama. Learners make practices and preparation for real life situations. Drama activities allows student to control their speaking anxiety. They feel themselves ready for speaking English as a foreign language.

As Holden mentioned, drama activities develop the creativity and adaptation ability and feeling of empathy. When students act inexperienced or new conversations more frequently during the English classes, they will probably feel more secure and ready for speaking. Drama lets students to practise, repeat and lower their anxiety.

2.9. Conclusion

In this chapter of the study, literature review was made on anxiety, drama and their effects on language speaking fluency. There were many researches (MacIntyre & Gardner, 1989; Aida, 1994; Phillips, 1992; Matsuda&Gobel, 2003) on anxiety and drama. They investigated the relations between anxiety and drama and effects of anxiety on learning process. So, it means that anxiety is seen as a significant subject area for researchers. And most of these studies indicated that anxiety has negative effects on language learning atmosphere. So, they tried to find answers for solution of this problem. At this point, the importance of drama activities was increased its importance because dramatization is known as helpful for learners to control their anxiety. Drama also makes learners more productive during English classes.

Many researches were made in different countries and for different age groups and the most of them commonly agreed on advantages of drama in language

learning process. Furthermore, they state that drama helps learners to control their anxiety and make them feel more self-confident.

CHAPTER III

3. METHODOLOGY

3.1. Introduction

In this part of the thesis, setting, participants, instruments of the study are presented and data collection and data analysis are detailed. The main aim of this study is to find out the 6th grade students' perception of anxiety, attitudes toward foreign language speaking activities and relationship between foreign language speaking anxiety and drama activities.

3.2. Setting

The study was carried out with the 6th grade students of a public secondary school in Konya. The School is in the city centre. Konya is a city in the Central Anatolian Region of Turkey. There are over one thousand students in the school. There are about 30 students in each class. Before drama application, necessary official permissions were taken from the authorities. In this study, classroom is mostly used for drama activities as a stage. Students brought simple accessories for decorating environment. There are movable desk in the classroom and they were designed to have enough space. So that students performed their roles in the classroom easily. Sometimes students practised and played their role in the school garden. The drama activities were applied between March and May 2017. It lasted for 10 weeks.

3.3. Participants

In this study, participants are some of 6th grade students of a public secondary school. Students of two classes were involved in this study. One of them was experimental group and other was the control group. There were about 30 students in each group. They had three hours compulsory English classes and two hours elective English classes in a week.

At the beginning of the study, students of two classes were tested to determine their levels. Placement test results showed that their English proficiency level is nearly equal. They studied same book and syllabus. Students were informed for the activity and they were generally enthusiastic to take part in drama activities.

Before drama activities, student were informed and trained for performing in a drama activity and necessary information was given. They watched drama activity videos and lessons on the smart board. They learned how to perform a drama production in the class. They had also some experience from their Turkish lessons.

At the beginning of the application, students were told that all the information from the Foreign Language Classroom Anxiety Scale (FLCAS) would be used only for research purpose and they didn't need to write their names on the questionnaire papers. So, they could answer truly how they feel about the items of the questionnaire.

Table 7: Student Involved In the Study

Gender	Experimental Group	Control Group	English lesson hours in a week	Age
Male	14	16	5 (3+2)	11-12
Female	15	13		
Total	29	29		

There have been some studies (Aydın,1999; Üstündağ,1994; Royka,2002; Sağlamel,2009; Zerey,2008) on foreign language anxiety which were applied on different age groups before this research. But most of them were high school or university students. In this age group, 6th grade students, it would be a new study on relationship between foreign language speaking anxiety and drama. These students have had English lessons since 4th grade. They have enough vocabulary capacity, grammar and speaking patterns knowledge for simple drama activities. Studies have

also showed that drama is significant and proper activity for children. People learn language better in their childhood. Drama gives them opportunities for experiencing real world situations. Especially, early age childhood is more suitable for language learning. Besides, 7th grade and 8th grade students generally concentrate on high school entrance exams. So, 6th grade student are preferred as the target group of this study.

3.4. Instruments

In this study, (FLCAS), designed by Horwitz, Horwitz, and Cope (1986) was used as a quantitative data. Meanwhile, as a qualitative data, classroom observations were made for each week during the drama applications. Foreign Language Classroom Anxiety Scale was applied as pre and post-tests. FLCAS is the most widely applied scale for measuring the range and degree of foreign language anxiety. FLCAS was used to measure anxiety levels of learners by Horwitz (1986), Philips (1990), Aida (1994), Palacios (1998), Saito, Garza et al. (1999) , Tallon (2006), Elkhafaifi (2005), Zhang (2001), Matsuta and Gobel (2004), Cheng (1998) and many other researchers.

In Horwitz's (1986) study with 300 students in foreign language classes, internal consistency of FLCAS, measured by Cronbach's alpha coefficient, was .93, and test-retest reliability of the questionnaire over 8 weeks was .83, p=.001 (p. 560).

In order to avoid from misunderstanding of expressions, Turkish version of FLCAS was used in the study. The scale was translated by Aydın. FLCAS was translated into Turkish by using back translation technique; items were first translated into Turkish and translated back into English by two American bilingual teachers. Then translations were compared with the original English version. (Aydın, 1999, p.54)

According to Foreign Language Classroom Anxiety Scale (FLCAS), interrelated items are grouped under the subscales as follow:

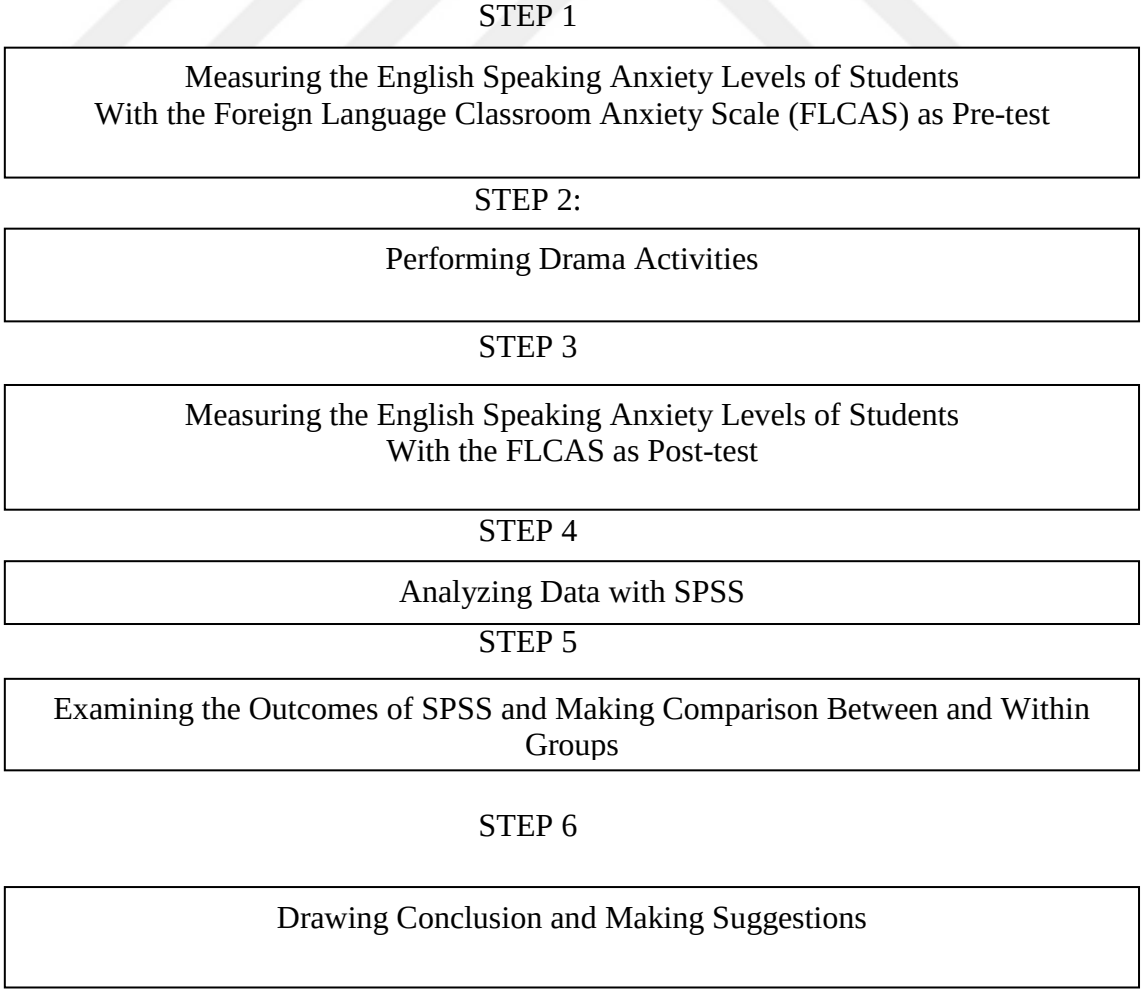
- Lack of Self-Confidence (item 1, 13, 16, 18, 24, 30)

