



## Review of Research on Drama in Turkish Schools and Pre-service Teacher Education

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**ABSTRACT.** The purpose of this study was to analyze and synthesize national research studies on drama in pre-service teacher education and primary or secondary schools in terms of their purpose, methodology, and findings. Considerable part of 42 studies demonstrated that they mainly aimed to investigate the effects of drama on mathematics, science and technology, social sciences, and languages. On the other hand, a small number of them were carried out with pre-service teachers, revealing that they primarily focused on the attitudes and views of pre-service teachers and their improvement through drama. Majority of the research employed quantitative methodologies. Based on the findings and international research on drama, implications were discussed for further research and practice.

**Keywords:** Drama, instructional method, education, Turkey

### INTRODUCTION

Ever-increasing changes in the world, new requirements of globalization, and longstanding problems in the system of education have made it difficult to enhance the quality of education (Gedikoğlu, 2005). In addition, the rapid development in information technologies has compelled governments to continually revise their system of education in order to have individuals with desired characteristics (Gürol, 2003; Karakaya, 2007). In this regard, reform in traditional perspectives has been inevitable and the importance of applying learner-centered contemporary approaches has increased to bring up creative students. Correspondingly, drama is one of the contemporary methods in education. It is commonly defined as a teaching method which improves individuals' learning by providing a fictional environment in which they can bring their past experiences, feelings, and their body into action through playing roles (Ekeberg, Lepp, & Dahlberg, 2004; San, 1996; Sternberg, 1998). With respect to Adıgüzel (2009), various concepts are used with similar meanings to refer to the "drama" concept; however, "creative drama in education" is the mostly recognized concept since this term not only points the tool-method aspect but also covers the specific course-objective and aesthetic education aspects.

The roots of the drama method go back to England. In the very early times, use of drama method was an obligation, especially in language courses for the development of one's verbal and written expression skills in mother language (Akar, 2000; Howell, 1993). In the study of Baturay and Özbek (2009), it is mentioned that Harriet Finlay Johnson, who was a history teacher, was the first implementer of this method in classroom setting in 1911. However, till that time many people favored the features of drama which had not been named yet. For instance, Plato appeared as a figure who was associated with some characteristics of this method in Ancient Greek times. He suggested that learners should be the starting point in education. Rousseau also highlighted the importance of children's feelings and opinions and underlined the self-experiences of learners in his book called "Emilie". In the historical journey of drama, French revolution took another important place since it revealed the essentiality of individualism, equality, freedom, and intelligence. The rise of these concepts set the stage for many improvements in education. In 1900s, Freud underlined the significance of games. From this time on, therapy with games started to have a central role in the history of medicine, as well. Moreover, Italian Maria Montessori was an outstanding figure in 1900s in terms of child development. Furthermore, in 1910, Henry Coldwell Cook claimed that the only thing that was worth applying in schools is the use of games instead of memorization. Except those in the world, Dewey was also another scholar who stressed child-centered

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education starting in 1870s (Bolton, 1985). The progressive educators of that time, especially the ones in England, were the pioneers of the use of drama in education. Thanks to this progress, drama was introduced to the schools with the key words such as learner-centered approach, active learning, and self-expression. During those periods, the case in Turkey was such that drama method had been called as “theatre in education” (Baturay & Özbek, 2009). As San (1998) mentioned, actually, “theatre” has always existed in different forms, such as Karagöz and Orta Oyunu, in Turkey. Unlike theatre, drama activities may not cover start-up and closure stages (Adıgüzel, 1993). However, drama education has a more recent background. It has been recognized since the beginning of the 20th century. On the other hand, as the Minister of Education, İsmail Hakkı Baltacıoğlu made considerable effort on drama in that time. He devoted his energy to education, arts, arts education and so on, thereby school plays started to gain attention. In the 1950s, with the influence of Selahattin Çoruh, drama remained as a recommended teaching method in education, beginning from the elementary school until the end of secondary school. Yet, it was not obligatory. Hence, it was mostly used in language courses, geography, history, and citizenship. In addition, puppets, story-telling, and small-realistic plays were the most common elements for dramatization. In the 1970s, Tamer Levent, a state theatre actor was influenced by John Hodgson and Dorothy Heathcote who were among the prominents of drama method. He initiated a drama workshop on observation, empathy, role-playing, and communication in the Faculty of Educational Sciences at Ankara University. As another part of the progress of drama, “Creative Drama Association” was founded. Currently, drama has gained much recognition and become widespread in Turkish education system. It has taken place in teacher training curricula and become the focus of postgraduate studies, as well (Adıgüzel, 2013; San, 1998).

As an instructional method, drama prompts creative thinking, critical thinking, and imagination, provides opportunity for cooperation, communication, and development of language skills, requires active participation, and helps individuals express their feelings appropriately (Adıgüzel, 1993; Freeman, 2000; Morris, 2001; Rances, 2005; Turner et al., 2004). In addition, it brings enjoyment to learning environment and allows learners to experience and play in collaboration (Freeman, Sullivan, & Fulton, 2003). These ultimately result in positive attitude toward the subject matter and high success (Hurd, 1991). Besides, drama provides a learning environment where individuals interact with each other, use several materials, play roles, actively participate to the process, and have rich learning experiences. Moreover, drama activities enable students to gain empathic understanding. Hence, their affective development as well as their social relationships and psychomotor development can be fostered. Despite these positive aspects, the method has some weaknesses. For instance, it requires various materials and several resources (Hupp & Poling, 2009; Kaaland-Wells, 1993). Difficulty in setting right conditions, having few external supplements, support, and reliable knowledge can be considered as other shortcomings. Michael (2007) added that it is difficult to apply this method in very crowded classes or in the ones with few numbers of students since either of them may decrease interaction. Likewise, children’s perception about drama can be a problem because they generally view it as a game, not as a course activity, which results in the necessity of experienced and competent teachers regarding this method.

Drama method in education has been investigated by many researchers. Most commonly, research studies are conducted with primary or secondary school students who are taught and affected by the method. For example, in the field of language learning, it was found that drama increased reading comprehension compared to group discussion (Linn, 1999). Likewise, in other studies (Gelfer & Perkins, 1992; Miccinati & Phelps, 1980; Miller & Mason, 1983; Rose, Parks, Androes, & McMahan, 2000), it was revealed that drama had a significant effect on students’ comprehension and communication skills. Studies also indicated the positive effect of drama method on mathematics achievement or attitude (Fleming, Merrell, & Tymms, 2004), on science achievement or creativity (Labow & Sewell, 1993), on self-conception (Freeman, Sullivan, & Fulton, 2003), and on psychological development of children (Hui & Lau, 2006). Another body of the literature is composed of the studies carried out with pre-service teachers. For instance, according to the study of McLennan and Smith (2007), female pre-service teachers were more active in being involved in drama activities compared to males. Except the studies conducted with students or pre-service teachers, there are other studies carried out with in-service teachers. For

instance, Kraemer (2002) found that attitude of in-service teachers was a significant factor for the application of this method in schools.

In conclusion, the international studies show that, with an increasing tendency, researchers mainly have a concern either on pre-service teachers or students in primary and secondary schools; and partly on in-service teachers with regard to drama method. Likewise, welcome of drama as an instructional method has recently attracted many researchers' attention in Turkey. Accordingly, the present study particularly aimed to review the recent national research studies on drama in pre-service teacher education and drama in primary or secondary schools.

## METHODS

### *Data Sources and Analysis*

For this study, articles, research papers, theses, and dissertations have been searched through several databases such as *Academic Search Complete*, *Education Research Complete*, *Eric*, *Middle East Technical University's Catalog*, *SocIndex with Full Text*, and *Ulakbim Turkish National Databases*. Providing access to many databases, *Ebscohost* was also used. In addition, *Journal of Elementary Education*, *Hacettepe University Journal of Education*, *Ankara University Journal Database*, and *Education and Science Journal* were searched with the use of key words selected both in English and in Turkish to locate further academic literature on drama in pre-service teacher education and drama in primary or secondary schools in the Turkish context. Besides, *Creative Drama Journal* was reviewed. As a result of these efforts, 42 studies were included in this study. For the selection of the studies, there was no year limitation, but almost all of them were current studies ranging from 2002 to 2013. However, to be included, all of the selected studies had to meet the criteria of having been conducted in Turkish context and carried out in the areas of pre-service teacher education or primary or secondary education. As another criterion, only evidence-based studies were taken into consideration. Selected studies were analyzed and discussed in terms of their purposes, methods, and findings. Relevant themes were derived to discuss the implications for future research and practice.