- Fear of Failure (item 2, 4, 10, 15, 19, 25, 29)
- Physical and Mental symptoms (item 3, 12, 20, 26, 27)
- Unwillingness to Attend in Speaking Classes (item 5, 6, 17)
- Competitiveness (item 7 and 23)
- Perfectionism (item 9, 22, 28, 32)

3.5. Research Design

In this study, pretest-posttest control group design preferred to compare changes between and within groups. Study was designed accordance with a study plan. Research design was presented step by step below:

Figure 2: Research Design



3.6. Data Collection

In this study, a quantitative and qualitative data collection tool was used. As a qualitative data, classroom observation made for monitoring the process. On the other side, quantitative data tool, Foreign Language Classroom Anxiety Scale (FLCAS) was applied as pre and post-tests. Two groups were selected for the study according to placement test. Students were informed before the activities. Pre-test applied to determine the anxiety levels of students. Experimental group students were trained and motivated for drama activities. Then, drama activities were performed by the experimental group students. Each student took part in different drama activities and performed different roles. These activities continued about ten weeks. After the drama activities student were applied FLCAS again as a post-test. Scores of this questionnaire analysed and compared with SPSS.

3.7. Data Analysis

Statistical Package for Social Sciences (SPSS 24.0) was used to analyze the quantitative data of questionnaires. Frequencies, percentages, mean and reliability values of the study are measured by SPSS. Data was analysed and compared within groups and between groups.

3.8. Conclusion

In this chapter, methodology of the study presented. Answers of these questions are given: where the study applied, who were the participants, which data tools were used, how data was collected, which analysis procedures were used. While answering these questions, route of the study was drown.

CHAPTER IV

4. DATA ANALYSIS AND FINDINGS

4.1. Introduction

This chapter presents the findings that were obtained from the analysis of data and findings. Quantitative data came from FLCAS which used to understand speaking anxiety degree of 6th grade students. At the same time, classroom observations were used to examine process as a qualitative data. For gathering the qualitative data, teacher made classroom observations and took notes about the situation.

Aim of this study is to find out the effects of teaching through drama on English speaking anxiety of 6th grade students. In this part of the study, quantitative data, gathered from the Foreign Language Classroom Anxiety Scale (FLCAS), is analysed and interpreted. Besides, qualitative classroom observations were made to assess the goings-on.

4.2. Quantitative Data from FLCAS

Quantitative data came from the Foreign Language Classroom Anxiety Scale (FLCAS). This questionnaire was applied as pre-test and post-test application to determine the changes in their speaking anxiety level after the drama application. Two groups participated in this study. Each group includes about 30 students. One of them was control group and the other was experimental group. Pre-test questionnaire was applied for each group before starting the drama activities. Then, drama applications were performed only with the experimental group.

Meanwhile, control group continued to have ordinary English classes. Experimental students participated in the performances actively. They took roles in role plays, conversation or interviews and performed their roles in the English classes. After the performances were completed, Foreign Language Classroom Anxiety Scale (FLCAS) was applied for each group again as a post-test. Post-test

results show us the differences between two groups. And the last step, data was analyzed by SPSS.

Horwitz, Horwitz and Cope (1986) created this scale to survey the anxiety level of students during the foreign language classroom. Reliability of the FLCAS has been proved many times by the previous researches. MacIntyre & Gardner (1989), Aida(1994), Phillips(1992), Matsuda&Gobel (2003)) studied on FLCAS and used this scale in their researches. The Cronbach's Alpha reliability coefficient of the FLCAS is .94, which shows that scale is satisfactory in terms of reliability with its 32 items.

4.3. Analysis of the Data

In the FLCAS, responses ranged as "strongly agree", "agree", "neither agree nor disagree", "disagree" and "strongly disagree". Data from the FLCAS was entered into the SPSS and was analyzed. There are tables below which include test of normality, descriptive statistics, results of student t-test and paired t-test. They show the means, standard deviations, P values of pre-test and pos-test applications. After all, results of experimental group and control group interpreted in the tables.

4.3.1. Group Statistics

In this study, there are about 60 participants. And gender distribution of groups is given in table 8.

Table 8: Gender Distribution in Groups.

		Groups					
		Experimental Group		Control Group			
		Count	Column N %	Count	Column N %	Chi-square	P
Gender	Female	15	53,6	12	41,4	0,849	0,357
	Male	13	46,4	17	58,6		

Participants are 6th grade students of a public school. There are two groups from two different classrooms. Their English proficiency levels are nearly equal according to placement test. In the first group, females (53,6%) are more than males

(46,4). In the second group males (58,6) are more than females (41,4). According to statistics of SPSS, groups were balanced in terms of gender distribution (P=0.357) (Chi-square test).

4.3.2. Tests of Normality Results

A normality test is needed to understand whether sample data was drawn from a normally distributed population. And Independent Sample T Test require normally distributed participants. So, normality test was applied for this study.

Table 9: Test of Normality

Tests of Normality				
		Kolmogorov-Smirnov[a]		
	Group	Statistic	df	P
Lack of Self-confidence pre	Experimental Group	,148	28	,122
	Control Group	,110	29	,200*
Fear of Failure pre	Experimental Group	,122	28	,200*
	Control Group	,087	29	,200*
Physical and Mental Symptoms pre	Experimental Group	,138	28	,186
	Control Group	,094	29	,200*
Unwillingness to Attend in Speaking Classes pre	Experimental Group	,125	28	,200*
	Control Group	,151	29	,088
Competitiveness pre	Experimental Group	,143	28	,150
	Control Group	,127	29	,200*
Perfectionism pre	Experimental Group	,165	28	,052
	Control Group	,118	29	,200*
Lack of Self-confidence post	Experimental Group	,117	28	,200*
	Control Group	,098	29	,200*
Fear of Failure post	Experimental Group	,107	28	,200*
	Control Group	,123	29	,200*
Physical and Mental Symptoms post	Experimental Group	,136	28	,196
	Control Group	,118	29	,200*
Unwillingness to Attend in Speaking Classes post	Experimental Group	,250	28	,200
	Control Group	,108	29	,200*
Competitiveness post	Experimental Group	,154	28	,086
	Control Group	,150	29	,095
Perfectionism post	Experimental Group	,112	28	,200*
	Control Group	,100	29	,200*
Total Pre-test	Experimental Group	,128	28	,200*
	Control Group	,136	29	,183
Total post-test	Experimental Group	,124	28	,200*
	Control Group	,092	29	,200*
*. This is a lower bound of the true significance.				
a. Lilliefors Significance Correction				

Test of normality was analyzed with regard to Subscales of FLCAS. Related items of FLCAS were categorised to study effects of anxiety about different personal qualities. Items for measuring Lack of Self-confidence, Fear of Failure, Physical and Mental Symptoms, Unwillingness to Attend in Speaking classes, Competitiveness and Perfectionism analyzed with SPSS.

Experimental and control group P values shows the normality level of the test items. P value < 0.05 was accepted as statistically significant. Normality values were listed in the table 8 for each group.

Normality analysis made for each group of students. And as can be seen in the table 9, P value higher than 0,05 and this means that items shows normal distribution both for experimental and control group.

4.3.3 Statistical Analysis

The distribution normality of continuous variables was tested by Kolmogrov-Simirnov test. Independent Sample T Test was used to compare two independent groups for normal data and Paired Sample T Test was used for before and after comparisons within groups. Chi-square test applied to investigate relationship between two categorical variables. Statistical analysis was performed with SPSS for Windows version 24.0.