## RESULTS / FINDINGS

Review of the studies conducted in Turkey on drama in pre-service teacher education and primary or secondary schools showed that there were more research studies conducted with students ( $n=27$ ) than pre-service teachers ( $n=15$ ). Among 15 studies that were carried out with pre-service teachers, 7 of them utilized quantitative research design, 6 of them utilized qualitative research design, and 2 of them utilized both quantitative and qualitative research designs. In addition, among 27 studies that were carried out with primary or secondary school students, 22 of them employed quantitative research design, 1 of them employed qualitative research design, and 4 of them employed both quantitative and qualitative research designs. Therefore, in total, 29 studies used quantitative methodology, 7 studies used qualitative methodology, and 6 studies used both quantitative and qualitative methodologies.

### *Drama in Pre-service Teacher Education*

The studies carried out with pre-service teachers generally investigated (a) their attitudes ( $n=3$ ), (b) views ( $n=6$ ), and (c) their improvement through drama ( $n=6$ ) by utilizing mostly quantitative research ( $n=7$ ) and less frequently qualitative research ( $n=6$ ) or mixed research designs ( $n=2$ ).

**Attitudes toward drama.** This theme emerged as an important finding in reviewed research studies. In the study carried out by Hamurcu (2010), the results of the attitude scale revealed that there was a positive change in pre-service teachers' attitudes at the end of drama course that they took during their teacher education. In addition, in terms of program type (morning or evening education) and gender, there were significant differences. Similarly, in the study conducted by Ünal (2004), the results of the attitude scale indicated that teacher candidates had a positive attitude toward drama course as a teaching method. Besides, their attitudes significantly differed in terms of academic achievement, gender, and program type (morning or evening education) which favored low achievers, females, and evening

education program students. On the contrary, the results of the attitude scale administered by Başçı and Gündoğdu (2011) showed that there was no significant difference in attitudes of pre-service teachers toward drama considering their gender and academic achievement, whereas there was a significant difference considering their department in favor of science education. In addition, face-to-face interviews with pre-service teachers from all departments revealed that drama education was perceived to be important for permanent learning, providing positive learning environment, developing better communication skills, self-confidence, and imagination. Consequently, the researchers concluded that drama course should be offered to all pre-service teacher programs as long as appropriate physical environment, necessary course materials, and experienced teacher educators are provided.

**Views about drama.** This theme emerged as another outstanding finding throughout the studies. In the study conducted by Ormancı and Ören (2010), the results of semi-structured interviews demonstrated that classroom teacher candidates thought that drama classes would contribute to their further career. In addition, they found drama as an enjoyable course and they emphasized that the use of drama would help students gain empathy and self-confidence, develop creative and critical thinking, socialize and communicate better. Not surprisingly, in the end, teacher candidates were recommended to be introduced by drama which would also contribute to their knowledge and skills. Likewise, Kaf-Hasırcı, Bulut, and İflazoğlu-Saban (2008) carried out a study to examine the views of pre-service teachers about personal and academic gains of drama course. Depending on the results of an open-ended question, it was stated that teacher candidates emphasized both personal and academic gains. Inter-personal relations, self-awareness, social change, aesthetical thinking, critical thinking, and body use were the personal aspects highlighted by participants. In addition, drama as a method, drama as a discipline, attitude toward drama, drama leader, professional development, and group work were the outstanding themes for academic dimension. However, it was also mentioned that personal gains were much more highlighted than academic gains by teacher candidates. Moreover, in the study carried out by Kahraman, Sadioğlu, Sezer, and Sungurtekin (2009), a questionnaire was administered to pre-service teachers. The findings showed that pre-service teachers perceived drama course to be necessary in teacher education because they thought that their classes would be more efficient and enjoyable. Furthermore, there was no significant difference with regard to their gender. In conclusion, it was recommended to hold seminars, organize work-shop activities and in-service trainings to make this method widespread among teachers. In a similar sense, Ceylan and Ömeroğlu (2007) investigated the views of pre-service teachers from different departments about drama course in teacher training program. With respect to the results of the scale used in the study, it was reported that there was no significant difference in pre-service teachers' views about drama course in terms of their university, gender, age, status of participating drama course, the status of failure in the course during pre-service teacher education, and course environment. On the other hand, the ones taking drama course for the second time as an elective course differed significantly in their views about the course in a positive manner from those not. In another study, Özkan, Şahbaz, and Tüfekçioğlu (2011) reported that considering the results of the behavior scale used in their study, pre-service teachers found drama course functional for their professional life, but the limitedness of the materials was the major shortcoming of the course. Therefore, the quality of the course content and materials were suggested to be enhanced to increase the functionality. Lastly, in the study conducted by Çalışkan and Üstündağ (2010), the difference between pre-test and post-test after an 18-hour instructional process with drama method was significant in terms of both cognitive and affective aspects in measurement and evaluation course. In addition, changes in cognitive and affective levels were monitored with the help of the prepared portfolios.