Table 10. Descriptive statistics and Cronbach alpha values for experimental group scales

Group		N	Minimum	Maximum	Mean	Std. Deviation	Cronbach alpha
Experimental Group	Lack of Self-Confidence pre	28	8,00	30,00	19,18	6,06	0,800
	Fear of Failure pre	28	9,00	32,00	22,79	5,83	0,774
	Physical and Mental Symptoms pre	28	5,00	25,00	16,04	5,38	0,841
	Unwillingness to Attend in Speaking Classes pre	28	4,00	14,00	9,39	2,92	0,697
	Competitiveness pre	28	2,00	10,00	7,00	2,60	0,814
	Perfectionism pre	28	5,00	20,00	14,14	4,07	0,782
	Total pre	28	37,00	129,00	88,54	23,57	0,950
	Lack of Self-Confidence post	28	6,00	26,00	15,00	4,90	0,741
	Fear of Failure post	28	7,00	28,00	18,71	5,11	0,678
	Physical and Mental Symptoms post	28	5,00	25,00	12,89	5,06	0,805
	Unwillingness to Attend in Speaking Classes post	28	4,00	15,00	8,32	3,60	0,823
	Competitiveness post	28	2,00	10,00	6,57	2,52	0,867
	Perfectionism post	28	4,00	19,00	11,00	3,45	0,446
	Total post	28	32,00	110,00	72,50	20,33	0,918

In the table 10, experimental group's mean values show differences between the pre and post test. Except item 5, all items of FLCAS measure students' level of negative attitudes towards English speaking activities. So, high values reflect the high anxiety levels and decrease of scores means fall of the anxiety, too. In order to compare mean values of pre and post-test clearly, table 10 is prepared as follow.

Table 11: Experimental Group Mean Values of FLCAS Subscales

Subscales of FLCAS items	Mean (Pre)	Mean (post)
Lack of Self-Confidence	19,18	15,00
Fear of Failure	22,79	18,71
Physical and Mental Symptoms	16,04	12,89
Unwillingness to Attend in Speaking Classes	9,39	8,32
Competitiveness	7,00	6,57
Perfectionism	14,14	11,00
Total	88,54	72,50

- Items (1, 13, 16, 18, 24, 30) related to Lack of Self-Confidence is 19,18 in pre test and decrease to 15,00 in the pos-test. It can be said that students feel more self-confident after drama activities.

- For the Fear of Failure items (2, 4, 10, 15, 19, 25, 29), mean value is 22,79 in pre-test and 18,71 in post-test. It can be assumed that drama activities help students to deal with fear of failure.

- Items (3, 12, 20, 26, 27) of Physical and Mental Symptoms 16,04 in pre-test and 12,89 in post test. After drama activities, students show less anxiety reaction during speaking activities.

- Mean value of items (5, 6, 17) about Unwillingness to Attend in Speaking Activities is 9,39 in pre-test and decrease to 8,32 in post-test. Although mean value of this cluster aren't so high in pre-test, reduction of anxiety can be observed in post test.

- Competitiveness (item 7 and 23) mean value is 7,00 in pre-test and 6,57 in the post-test. In two items of this cluster, students think other students are better than them. This thought shows small but positive alteration after drama activities.

- For Perfectionism (item 9, 22, 28, 32) mean score changes from 14,14 to 11,00. As to pre-test result, most of the students don't feel well-prepared for the English

lesson because of the English speaking anxiety. With the help of drama activities, mean score for perfectionism fall down to 11,00. It tells us that students feel well-prepared for English speaking activities after drama.

Consequently, mean values decreased for all categories in the post-test results and it means that students are less anxious after drama activities. Mean values of Self-Confidence, Fear of failure, Physical and Mental Symptoms and Perfectionism reduces more than other Subscales. Mean scores of Willingness to Attend in Speaking Activities and Competitiveness also reduces but less than other items.

Table 12: Descriptive statistics and Cronbach alpha values for control group scales

Group		N	Minimum	Maximum	Mean	Std. Deviation	Cronbach alpha
Control Group	Lack of Self-confidence pre	29	7,00	27,00	16,69	5,24	0,719
	Fear of Failure pre	29	9,00	29,00	20,79	5,07	0,646
	Physical and Mental Symptoms pre	29	5,00	24,00	14,34	5,09	0,769
	Unwillingness to Attend in Speaking Classes pre	29	3,00	14,00	7,90	3,31	0,675
	Competitiveness pre	29	2,00	10,00	6,14	2,75	0,830
	Perfectionism pre	29	5,00	20,00	12,31	3,89	0,613
	Total Pre-test	29	35,00	118,00	78,17	20,80	0,931
	Lack of Self-confidence post	29	8,00	25,00	18,21	4,33	0,617
	Fear of Failure post	29	14,00	28,00	21,41	3,85	0,306
	Physical and Mental Symptoms post	29	6,00	24,00	16,03	4,39	0,738
	Unwillingness to Attend in Speaking Classes post	29	4,00	15,00	9,34	2,88	0,583
	Competitiveness post	29	2,00	10,00	6,24	2,05	0,641
	Perfectionism post	29	7,00	19,00	13,10	2,90	0,245
	Total Post-test	29	51,00	113,00	84,34	14,84	0,846

On the other hand, when the mean values of control groups are examined, it can be understood that anxiety levels of students are still high in the post-test results. They couldn't reduce their anxiety level. According to the differences between pre

and post-test scores, mean values of control group don't show significant changes because control group students studied English classes in ordinary way. In order to see the alteration of control group mean values in Subscales, table 11 was prepared as follow.

Table 13: Control Group Mean Values of FLCAS Subscales

Subscales of FLCAS items	Mean (Pre)	Mean (post)
Lack of Self-Confidence	16,69	18,21
Fear of Failure	20,79	21,41
Physical and Mental Symptoms	14,34	16,03
Unwillingness to Attend in Speaking Classes	7,90	9,34
Competitiveness	6,14	6,24
Perfectionism	12,31	13,10
Total	78,17	84,34

Contrary to experimental group, mean values of control group didn't decrease and even in many items, mean values increased. Total mean value is 78,17 for pre-test and 84,34 for post-est. It can be understood from this test result that anxiety level of control group didn't show any decrease.

4.3.4. Within and Between Group Comparisons Interms of Scales

Independent Sample T Test was used to compare groups for numerical variables and Paired Sample T Test was used to evaluate within groups changes. Items of FLCAS were categorised under six subscales and examined.

Items related to Lack of Self-Confidence

1. I never feel quite sure of myself when I am speaking in English classes.

13. It embarrasses me to volunteer answers in English classes

16. Even if I am well prepared for English classes, I feel anxious about them

18.I don't feel confident when I speak in English classes.

24.I feel very self-conscious about speaking English in front of other students.

30.I am afraid that the other students will laugh at me when I speak English.

Table 14 : Independent Sample T Test and Paired Sample T Test results for Lack of Self-Confidences (item 1, 13, 16, 18, 24, 30)

Scales		**Experimental Group (n=28)**	**Control Group (n=29)**	**Between groups**	
				T	**P**
Lack of Self-Confidence	Before	19.18 ± 6.06	16.69 ± 5.24	1.660	0.103
	After	15 ± 4.9	18.21 ± 4.33	-2.621	0.011*
	t	0.271	-3.692		
	P	0.789	0.001*		

If P value is smaller than 0.05, it is accepted as statistically significant. According to the pre-test results, there is no significant difference between groups interms of Lack of Self-Confidence scores (P=0.103). After drama performances, scores of Lack of Self-confidence changed positively for experimental group contrary to control group. There is considerable difference between two groups. (P=0.011). According to Paired Sample T Test values, experimental group doesn't have significant difference between pre and post-test results (P=0.789). On the other side, control group values show significant difference but negative way (P=0.001). It means their anxiety level is higher in the post-test.

Items related to Fear of Failure

2. I am afraid of making mistakes in English classes.

4. It frightens me when I don't understand what the teacher is saying in English.

10. I worry about the consequences of failing English classes.

15.I get upset when I don't understand what the teacher is correcting.

19.I am afraid that my English teacher is ready to correct every mistake I make.

25. English classes move so quickly I worry about getting left behind.

29.I feel overwhelmed by the number of rules you have to learn to speak English

Table 15: Independent Sample T Test and Paired Sample T Test results for Fear of Failure (item 2, 4, 10, 15, 19, 25, 29)

Scales		**Experimental Group (n=28)**	**Control Group (n=29)**	**Between groups**	
				t	**P**
Fear of Failure	Before	22.79 ± 5.83	20.79 ± 5.07	1.378	0.174
	After	18.71 ± 5.11	21.41 ± 3.85	-2.257	0.028*
	t	2.471	-0.487		
	P	0.020*	0.630		

As to Fear of Failure scale scores, there wasn't significantly difference between two groups in the pre-test (P= 0.174). According to the post-test score, there was an increase for the control group (P=0.028). It means that students' Fear of Failure level was increased. If paired t-test score is compared, experimental group scores shows significant decrease in the post-test (P=0.020) but there was no difference for control group (P=0.630).

Items related to Physical and Mental Symptoms

3. I tremble when I know that I am going to be called on in English classes.

12. In English classes, I get so nervous I forget things I know

20. I can feel my heart pounding when I am going to be called on in English classes.

26. I get nervous and confused when I am speaking in English classes.

27. When I am on my way to English classes, I feel very tense and nervous.

Table 16: Independent Sample T Test and Paired Sample T Test Results for Physical and Mental Symptoms (item 3, 12, 20, 26, and 27)

Scales		Experimental Group (n=28)	Control Group (n=29)	Between groups	
				t	P
Physical and Mental Symptoms	Before	16.04 ± 5.38	14.34 ± 5.09	1.219	0.228
	After	12.89 ± 5.06	16.03 ± 4.39	-2.501	0.015*
	t	2.042	-1.184		
	P	0.051	0.246		

In an attempt to understand the Physical and Mental Symptoms of the English speaking anxiety, item 3, 12, 20, 26, 27 of the scale clustered and scores of the cluster examined together. When compared the two groups are compared, there was no significant difference between two groups in pre-test (0.228) but the scores of the post-test showed that there was a significant difference between two groups(P=0.015). As to these scores, Physical and Mental Symptoms of the control group increases and other side, experimental group shows less anxiety reactions. If the test scores within groups are examined, experimental group students shows nearly significant difference between two tests (P=0.051). However, there was no significant difference for the control group (P=0.246)

Items related to Unwillingness to Attend in Speaking Classes

5. It wouldn't bother me at all to take more English classes.

6. During English classes, I find myself thinking about things that have nothing to do with the course.

17. I often feel like not going to English classes.

Table 17: Independent Sample T Test and Paired Sample T Test Results for Unwillingness to Attend in Speaking Classes (item 5, 6, 17)

Scales		Experimental Group (n=28)	Control Group (n=29)	Between groups	
				t	P
Unwillingness to Participate in Speaking Classes	Before	9.39 ± 2.92	7.9 ± 3.31	1.807	0.076
	After	8.32 ± 3.6	9.34 ± 2.88	-1.187	0.240
	t	1.207	-1.550		
	P	0.238	0.132		

Scores of Unwillingness to Attend in Speaking Class cluster (item 5, 6, 17) show that there isn't significant differences between two groups in the pre-test (P=0.076) and in the post-test (P=0.240) Because P values are upper than 0.05 in both test. Moreover if scores of pre and post-test evaluated within groups, there were also no big differences. The P value is 0.238 for experimental group and 0.132 for control group. Although before and after application scores changed positively for the experimental group, it is not significant.

Items related to Competitiveness

7. I keep thinking that the other students are better at English than I am.

23. I always feel that the other students speak English better than I do.

Table 18: Independent Sample T Test and Paired Sample T Test Results for Competitiveness (Item 7 and 23)

Scales		Experimental Group (n=28)	Control Group (n=29)	Between groups	
				t	P
Competitiveness	Before	7 ± 2,6	6,14 ± 2,75	1.217	0.229
	After	6,57 ± 2,52	6,24 ± 2,05	0.544	0.588
	t	0.607	-0.175		
	P	0.549	0.862		

Test score of items (item 7 and 23) related to Competitiveness don't show significant differences between two groups both in pre and post-test (P=0.229 for pre-test and P=0.588 in post-test). So, Paired Sample T Test results also don't show meaningful differences (P=0.549 for experimental group and P= 0.862 for control group) According to these results drama activities didn't make big influence on Competitiveness of students. As to scores of these two items, it can be state that anxiety level of students for Competitiveness didn't decrease.

Items related to Perfectionism

9. I start to panic when I have to speak without preparation in English classes.

22. I feel pressure to prepare very well for English classes.

28. I get nervous when I don't understand every word my English teacher says.

32. I get nervous when the English teacher asks questions which I haven't prepared in advance.

Table 19: Independent Sample T Test and Paired Sample T Test Results for Perfectionism (Item 9, 22, 28, 32)

Scales		**Experimental Group (n=28)**	**Control Group (n=29)**	**Between groups**	
				t	**P**
Perfectionism	Before	14,14 ± 4,07	12,31 ± 3,89	0.983	0.088
	After	11 ± 3,45	13,1 ± 2,9	-2.495	0.016*
	t	2.773	-0.987		
	P	0.010*	0.332		

As can be seen in table 19, pre-test scores of Perfectionism (item 9, 22, 28, 32) don't show significant differences (P=0.088). On the other hand, the post-test scores indicates that there is a significant differences between two groups (P= 0.016).While experimental group value decreases, control group value remain the same. In addition to these, if the experimental and control groups are examine as Paired Sample T Test, test scores show a significant difference for experimental group (P= 0.010). However it is not significant for control group (P=0.332). Consequently, it can be said that drama activities have positive effect on lowering

students speaking anxiety and contribute the feel of perfectionism. As a result of lower anxiety, they feel more courageous and closer to perfectionism.

Table 20: Independent Sample T Test and Paired Sample T Test Results for Total Scores

Scales		Experimental Group (n=28)	Control Group (n=29)	Between groups	
				t	P
Total Scores	Before	88,54 ± 23,57	78,17 ± 20,8	1.761	0.084
	After	72,5 ± 20,33	84,34 ± 14,84	-2.519	0.015*
	t	2.491	-1.218		
	P	0.019*	0.233		

* Significant at 0.05 level

At this point, total scores of Foreign Language Classroom Anxiety Scale (FLCAS) and Subscales may be more appropriate for examining effects of drama on English speaking anxiety of 6th grade students. If two groups are compared with pre-test scores, P value is 0.084 and it can be said that there is no significant difference between two groups. But according to post-test scores, P value is 0.015 and there is considerably extent difference between two groups.

On the other side, if a comparison is made with Paired Sample T Test, P value is 0.233 for control group. This means that there is no significant difference. But P value is 0.019 for experimental group and it is accepted that there is big difference between pre and post-test scores of experimental group. Total scores reveal that drama activities have positive effects on English speaking anxiety of students. Drama helps students to lower their speaking anxiety and encourage them to speak target language.

4.3.5. Descriptive Statistics of FLCAS for Experimental Group

Descriptive statistics of FLCAS as pre-test were estimated below. The mean, minimum and maximum values calculated for the pre-test items. If we assess the results of the pre-test of the scale, mean values from 3,00 to 3,49 were considered negative (anxious), 3,50 to 5,00 highly negative (highly anxious) and the values between 2,50 and 2,99 were considered positive (less anxious) while the values

ranging from 1,00 to 2,49 were considered highly positive (not anxious , calm and self-confident).

Table 21: Descriptive Statistics of FLCAS for Each Items as Pre-Test (Exper. Group)

Descriptive Statistics of FLCAS as Pre-test					
Items of FLCAS	N	Minimum	Maximum	Mean	Std. Deviation
Item 1	28	2,00	5,00	3,3571	1,02611
Item 2	28	1,00	5,00	3,4643	1,29048
Item 3	28	1,00	5,00	3,4643	1,52709
Item 4	28	1,00	5,00	3,6071	1,28638
Item 5	28	1,00	5,00	2,3214	1,49204
Item 6	28	1,00	4,00	2,6071	,91649
Item 7	28	1,00	5,00	3,4643	1,37389
Item 8	28	1,00	5,00	3,7143	1,32936
Item 9	28	1,00	5,00	4,1071	1,13331
Item 10	28	1,00	5,00	3,9286	1,38587
Item 11	28	1,00	5,00	3,7857	1,28689
Item 12	28	1,00	5,00	3,2857	1,18187
Item 13	28	1,00	5,00	2,2143	1,39728
Item 14	28	1,00	5,00	4,0357	1,37389
Item 15	28	1,00	5,00	3,2500	1,37773
Item 16	28	1,00	5,00	3,3214	1,56474
Item 17	28	1,00	5,00	3,1071	1,22744
Item 18	28	1,00	5,00	3,3214	1,51666
Item 19	28	1,00	5,00	2,8929	1,03062
Item 20	28	1,00	5,00	3,6071	1,44886
Item 21	28	1,00	5,00	3,0000	1,38778
Item 22	28	1,00	5,00	2,7500	1,40436
Item 23	28	1,00	5,00	3,5357	1,45251
Item 24	28	1,00	5,00	3,5714	1,39917
Item 25	28	1,00	5,00	2,1071	1,28638
Item 26	28	1,00	5,00	3,0000	1,30526
Item 27	28	1,00	5,00	2,6786	1,38921
Item 28	28	1,00	5,00	3,4643	1,29048
Item 29	28	2,00	5,00	3,5357	1,26146
Item 30	28	1,00	5,00	3,3929	1,59488
Item 31	28	1,00	5,00	3,1786	1,44154
Item 32	28	1,00	5,00	3,8214	1,38921

N= Number of students Std. Deviation= standard deviation

With regard to the table, the mean values of the items are mostly higher than 3,00. These numbers show that most of the students are highly anxious in English classes.