**Improvement through drama.** This theme appeared as the last finding with regard to pre-service teachers. Özdemir and Üstündağ (2007) prepared a drama curriculum and applied it to pre-service science teachers. The results of the interviews and survey consisting of open-ended questions in a single group pre-test post-test experimental study showed that pre-service teachers successfully met the objectives of the course and comprehended the topics to be taught. Hence, it was concluded that drama helped pre-service teachers learn by acting and internalizing the concepts and it was suggested that drama should be used as a teaching method in teacher education. In addition, Kara and Çam (2007) conducted an

experimental study and the results of the social skills scale revealed that drama method had a significant effect on self-control of pre-service teachers and developing social skills such as doing a group work and beginning or carrying on a relationship in development and learning course. In a similar direction, Akyol and Hamamcı (2007) investigated the effect of drama education on empathetic skills of pre-service teachers. The study employed pre-test post-test experimental design. Results of the empathy scale demonstrated that there was a significant difference in empathetic skills of pre-service teachers in the experimental group receiving drama education and in the control group receiving no intervention. Çıkla and Özdemir (2005) analyzed and evaluated drama-based science and mathematics lesson plans prepared by pre-service classroom teachers. Despite some deficiencies, the results showed that the lesson plans prepared by pre-service teachers were compatible with the stages and the components of drama method. From a different perspective, Akkuş and Özdemir (2006) aimed to explore the life stories and contributions of famous scientists in mathematics and science from the viewpoints of mathematics and science pre-service teachers after they had drama-based activities. With regard to the analysis of an open-ended survey and participant diaries, the results showed that participants' knowledge on covered topics expanded much, they developed positive attitude and curiosity to these topics, and they made reflections with richer vocabulary after drama-based training. Lastly, a pre-test post-test experimental study by Özdemir and Çakmak (2008) indicated that after drama training, there was a significant increase in pre-service teachers' scores of the creativity test in all of the dimensions which were fluency, originality, elaboration, resistance to premature closure, and abstractness of titles. In addition, gender was not found as a significant variable.

### ***Drama in Primary and Secondary Schools***

The studies carried out with primary or secondary school students generally investigated the effects of drama method on achievement, ability, opinions, or attitudes of students in (a) mathematics ( $n=6$ ), (b) science and technology ( $n=8$ ), (c) life sciences and social sciences ( $n=6$ ), and (d) languages ( $n=7$ ) compared to traditional methods. The studies mostly utilized quantitative research ( $n=22$ ) and pre-test post-test experimental design ( $n=26$ ).

***Mathematics.*** Mathematics consists of many abstract concepts; therefore, drama method is believed to facilitate learning by providing experiential learning environments and allowing students set establishments between the concepts and real life situations. Correspondingly, Özsoy (2003) utilized a pre-test post-test experimental study and the results of the achievement test indicated that there was a significant increase in achievement of eight graders trained by drama in experimental group compared to the ones trained by lecture in control group. Likewise, Şengül and Ekinözü (2004) conducted a pre-test post-test experimental study with eight grade students and the results of the retention test revealed that there was a significant difference between two groups, favoring drama method over lecture. As another pre-test post-test experimental study, Üredi, Şengül, and Gürdal (2003) found out that there was a significant difference between control and experimental groups in terms of fifth grade students' mathematics achievement and recalling level in favor of drama method. Similarly, through a pre-test post-test experimental study, Erdoğan and Baran (2009) concluded that the results of a standardized ability test demonstrated that drama method had a positive effect on the mathematical abilities of six-year-old children. As a different outcome, Yenilmez and Uygan (2010) employed a quasi experimental pre-test post-test design and the results of the self-efficacy beliefs scale indicated that drama had a significant effect on seventh graders' self-efficacy beliefs in geometry. Lastly, Paksu and Ubuz (2009) utilized a quasi experimental design and the results of the scales and achievement tests revealed that drama had a significant effect on seventh grade students' achievement, retention of achievement, geometric thinking level, and attitudes regardless of gender, previous mathematics grade, prior attitudes, and thinking levels compared to traditional teaching.

***Science and technology.*** Science and technology has been another course investigated within the scope of drama in educational research. For instance, Dođru, Yılmaz, Kalay, and Gençosman (2010) employed pre-test post-test experimental design and the results of achievement test and attitude scale showed that there was a significant difference between the control group trained by traditional instruction

and the experimental group trained by drama in terms of fifth grade students' achievement in and attitudes toward science and technology course. In addition, there was no significant difference within both two groups in terms of achievement and attitudes with regard to gender. Likewise, in their pre-test post-test quasi-experimental study with seventh graders, Çokadar and Yılmaz (2010) found that there was a significant difference between the experimental group taught by creative drama and the control group taught by lecture. The results of the achievement test and attitude scale demonstrated that drama method was more effective. In a similar vein, the pre-test post-test experimental study carried out by Sağırılı and Gürdal (2002) employed an attitude scale and it revealed that the sixth grade students in the experimental group had significantly more positive attitudes toward science and technology than the ones in the control group. Differently, Avinç, Çam, and Özkan (2009) employed a quasi experimental pre-test post-test design and aimed to explore the effect of drama method on sixth grade students' science and technology achievement and attitudes by comparing rural and urban schools. The results of observation, written records of students' opinions about learning period, and the achievement test indicated that there was a significant difference in terms of achievement between two schools in favor of rural school. Another pre-test post-test experimental study conducted by Kahyaoğlu, Yavuzer, and Aydede (2010) also revealed that science and technology achievement of the fifth grade students in both groups increased at the end of the instruction, but there was a significant difference in favor of the experimental group trained by drama compared to lecture. Also, Oğur and Kılıç (2005) designed a pre-test post-test experimental study and the results of the achievement test demonstrated that there was a significant increase in the science and technology achievement of the sixth grade students in the experimental group. Besides, gender was not found as a significant variable with regard to achievement in both groups. In a similar way, Taşkın-Can (2013) explored the effect of creative-drama based instruction on fifth graders' science achievement and scientific process skills. Using pre-test post-test quasi-experimental design, the results of the achievement test and scientific process skills test revealed that there was a significant difference between two groups in favor of the experimental group receiving drama-based instruction compared to the control group. Lastly, İspir and Üstündağ (2008) scrutinized the influence of drama on ninth graders in chemistry course. Based on the results of the pre and post achievement tests, there was a significant difference in chemistry achievement of students. Besides, the analysis of the observer notes revealed that students started to behave in more natural way, they enjoyed the course, and developed social skills. Finally, the interviews with students indicated that students appreciated drama as a method of better learning and they developed positive attitudes toward course. On the other hand, problems within the small groups such as disrespect or allocation of responsibility among members were some problematic issues mentioned by students.

***Life sciences and social sciences.*** This theme emerged as another finding considering the effects of drama method on students. In line with this, Karadağ, Korkmaz, and Çalışkan (2007) designed a pre-test post-test experimental study and the results of the achievement test yielded a significant increase in third grade students' achievement in life sciences course favoring drama method compared to the control group. Moreover, gender was not found as a significant factor. Likewise, in their pre-test post-test quasi-experimental study, Karadağ and Çalışkan (2006) administered an attitude test to third graders and they concluded that the attitude of the experimental group trained by drama method was higher toward life sciences course than the control group trained by conventional method. Similarly, Aykaç and Adıgüzel (2011) carried out a pre-test post-test experimental study and based on the results of the achievement test they concluded that there was a significant difference in fourth grade students' achievement in social sciences course when they were trained by drama method compared to conventional method. Besides, according to student evaluation forms, students expressed that drama increased their achievement in social sciences course. Differently, based on the results of the open-ended questions, Yalçinkaya (2010) reported that seventh grade students had positive opinions about drama method and they comprehended the subject matter better by this method. Gencil (2009) employed a pre-test post-test experimental design and studied with seventh graders. The results of the achievement test and the attitude scale revealed that drama method had a significant effect on students' achievement and attitude toward social sciences course. Differently, Köseoğlu and Ünlü (2006) conducted a pre-test post-test experimental study with high school students.

The results of the achievement test demonstrated that drama had a significant effect on student achievement and recalling level in geography course.