Table 22: Descriptive Statistics of FLCAS for Each Items as Post-Test (Exper.Grp.)

Items of FLCAS	N	Minimum	Maximum	Mean	Std. Deviation
Item 1	28	1,00	5,00	2,4286	,99735
Item 2	28	1,00	5,00	2,4286	1,19965
Item 3	28	1,00	5,00	2,6071	1,34272
Item 4	28	1,00	5,00	2,5714	1,16837
Item 5	28	1,00	5,00	2,7857	1,44932
Item 6	28	1,00	5,00	2,6429	1,19301
Item 7	28	1,00	5,00	3,3929	1,25725
Item 8	28	1,00	5,00	2,6429	1,06160
Item 9	28	1,00	5,00	3,1786	1,41562
Item 10	28	1,00	5,00	3,3214	1,24881
Item 11	28	1,00	5,00	3,3571	1,36665
Item 12	28	1,00	5,00	2,4643	1,29048
Item 13	28	1,00	5,00	2,1786	1,33482
Item 14	28	1,00	5,00	3,3214	1,38921
Item 15	28	1,00	5,00	2,8571	1,20844
Item 16	28	1,00	5,00	2,0714	1,01575
Item 17	28	1,00	5,00	2,4643	1,52709
Item 18	28	1,00	5,00	2,6071	1,16553
Item 19	28	1,00	5,00	2,3571	1,31133
Item 20	28	1,00	5,00	2,6071	1,42307
Item 21	28	1,00	5,00	2,2500	1,37773
Item 22	28	1,00	5,00	2,5357	1,31887
Item 23	28	1,00	5,00	3,1786	1,41562
Item 24	28	1,00	5,00	2,9286	1,38587
Item 25	28	1,00	5,00	2,2500	1,35058
Item 26	28	1,00	5,00	2,9286	1,41234
Item 27	28	1,00	5,00	2,2857	1,27242
Item 28	28	1,00	5,00	2,5357	1,20130
Item 29	28	1,00	5,00	2,9286	1,27450
Item 30	28	1,00	5,00	2,7857	1,44932
Item 31	28	1,00	5,00	2,8929	1,31485
Item 32	28	1,00	5,00	2,7500	1,32288

As can be seen in the descriptive statistics of post-test application, there are 11 items below 2,50. It indicates that they feel highly positive (calm and self confident)

for 11 items. Besides values are below 2,99 for 16 items in the post-test results. This shows that students are calm and feel comfort for the 16 items of the scale.

According to the descriptive tables, there are clearly positive improvements about the English speaking anxiety of the students. After the drama studies, students are more courageous about participating and speaking in English classes.

4.4. Classroom Observation

In order to monitor students' process of drama activities, weekly observation was done and notes were taken on paper. During the ten weeks, improvements and change of students' anxiety level and speaking skills were observed by teacher. It is obvious that observation helps researchers to assess learners' drama skills, improvement, behaviours during the drama performance. Weekly observations were mentioned as follow:

In the first week, volunteer students were chosen to perform drama activities. They chose their role and prepared for the activities for a few days. Then, they played role plays in front of other classmates. They were seen a little anxious at the beginning but after starting conversations, they relish the activity. Other students as audiences watched the activity and have fun. First week was a warm-up week for the students. Most of the students preferred being audiences in the first week. So, only self-confident students performed the activities.

In the second week, more students prepared for the role plays and they were more eager to perform in the activities. They brought some materials to decorate classroom as a stage. After first week experience, they seem more relaxed and assured. They could generally memorize the speeches but sometimes they hesitated about pronunciations. Teacher made encouraging comments about the performances. There was no error-correction or discouraging feedbacks in the first an second week.

In third and fourth week, students continued to perform different drama activities. They started to use body language to express feelings and were more careful about intonations. In the third week, nearly all the students took role in the

plays. In the fourth week, necessary feedbacks and corrections were done for common errors. They were also helped by teacher when they needed. Teacher rarely made error corrections for not discouraging the students.

In the fifth and sixth week, students were accustomed to play in the drama activities. More students were keen to take roles in the performances. Student could make small changes in the dialogues when they want. They were allowed to be creative and flexible during the drama activities. They could easily adapt to new roles. Students showed a greater degree of responsibility for the roles. All students are involved in the drama activities. And every student is aware of their duty.

In the seventh and eighth week, drama activities were seen as an ordinary class performance by students. While students were preparing for the new tasks, they profit from the new knowledge needed in the plays. Students in the same group helped each other and shared responsibilities. So, it also provided to peer-teaching and socialising. Drama activities seemed unthreatening and enjoyable experience. Teacher gave some correction for common pronunciation and intonation errors after the drama activities. Teacher also asked students to express their thoughts about drama activities. He allowed students to reflect their ideas about process. In this way, students could criticize and make contributions for the next activities.

In the ninth and tenth week, group of students continued to perform new role plays in the class. They behaved more self-confident and relaxed during the performances. They improved their oral fluency and they could think faster and answer more quickly in turn-taking. In the last week, teacher wanted students to make more feedbacks about their own performances. They mentioned that they were satisfied with the drama activities. Their interest increased for drama and the speaking activities. Generally they were very pleased to participate in drama activities. They expressed that they could still remember the contents and sentences they used in the activities. Some of them said that they felt ready to real life encounters. Teacher also expressed his gratitude for students' attendance to the drama activities. After ten weeks, FLCAS was applied as a post test and the results were examined with the help of SPSS statistics.

4.5. Conclusion

According to the charts of FLCAS, it can be concluded as;

- There is positive correlation between “English speaking anxiety” and “fear of negative evaluation”.

Students, who have English speaking anxiety, are afraid of being evaluated or criticized negatively by the teacher or classmates. So, they can’t concentrate on the activities. Anxious students are generally pessimistic about the possibilities that would be happen. They may consider the consequences of unsuccessful performances.

- There is negative correlation between “English speaking anxiety” and “attending the speaking activities”.

When students feel highly anxious, they don’t want to attend the speaking activities. They don’t enjoy taking part in the role plays, conversation and exercises. Even though they have something to speak, they prefer standing aside and waiting until the lesson finishes. So, anxiety prevents them from showing their speaking performance and makes them inactive. So, they stay silent during the lesson.

- There is a negative correlation between “English speaking anxiety” and “self-confidence”

English speaking anxiety lower student self-confidence because anxious students hesitate to perform English. Once they withdraw, they think themselves as inadequate. This hesitation makes them to lose their self-confidence.

- There is negative correlation between “English speaking anxiety” and “motivation”

Motion and English speaking anxiety have mutually influence on each other. Low motivated students can’t cope with English speaking anxiety. On the other side, high anxious students lose their motivation and most probably became unsuccessful.

So, teachers should find ways to lower speaking anxiety and makes students more motivated. We can say that drama activity is a good way of it.

- There is a positive correlation between "English speaking anxiety" and "pessimism and sadness about English classes"

Anxious students usually feel sad because they think that they will fail in English classes. Unless students overcome this feeling, they can really fail in the English classes and collapse. This situation called as "learned helplessness".

- Highly anxious students don't want to have more English classes.

If students don't feel comfortable in English classes, It can't be expected from them to be more willingness towards the class. So, high anxious students don't want to have more English classes. Therefore, Anxiety-free classroom atmosphere can make them more willingness to have English classes.

- Highly anxious students believe that other students are better than them.

Experimental group statistics show that teaching through drama had mostly positive effects on English speaking anxiety. There are highly positive improvements in 21 items of the scale. Results of the 10 items indicate small but positive differences. Only one item stays nearly stable.