**Languages.** Impact of drama on language courses has been a topic of interest, as well. For instance, Şimşek, Topal, Maden, and Şahin (2010) utilized a quasi experimental pre-test post-test design and the results of the achievement test indicated that drama method had a significant effect on seventh grade students' Turkish achievement compared to lecture method. Differently, Arslan, Şahin, Şahin, and Akçay (2011) studied the effect of drama method on sixth graders' attitude toward Turkish course through a pre-test post-test experimental study. The results of the attitude scale showed that students in the experimental group had significantly more positive attitudes toward the course than students in the control group. Besides, their gender and parents' level of education were not significant variables. Likewise, in the pre-test post-test study conducted by Susar-Kırmızı (2007), the results of the reading comprehension test pointed out that there was a significant difference between two groups in their Turkish achievement in favor of experimental group trained by drama compared to traditional method. Besides, semi-structured interviews revealed that the fourth grade students in the experimental group had positive opinions about team spirit, self-expression, empathy, and enjoyment aspects of the drama method. In another pre-test post-test experimental study carried by Susar-Kırmızı (2009), the impact of drama-based creative writing activities on fifth graders' writing attitude in Turkish course was explored. As the results of the attitude test demonstrated, the experimental group trained by drama-based creative writing activities had significantly higher scores in terms of attitude toward writing than the control group following Turkish course curriculum. Differently, for English course, Çelen and Vural (2009) designed a pre-test post-test study and in order to make the groups similar, students' gender, their parents' level of education and profession, socioeconomic status, and condition of having a study room at home were taken into consideration on the basis of personal information form. The results of the achievement test showed that there was a significant difference in English achievement of fourth grade students trained by drama method and the ones trained by conventional method. Similarly, a pre-test post-test experimental study by Kılıç and Tuncel (2009) investigated the effect of drama method on tenth graders' speaking ability in English course and their attitudes toward the course. The results of the speaking exam and the attitude scale showed that drama was significantly more effective than the traditional methods offered by teacher's guide book. Likewise, the results of the pre-test post-test quasi-experimental study conducted by Ulaş and Topal (2006) indicated that drama had a more significant effect on oral expression skills of elementary fourth grade students in Turkish course in comparison to traditional method.

## **DISCUSSION and CONCLUSION**

Review of the studies conducted in Turkey on drama in pre-service teacher education and primary or secondary education showed that the studies were mainly carried out with students. The primary concern of these studies has been to investigate the cognitive and affective impact of drama method on students. For this purpose, they generally utilized pre-test post-test experimental research design and quantitative methods. As a result, they agreed on the positive impact of drama on students. The influence of drama as an instructional method on student outcomes is examined in several courses such as mathematics, science and technology, life sciences and social sciences, and languages. Briefly, it is evident that drama increases student achievement and positive attitude toward the courses, and strengthens self-efficacy beliefs because it enables the development of critical and creative thinking skills, provides opportunity for communication, collaboration, and sharing personal and social values, and develops empathy. Students feel more relaxed and it helps to destroy their prejudices about the course and classroom environment. Moreover, younger children can learn in an easier way with the help of materials during performing drama. Correspondingly, teacher training programs should include drama course in order to bring up teachers who can effectively use this method. Specifically, drama has more significant effect on the students in rural schools than the students in urban schools in science and technology course (Avinç et al., 2009). This may result from the fact that the students in urban schools are exposed to much more stimuli. Hence, they lose their interest in drama method compared to the students in rural schools. Another reason might be that students view this method as a game rather than a part of the course because

they are accustomed to the centralized nation-wide assessments and competing against each other through large-scale examinations. Thus, this method may seem as a game and waste of time to the students in urban schools. Being another commonly investigated aspect, gender is not a significant variable with regard to drama method in those courses (Arslan et al., 2011; Doğru et al., 2010; Karadağ et al., 2007; Oğur & Kılıç, 2005; Paksu & Ubuz, 2009) because drama activities do not allow for gender discrimination.

Another body of research documents that the studies were also conducted with pre-service teachers and they generally focused on their attitudes toward or views on drama course which they took during their education. Moreover, some studies investigated the impact of drama method on pre-service teachers from several aspects. Among those studies, some of them employed quantitative methods, some of them performed qualitative methods, and a small number of them utilized both quantitative and qualitative methods. The studies indicate that pre-service teachers have a positive attitude toward the drama course offered in their teacher training program since they think drama will facilitate and make their classes enjoyable, and contribute to their professional career despite some inadequacies in practice. However, there is no consensus whether this result significantly differs in terms of gender and academic achievement variables. On the other hand, the program type is a significant variable in relation to attitudes of pre-service teachers toward drama in education (Hamurcu, 2010; Ünal, 2004). Teacher candidates believe that the use of drama will help students gain empathy, creative and critical thinking, self-confidence and to socialize and communicate better. Therefore, they find this course necessary in their teacher education for having more efficient and enjoyable classes in the future. On the other hand, lack of materials is the shortcoming of the method according to pre-service teachers. Except these, it is clear that drama course has positive effects on pre-service teachers such as increasing learning and creativity, developing social and empathetic skills, lesson plan development skills, and vocabulary (Akkuş & Özdemir, 2006; Akyol & Hamamcı, 2007; Çıkla & Özdemir, 2005; Kara & Çam, 2007; Özdemir & Çakmak, 2008; Özdemir & Üstündağ, 2007).