Table 23: Pre and Post-test Statistics of Experimental Group Students

No of item	Disagreed/ Strongly Disagreed				Neither Agreed Nor Disagreed				Agreed/ Strongly Agreed			
	Pre-test		Post-test		Pre-test		Post-test		Pre-test		Post-test	
1	6	21,4	17	60,7	11	39,3	7	25	11	39,3	4	14,3
2	8	28,6	17	60,7	4	14,3	7	25	16	57,1	4	14,3
3	11	39,3	15	53,6	1	3,6	5	17,9	16	57,2	8	28,6
4	7	25	13	46,4	3	10,7	10	35,7	18	64,3	5	17,9
5	18	64,3	12	42,9	3	10,7	6	21,4	7	25	10	35,7
6	17	60,7	18	64,3	4	14,3	4	14,3	7	25	6	21,4
7	6	21,4	7	25	7	25	8	28,6	15	53,6	13	46,4
8	5	17,9	15	53,6	5	17,9	6	21,4	18	64,3	7	25
9	4	14,3	11	39,3	1	3,6	3	10,7	23	82,1	14	50
10	7	25	7	25	-	-	7	25	21	75	14	50
11	6	21,4	8	28,6	5	17,9	7	25	17	60,8	13	46,5
12	7	25	18	64,3	9	32,1	2	7,1	12	42,9	8	28,5
13	18	64,3	17	60,7	3	10,7	6	21,4	7	25	5	17,8
14	5	17,9	9	32,1	4	14,3	6	21,4	19	67,8	13	46,5
15	10	35,7	13	46,4	5	17,9	6	21,4	13	46,4	9	32,1
16	10	35,7	22	78,6	4	14,3	3	10,7	14	50	3	10,7
17	10	35,7	17	60,7	8	28,6	5	17,9	10	35,7	6	21,4
18	10	35,7	16	57,1	5	17,9	5	17,9	13	46,4	7	25
19	10	35,7	16	57,1	11	39,3	6	21,4	7	25	6	21,4
20	7	25	16	57,1	3	10,7	5	17,9	18	64,3	7	25
21	12	42,9	20	71,4	6	21,4	3	10,7	10	35,7	5	17,9
22	14	50	15	53,6	6	21,4	5	17,9	8	28,6	8	28,5
23	7	25	10	35,7	5	17,9	6	21,4	16	57,1	12	42,9
24	7	25	15	53,6	5	17,9	3	10,7	16	57,1	10	35,7
25	18	64,3	18	64,3	6	21,4	5	17,9	4	14,2	5	17,8
26	11	39,3	14	50	6	21,4	4	14,3	11	39,3	10	35,7
27	14	50	18	64,3	6	21,4	6	21,4	8	28,6	4	14,3
28	9	32,1	13	46,4	4	14,3	10	35,7	15	53,6	5	17,8
29	13	46,4	11	39,3	6	21,4	8	28,6	9	32,1	9	32,1
30	9	32,1	12	42,9	6	21,4	6	21,4	13	46,5	10	35,7
31	11	39,3	13	46,4	4	14,3	5	17,9	13	46,4	10	35,7
32	6	21,4	15	53,6	5	17,9	6	21,4	17	60,7	7	25

According to the charts of FLCAS items, it can be inferred that drama;

- Provides positive, anxiety-free atmosphere.
- encourage students to be more sociable,
- help to be more outgoing and self-confident,
- can be defined as crowd-pulling activity,
- helps students to activate knowledge,
- teach showing faster reactions,
- is helpful to use rules and expressions effectively.
- Students remember more quickly.
- Students can correlate natural reaction between English and body language.
- Students enjoy drama while acting and watching.

In this research, it can be said that drama activities helped students to decrease English speaking anxiety of students. Students gain more self-confidence and willingness to perform English in front of classmates and teachers. According to the statistics of the FLCAS, experimental group students could lower their English speaking anxiety contrary to control group. This means drama activities had positive effects on English speaking anxiety.

CHAPTER V

5. CONCLUSION

5.1. Introduction

This chapter presents findings and conclusions of the research. In this study, the effect of drama production on speaking anxiety of foreign language is investigated. This part also provides a brief summary of the study. In this part, the research findings will be discussed, the limitations of the study, the pedagogical implications and short conclusions will also be presented.

5.2. Summary of the Study

This study aimed to investigate the effects of teaching through drama on English speaking anxiety of 6th grade students. In order to measure the anxiety level of students Foreign Language Classroom Anxiety Scale (FLCAS) is carried out. The data was collected through 6th grade secondary school students. FLCAS is used to collect quantitative data and analysed with SPSS software. FLCAS was developed by Horwitz, et al. (1986). This scale was applied foreign language learners in order to determine the speaking anxiety level of the students. In this study FLCAS was used twice to measure to anxiety level of students before and after the drama activities. Students performed different drama activities and in each activity they take different roles. It was a great experience for them to use foreign language and perform it in front of other people.

From the previous studies (Aydın, 1999; Batumlu, 2006; Zhanibek, 2001), it is known that foreign language classroom anxiety hinder learners from concentrating on language and performing language as an effective way.. Today foreign language learning environments are being arranged for providing more relaxing, student centred and without anxiety. Aydın (1999) states that second/foreign language teaching currently aims to provide students with a learner-centred and anxiety-free classroom environment to help them become more effective.

5.3. Findings and Discussion

Is there any effect of using drama activities on 6th grade students' speaking anxiety?

1a) Is there any effect of using drama activities on 6th grade students' "Lack of Self-Confidences" ?

1b) Is there any effect of using drama activities on 6th grade students' "Fear of Failure" ?

1c) Is there any effect of using drama activities on 6th grade students' "Physical and Mental Symptoms" ?

1d) Is there any effect of using drama activities on 6th grade students' "Unwillingness to Attend in Speaking Classes" ?

1e) Is there any effect of using drama activities on 6th grade students' "Competitiveness" ?

1. 1f) Is there any effect of using drama activities on 6th grade students' "Perfectionism" ?

These are some the questions studied and investigated in this research. In this study, results of FLCAS items showed that English speaking anxiety of students is generally high before the drama activities. Students mostly have negative attitudes towards the English speaking activities in the class whether they prepared for the lesson or not. There are some main problems that understood from the questionnaire.

Some of these are teaching methods, students' negative attitude and behaviours, lack of knowledge and social interaction skills, teachers' behaviours.

Teaching methods of foreign language are contentious today. There are different point of views and discussions on which is the most effective or helpful one. But the most of studies showed that drama activities which make students interactive, participant are the most productive and permanent one. So, drama productions also include entertaining, interesting, relaxing activities.

Students negative attitudes and behaviours towards speaking foreign language mostly related to their unnecessary fears and behaviours. Students think language learning procedure is so difficult that they cannot cope with it. So, this thought prevents them from struggling against difficulties and being eager to learn and speak the foreign language. "Anxiety caused by personal reasons resulted from negative self assessment of learners' ability, self comparisons to other students, high personal expectations and learners' "irrational" beliefs about the nature of language and language learning process. "(Aydın, 1999, p.112). Students aren't aware of normalcy of making grammatical mistakes or mispronunciations at the beginning of learning process. And also teacher should be tolerant for these mistakes. Students should be encouraged to use target language a much as possible. First of all short and simple speaking activities could be easier and more relaxing. Then roles and sentences will be longer and more complex in the next drama activities.

Moreover, **lack of knowledge and social interaction skill**s are also a problem for foreign language students. Some of the students don't want to speak or act in front of other people even with their mother tongue. Some social and interpersonal communication skills are inadequate as talking about a simple subject, making conversation, commenting on a new subject, meeting new people or expressing themselves. So, students don't want to participate in speaking activities. They are not very keen on speaking English, too. In this study students took role in the drama activities. They prepared for the role before the lesson and performed it. At the beginning of the drama activities, students felt a little anxious but after they performed a few roles, they gained self-confidence and enjoyed it. They became

more enthusiastic and tried to use English more in the class. Then, they used the language as a tool and tried to communicate with each other and forget about language itself.

In English classes, **teachers' behaviours or reactions** also affect students' attitude towards speaking activities. Teachers generally make error corrections while students are speaking English in the class. Sometimes, teachers make too much interruption or they show strong reactions to the mistakes. It cause students to lose their self-confidence and they get excited. Students feel so anxious that they don't understand even what the teacher corrected. Besides, students don't want to make negative impression on their English teacher with their mistakes. They think if they make too much mistake, teacher will have negative thoughts about them. So, they are afraid of making mistakes. Eventually, not talking or not participating in activities seems to be more logical for them. For this reason, teacher should tell students the normality of making mistakes. Making mistake is a fact of learning procedure. Teachers should also give encouraging feedbacks.

5.4. Pedagogical Implications

Finding of this study indicate that anxiety level strongly affects the productivity of students during the English lessons. If students feel highly anxious, they don't want to speak foreign language because of their negative thoughts. In this situation, deliberative effects of anxiety can be appeared. Anxiety at a high level prevents students from using foreign language and decreasing the productivity of them. For this reason, foreign language teachers should aware of this fact and use different methods to control this feeling. Teacher should provide more relaxing classroom environment. Providing classroom without anxiety is not possible but we can reduce the anxiety level of students. This study investigated the effect of drama on English speaking anxiety of students. When studied on the result of the FLCAS, these pedagogical implications can be inferred:

- Students feel anxious while they have to speak English spontaneously.