The studies in Turkey have many similarities with international studies in terms of their results. Both international and national studies indicate that drama triggers creativity, imagination, active participation of students, language skills. Besides, it provides an enjoyable learning environment and develops affective dimension. Again, both national and international studies agree on the challenges of drama such as requiring materials, small class size, and competent teachers, children's viewing drama activities as game and so on. Both studies address the impact of drama method on achievement, attitudes, or opinions of students in a positive way. On the other hand, international studies point out the impact of drama on psychological development and self-conception of students, as well. With respect to pre-service teachers, both investigate their attitudes toward or views about drama course and yield positive results. In addition, international studies indicate that female pre-service teachers have more tendency to drama than males. Contrary to international studies, as another aspect, the number of studies carried out with in-service teachers is limited in Turkey. This causes the problem of being unable to portray the actual implementation problems from the perspectives of teachers in schools. Therefore, in further studies, this issue should be taken into consideration and the number of research should be increased. As another fruitful recommendation, the future research should be carried out in a wider range of courses.

In terms of research methodology, it can be recommended that not only quantitative research methods should be used in determining the impact of drama method because achievement tests or scales are not the only way to measure the effect of an instructional intervention. Especially, the studies with students show that most of them were carried out by pre-test post-test experimental design and quantitative methods. On the other hand, qualitative methods such as observation, interview, reflective diary of teachers, video-recording may provide a deeper understanding. Besides, both quantitative and qualitative research methods can be utilized as the research methodology because there is no one best method to represent knowledge; rather, in a postmodern world, we should embrace multiple forms of it. Lastly, the impact of drama as an intervention may be better investigated through longitudinal studies.

Considering the results of all the studies, some other recommendations can be made. Since drama will work more effectively in classes whose size is small, the number of students should be decreased in



the crowded classes. Besides, sufficient materials should be provided for drama courses. Another point is that although this method emphasizes student-centered learning and individual characteristics, Turkish education system seems in a conflict due to applying product-oriented assessments and nation-wide large-scale ranking examinations. Rather, the importance should also be given to process-oriented assessments. Furthermore, teachers share some responsibilities. The quality of drama course in pre-service education should be enhanced and in-service teachers should be trained about drama method. Lastly, education faculties should offer drama branch for graduate programs.

To sum up, the recommendations presented above should be considered for practice to provide better and more effective instruction with drama and for research to conduct more comprehensive research on drama to improve our system of education.

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## Türkiye'de Hizmet Öncesi Öğretmen Eğitiminde ve Okullarda Drama Araştırmalarının İncelenmesi

**ÖZ.** Bu çalışmanın amacı Türkiye'de hizmet öncesi öğretmen eğitiminde ve okullarda gerçekleştirilen drama ile ilgili bilimsel araştırmaların amaç, yöntem ve bulgular açısından incelenmesidir. İncelenen 42 araştırmanın büyük bir kısmının temel amacının dramanın okuldaki matematik, fen ve teknoloji, hayat bilgisi ve sosyal bilgiler ile dil derslerine etkisini incelemek olduğu görülmüştür. Bununla beraber, hizmet öncesi öğretmen eğitiminde yürütülen çalışmaların sayıca daha az olduğu ve bu çalışmaların öğretmen adaylarının dramaya yönelik tutumları, drama ile ilgili görüşleri ve drama yoluyla gelişimleri üzerinde odaklandığı anlaşılmıştır. Bu bulguların yanı sıra, çoğu araştırmanın nicel araştırma yöntemleri ile gerçekleştirildiği ortaya çıkmıştır. Araştırmadan elde edilen sonuçlar ve uluslararası alanyazın tartışılarak gelecekteki araştırmalara ve uygulamalara ışık tutulmaya çalışılmıştır.