- Lacks of social interaction skills negatively affect the foreign language productivity.
- Students are afraid of being ridiculous.
- Students are afraid of making mistakes in front of teacher and classmates.
- Students usually think that other students use foreign language better than him/her.

This study aimed to investigate the role of drama activities for overcoming anxiety problems. In this research each student participated in different drama activities. They played different roles. Students had a lot of opportunities to act and speak English in front of other people. At the beginning of the activities, most of them were shy and anxious. But after playing a few roles, they started to enjoy and became more relaxed. They gained self-confidence. They realize some of the mistakes of friends and themselves. And students learned the naturality of making mistakes. Speaking experiences help them to taste the sense of achievement. They improved their pronunciation skills and didn't abstain from using English anymore. This study shows that teacher should support students to speak English without feeling of anxiety. Teacher should explain that all language learners can make mistake even they are successful. Nobody expects a perfect performance from them. Especially, at the beginning level of learning process, students can make a lot of mistakes and mispronunciation. The most important thing is practicing more and more and using all opportunities to speak English.

It can be understood from this study that classroom environment should be relaxing and comfortable. Student shouldn't have worries about grading and being ridiculous during English speaking activities. Teacher should give supportive feedbacks. Teachers shouldn’t correct all the mistakes and interrupt students’ speeches. Teachers shouldn’t make too much negative assessment and critics. Also classmates also shouldn’t make error correction frequently.

5.5. Suggestions for Further Research

There are many positive outcomes of this study. Findings of this research can make many suggestions for further researches. This study encourages drama activities for teachers and students. Teaching through drama play positive role on reducing anxiety levels of students. On the other hand, it should be accepted that this research was applied on very limited time and environment. We can't make long-term prediction. For a more common result, it should be applied in longer time period and different environments.

This research was carried out in a limited field of language. Students could have developed their speaking skills more efficiently if they were given more opportunities, physical atmosphere and time. In this way, they could also overcome their English speaking anxiety better.

Meanwhile, students don't have drama classes at school. Before the drama activities, teacher trained students about drama and showed some drama activities on the screen and students learned how to play in drama activities. These preparations made in a limited time. For a more comprehensive drama application and assessment, students can learn drama in a longer period and detailed way. So, they can be more proficient.

This study focused on the English speaking anxiety and effects of drama on it. However, students don't feel anxious only in English classes. They also feel anxious in other classes even while they are speaking their own language. Besides, many students cannot express themselves in daily life due to anxiety and lack of self-confidence. Drama activities may encourage students both in English and in their mother tongue. Thus, more extensive studies can be made to find out effectiveness of drama on lowering speaking anxiety and self-confidence.

Lastly, this study investigated the effects of teaching through drama on English speaking anxiety. Another research can examine the effect of teaching through drama on English proficiency. It is known that if students experience what they have learned, they can keep information in mind easily. Results of drama

activities can be studied for testing English proficiency and teaching vocabulary in further researches.

5.6. Conclusion

This study was conducted to investigate the relationship between teaching through drama and English speaking anxiety. FLCAS was applied as a pre and post-test and analyses of test applications showed that there is remarkably positive difference between the students' English speaking anxiety level before and after the drama activities. Students started to feel more comfort and courageous after participating in drama activities. They gained self-confidence and become more volunteer in English classes. They tasted success of speaking English. They gave more positive answers to post-test. Contrary to the experimental group, control group students couldn't defeat the speaking anxiety without drama activities.

After drama activities, it can be concluded from the result of FLCAS and study as below;

- students learned to speak more fluently,
- improved their intonation and pronunciations,
- became more volunteer to speak,
- gained self-confidence,
- reduced their speaking anxiety,
- used body language more effectively,
- learned cooperation with peers,
- learned to use time more effectively,
- became more aware of their own potential,

- controlled their anxiety level,
- overcame their fears and worries,
- enjoyed speaking English.

If teaching through drama activities are applied more professional and in longer time periods, results may be more positive and encouraging. Drama is not only beneficial for reducing English speaking anxiety, it also helps students to learn social interaction, cooperation and productivity.

Most of the studies on FLCA indicate that teaching methods, students' negative attitudes and behaviours towards English classes, lack of knowledge and social interaction skills, teachers' behaviours or reactions are the common reasons of English speaking anxiety. Among these reasons, students' negative attitudes towards English classes are the main issue of this study. Because studies showed that if students don't feel comfort in English classes, they won't be eager to speak English in the classes. Human beings generally worry about things that they haven't seen or experienced before. This study claims that students feel anxious in English classes because they haven't experienced speaking English in front of other people before. So, drama activities are great opportunities for students to overcome their speaking anxiety. Students imitate real life situation and learn what they say or how they behave.

In addition to these, drama activities motive students to speak and express themselves. Students enjoy participating in English classes and they want to learn more about English. In this way, they can improve their English language skills, especially speaking. If the first aim of a teacher is to ingratiate English lesson, drama will be a good way of it. Drama makes students love and enjoy speaking English.

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7. APPENDICES

7.1. Appendix A: Foreign Language Classroom Anxiety Scale (FLCAS, Original)

Foreign Language Classroom Anxiety Scale

FLCAS English Version

1.Strongly disagree 2. Disagree 3.Neither agree nor disagree 4.Agree 5.Strongly Agree

1.I never feel quite sure of myself when I am speaking in English classes.

2. I am afraid of making mistakes in English classes.

3. I tremble when I know that I am going to be called on in English classes.

4. It frightens me when I don't understand what the teacher is saying in English.

5. It wouldn't bother me at all to take more English classes.

6. During English classes, I find myself thinking about things that have nothing to do with the course.

7. I keep thinking that the other students are better at English than I am.

8. I usually feel anxious during tests in English classes.

9. I start to panic when I have to speak without preparation in English classes.

10. I worry about the consequences of failing English classes.

11. I can understand why some people get so upset over English classes.

12. In English classes, I get so nervous I forget things I know.

13. It embarrasses me to volunteer answers in English classes

14.I feel so nervous speaking English with native speakers

15.I get upset when I don't understand what the teacher is correcting.

16. Even if I am well prepared for English classes, I feel anxious about them.

17.I often feel like not going to English classes.

18.I don't feel confident when I speak in English classes.

19.I am afraid that my English teacher is ready to correct every mistake I make.

20.I can feel my heart pounding when I am going to be called on in English classes.

21. The more I study for English tests, the more confused I get.

22.I feel pressure to prepare very well for English classes.

23.I always feel that the other students speak English better than I do.

24.I feel very self-conscious about speaking English in front of other students.

25. English classes move so quickly I worry about getting left behind.

26.I get nervous and confused when I am speaking in English classes.

27. When I am on my way to English classes, I feel very tense and nervous.

28,I get nervous when I don't understand every word my English teacher says.

29.I feel overwhelmed by the number of rules you have to learn to speak English.

30.I am afraid that the other students will laugh at me when I speak English.

31.I feel anxious around native speakers of English.

32. I get nervous when the English teacher asks questions which I haven't prepared in advance.

7.2. Appendix B: Yabancı Dil Dersi Kaygı Anketi (FLCAS, Turkish)

Foreign Language Classroom Anxiety Scale

FLCAS Turkish Version

Aşağıdaki her bir ifadeyi okuduktan sonra şu seçeneklerden birisini size verilen kâğıda işaretleyiniz. Hiç bir ifadeyi bos bırakmayınız.

1. Hiçbir zaman 2. Nadiren 3. Bazen 4. Sıklıkla 5. Her zaman

1. İngilizce derslerinde konuşurken kendimden emin olamıyorum.
2. İngilizce derslerinde hata yapmaktan korkuyorum.
3. İngilizce derslerinde sıranın bana geldiğini bildiğim zaman heyecandan ölüyorum.
4. İngilizce derslerinde öğretmenin ne söylediğini anlamamak beni korkutuyor.
5. Haftada daha fazla İngilizce ders saatimin olmasını isterdim.
6. İngilizce dersi sırasında kendimi dersle hiç de ilgisi olmayan başka şeyleri düşünürken buluyorum.
7. Diğer öğrencilerin İngilizce derslerinde benden daha iyi olduklarını düşünüyorum.
8. İngilizce derslerinin sınavlarında kendimi endişeli hissediyorum.
9. İngilizce derslerinde hazırlıksız konuşmak zorunda kaldığımda paniğe kapılıyorum.
10. İngilizce derslerinde başarısız olmak beni endişelendiriyor.
11. Yabancı dil dersleri konusunda bazılarının niye endişe duyduklarını anlayabiliyorum.
12. İngilizce derslerinde bazen öyle heyecanlanıyorum ki, bildiğim şeyleri bile unutuyorum.
13. İngilizce derslerinde sorulan sorulara gönüllü olarak cevap vermekten sıkılıyorum.
14. İngilizceyi, ana dili İngilizce olan insanlarla konuşmak beni heyecanlandırıyor.
15. Öğretmenin hangi hataları düzelttiğini anlamamak beni endişelendiriyor.
16. İngilizce derslerinde, önceden çok iyi hazırlanmış olsam bile derste heyecanlanıyorum.
17. İngilizce derslerine girmek istemiyorum.