**Anahtar Sözcükler:** Drama, öğretim yöntemi, eğitim, Türkiye

### ÖZET

#### **Amaç ve Önem**

Bu çalışmanın amacı, Türkiye'de hizmet öncesi öğretmen eğitiminde ve okullarda drama ile ilgili yapılan araştırmaların amaç, yöntem ve bulgular açısından değerlendirilmesidir. Ayrıca, dramanın eğitimde kullanılması ile ilgili faktörlere de değinilmiş ve dramanın eğitim alanına sağladığı fırsatlar ve getirdiği tehditler ele alınmıştır. Uluslararası alanyazın, eğitimde drama ile ilgili olarak araştırmacıların gittikçe artan bir eğiliminin olduğunu göstermektedir. Benzer şekilde, drama yöntemi ülkemizde de son yıllarda eğitim araştırmalarına konu olmaktadır. Bu bağlamda, bu makale eğitimde sürekli ivme kazanan drama yöntemi ile ilgili gerçekleştirilen çalışmaların derlenmesi, araştırma yöntemleri ve bulguların tartışılması bakımından alanyazına katkıda bulunacak ve gelecekteki çalışmalara ışık tutacaktır.

### ***Kaynaklar***

Bu çalışmada, eğitimde drama ile ilgili olarak Türkiye’de gerçekleştirilmiş araştırmalara ulaşabilmek için çeşitli veritabanları yardımıyla birçok makale ve tez incelenmiştir. Sonuç olarak, çalışma kapsamında analiz edilmek üzere 2002 ve 2013 yılları arasında yayımlanmış 42 araştırma seçilerek çalışmanın örnekleme oluşturulmuştur. Seçilen araştırmalar amaç, yöntem ve bulgular açısından analiz ve sentez edilmiştir.

### ***Bulgu ve iddialar***

Hizmet öncesi öğretmen eğitimi ve okullarda drama ile ilgili incelenen 42 araştırmaya dayalı olarak öğrencilerle yapılan araştırmaların öğretmen adaylarıyla yürütülen araştırmalara göre sayıca çok daha fazla olduğu gözlenmiştir. Benzer şekilde çalışmaların büyük bir kısmının nicel araştırma yöntemleriyle yürütüldüğü görülmüştür. Öğrencilerle gerçekleştirilen araştırmaların temelde dramanın matematik, fen ve teknoloji, hayat bilgisi ve sosyal bilgiler ile dil dersleri üzerindeki çeşitli etkilerini inceledikleri, öğretmen adaylarıyla gerçekleştirilen araştırmaların ise eğitimde dramaya yönelik tutum, eğitimde drama ile ilgili görüşler ve dramanın etkileri olmak üzere üç temel konuya odaklandıkları ortaya çıkmıştır. Genel olarak, dramanın öğrenci başarısını artırdığı ve derslere karşı olumlu bir tutum oluşumunu teşvik ettiği anlaşılmıştır. Bu durumla ilgili olarak tartışmaların odağını dramanın eleştirel ve yaratıcı düşünme becerilerini geliştirmesi, iletişim ve işbirliğini artırması gibi özelliklerin oluşturduğu gözlenmiştir. Ayrıca, sıkça ele alınan cinsiyet değişkeninin drama tekniğinin kullanımıyla ilgili olarak çıktılar açısından anlamlı bir fark oluşturmadığı ortaya çıkmıştır. Hizmet öncesi öğretmen eğitiminde, aday öğretmenlerin dramaya yönelik olumlu bir tutum geliştirmekte oldukları anlaşılmıştır. Bunun dramanın meslekî gelişimlerine katkıda bulunacağına inanmalarıyla ilişkilendirildiği görülmüştür. Öte yandan, derslerde kullanmak amacıyla yeterli araç-gerecin bulunmamasının bu tekniğin kullanımına yönelik önemli bir tehdit olarak vurgulandığı gözlenmiştir.

### ***Tartışma, Sonuç ve Öneriler***

İncelenen araştırmaların sonuçları ve drama ile ilgili uluslararası çalışmalar göz önünde bulundurularak gelecekteki çalışmalar ve drama dersleri için araştırma yöntemi ve uygulamalar açısından öneriler sunulmuştur. Bu anlamda, eğitimde drama çalışmalarında sadece nicel araştırmalara değil nitel araştırmalara da yer verilmelidir. Ayrıca, drama dersleri için gerekli araç-gereçler sağlanmalıdır. Hizmet öncesi öğretmen eğitiminde drama derslerinin kalitesi artırılmalı, hizmet içi öğretmen eğitiminde ise öğretmenlerin drama yöntemi konusunda eğitim almalarına fırsat verilmelidir. Son olarak, öğrenci başarısı sadece ürün odaklı bir anlayışla değerlendirilmemeli, dramanın doğasına uygun olarak süreç değerlendirme ön planda tutulmalıdır.