18. İngilizce derslerinde konuştuğum zaman kendime güvenmiyorum.
19. İngilizce öğretmeninin yaptığım her hatayı düzeltmeye çalışıyor.
20. İngilizce dersinde sıra bana geldiği zaman kalbimin hızlı hızlı attığını hissediyorum.
21. İngilizce sınavlarına ne kadar çok çalışırsam kafam o kadar çok karışıyor.
22. Kendimi İngilizce derslerine çok iyi hazırlanıp gitmek zorunda hissediyorum.
23. Her zaman diğer öğrencilerin benden daha iyi İngilizce konuştuğunu düşünüyorum.
24. Diğer öğrencilerin önünde İngilizce konuşurken kendimi çok tedirgin hissediyorum.
25. İngilizce dersleri o kadar hızlı akıp gidiyor ki sınıfa ayak uyduramamaktan korkuyorum.
26. İngilizce derslerinde konuştuğum zaman hem sıkılıyorum hem de kafam karışıyor.
27. İngilizce derslerine girerken kendimi çok rahatsız ve güvensiz hissediyorum.
28. İngilizce öğretmenimin söylediği her kelimeyi anlayamadığım zaman paniğe kapılıyorum.
29. İngilizce konuşabilmek için öğrenmek zorunda olduğum kuralların sayısının çok fazla olması beni kaygılandırıyor.
30. İngilizce konuştuğum zaman diğer öğrencilerin bana güleceğinden endişe duyuyorum.
31. İngilizceyi, ana dili İngilizce olan insanların yanında kullanırken rahatsız oluyorum.
32. İngilizce öğretmenimin cevabını önceden hazırlamadığım sorular sorduğunda heyecanlanıyorum.

7.3. Appendix C: Drama Samples.

MEETING NEW PEOPLE

A-Hello, what's your name?

B- Hi, I'm Ahmet. And you are..?

A- I'm Aylin. How are you?

B- Fine thank and you?

A- Thank you. I'm Fine.

B - So, where are you from?

A - I'm from İstanbul . What about you?

B - I'm from Ankara.

A - Are you new at school?

B- Yes, I am. I came this week.

A- How old are you?

B- I'm eleven. You?

A- I'm eleven , too.

B- Do you like playing volleyball?

A- Yes, I do.

B- We play basketball after school with my friends. Would you like to join us?

A- Of course, I would love to. Where do you play?

B- We play in the school garden.

A- Ok. What time do you play?

B- At 4.30 pm.

A- Ok. Nice too meet you.

B- Nice to meet you too.

A- See you after school.

B- See you. Bye

A: Bye

AT THE CLOTHES SHOP

Shop assistant: Hello, Can I help you?

Customer : Hello, yes please. I'm looking for a T-shirt.

Shop assistant: What colour do you prefer?

Customer : I like blue or red.

Shop assistant: And what size do you need?

Customer : I usually use a medium size.

Shop assistant: OK. In your size we have these three models.

Customer : Oh, they are very beautiful!

Shop assistant: Do you want to try them on?

Customer: Yes, please. Where are the fitting rooms?

Shop assistant: Just at the end of the corridor / They are just over there.

Customer: Ok, thanks.

(A few minutes later…)

Shop assistant: Do they suit you?

Customer: Yes, I choose this one. How much is it?

Shop assistant: It is 20 Euros.

Customer: Ok. Have you got anything cheaper?

Shop assistant: Yes, of course. This T-shirt is very similar but it costs only 12 Euros.

Customer: Much better. Ok, I'll take it.

Shop assistant: Would you like to buy anything else?

Customer: No, thank you

Shop assistant: Ok, come with me, please. Will you put it on your credit card?

Customer: No, I'll pay with cash. Here it is.

Shop assistant: Thank you. Here's your change.

Customer: Thank you. Good bye.

Shop assistant: Good bye.

AT THE RESTAURANT

Customer1:Hello, A table for two, please.

Waiter : Of course. Please come this way , please. Here is your table.

Customer1 : Thank you.

Waiter : May I get you anything to drink?

Customer 1 : Yes, a glass of water.

Customer 2 : I would like apple juice, please.

Waiter : Ok. Here is your drink. May I take your order, please?

Customer : Let me look at the menu.

Customer 2: I would like to start with tomato soup and then fried chicken and rice.

Waiter : Ok. You, please.

Customer1 : Firstly I'd like chicken soup and then barbeque meat and salad.

Waiter : Sure. Would you like anything else?

Customer2 : That'll be fine for now, thank you.

Cutomer 1 : That's ok.

Waiter : Alright.

Fifteen Minute later

Waiter : Here is your orders. Good appetite.

Customer1 : Thank you.

Customer2: Thank you.

After the Meal

Waiter : Would you like something for dessert?

Customer1 : Yes, I'll have the cake, please. Would you like something?

Cutomer 2 : Only a glass of tea.

Waiter : sure

After dessert

Customer1: Can I have the bill, please?

Waiter : Yes, here it is.

Cutomer 1 : 50 Pounds. Here you are.

Waiter : Thank you sir. Come again, please.

Cutomer2 : Thank you . Good bye..

MAKING SUGGESTION

Şeyma: Hi Ferhan

Ferhan : Hi Şeyma

Şeyma : Would you like to do something with me this weekend?

Ferhan : Sure. What shall we do?

Şeyma : I don't know. Do you have any ideas?

Ferhan : Why don't we see a film?

Şeyma : That's sounds good. Which film shall we see?

Ferhan: Let's see " Spiderman 3".

Şeyma : No. I don't like action films. How about going to "Ice Age 4 "? I hear it's quite a funny film.

Feran: OK. Let's go see that. When is it on?

Şeyma : It's on at 8 o'clock at the Blue Cinema. Shall we eat something before movie?

Ferhan: Sure, that sounds great. What about going to that new Italian restaurant 'Italianni's'?

Şeyma : Great idea! Let's meet there at six.

Ferhan : OK. I'll see you at 'Italianni's' at six. Bye.

Şeyma : Bye.

7.4. Appendix D: Permissions for the Scale.

T.C.
KONYA VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 83688308-605.99-E.3934607 24.03.2017
Konu :Araştırma İzni

NECMETTİN ERBAKAN ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Öğrenci İşleri Daire Başkanlığı)

İlgi : 17/03/2017 tarihli ve 48178250-300-E.3546 sayılı yazınız.

Üniversiteniz Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı Tezli Yüksek Lisans programı öğrencisi Mehmet TURGUT'un "Drama Yoluyla Öğretimin 6. Sınıf Öğrencilerinin İngilizce Konuşma Kaygıları Üzerine Etkisi" konulu araştırmanızı uygulama talebiniz incelenmiştir.

Araştırmanın, Müdürlüğümüze bağlı Meram Şehit Pilot Ayfer Gök Ortaokulunda öğrenim gören öğrencilere eğitim öğretimi aksatmamak kaydıyla uygulanmasında sakınca görülmemektedir. Araştırmada Müdürlüğümüz tarafından onaylanarak gönderilen veri toplama araçları kullanılacak olup, sonucun CD ortamında iki nüsha olarak gönderilmesi gerekmektedir.

Bilgilerinizi ve adı geçene tebliğini arz ederim.

Mukadder GÜRSOY
İl Milli Eğitim Müdürü

Ek:
Anket (2 Sayfa).

Güvenli Elektronik İmzalı
Aslı İle Aynıdır.
...../...../20.....
24 Mart 2017

8. CV

NECMETTİN ERBAKAN ÜNİVERSİTESİ
Eğitim Bilimleri Enstitüsü Müdürlüğü

Özgeçmiş

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Doğum Tarihi:	20.07.1983		
Medeni Durumu:	Evli		

Öğrenim Durumu

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Ortaokul	**Mimar Sinan Ortaokulu**		**Kumluca**	**1994-1997**
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Lisans	**Selçuk Üniversitesi**	**İngilizce Öğretmenliği**	**Konya**	**2002-2006**
Yüksek Lisans	**Necmettin Erbakan Üniversitesi**	**İngilizce Dili Eğitimi**	**Konya**	**2015-**

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