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Attitudes of pre-service teachers of Turkish language towards creative drama course

A.Halim Ulaş^{a*}, Oğuzhan Sevim^b, Esengül Tan^c^aAtatürk University, Erzurum 25000, Turkey^bAtatürk University, Erzurum 25000, Turkey^cAtatürk University, Erzurum 25000, Turkey

Abstract

The aim of this study is to determine the attitudes of pre-service teachers of Turkish language towards creative drama course and to make some suggestions in this context. Descriptive method, which is among qualitative research methods, is used in this study. The data was obtained from 3rd grade pre-service teachers of Turkish language from Turkish language teaching department of Kazım Karabekir Faculty of education at Atatürk University. "Attitude scale for creative drama course", developed by Adıgüzel (2006) is used as data collection instrument. Standard deviation and mean, which are of descriptive statistical methods, are used for data analysis. As the result of the study, the attitudes of pre-service teachers of Turkish language were found to be positive and at an average level.

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1. Introduction

According to their generally accepted definitions, creative drama is the activity through which persons perform a sense, an idea or a topic by using improvisation, playact, theatre or theatrical techniques through performance processes (San, 1990). Creative drama can be called as the teaching activities through life as it increases the efficiency, productivity and durability of learning/teaching settings (Kırkar and Yılmaz, 2008; 9). The use of creative drama activity in educational settings is related to; the need for ability of children to respond/react spontaneously to increasing various outer factors (Altınay, 2009; 29), the need for developing children's potential of taking initiative, problem solving and critical thinking in our world where the rivalry of human being becomes stricter than ever before (Önder, 2003; 27), and the aim of providing them an independent creative thinking by clearing away the their hinders for critical thinking (Arıkan, 2007; 69).

As it can be seen from the expressions given in the definitions, there are imitation and learning through experience in the basis of creative drama activities. With creative drama activities, the opportunity of realizing, experiencing, feeling and thinking over the different situations with having various roles is given to the individual. Attitudes and behaviors that are aimed to provide to individual are dealt in a more efficient and permanent manner by the help of the setting of learning through experience (Köksal Akyol; Üstündağ, 1997 and Adıgüzel 1993).

* A.Halim Ulaş. Tel.: +90-533-575-8474

E-mail address: ahalimulas@hotmail.com

As creative drama activities are up to improvisation and they do not require a prepared text by means of their nature and application manner (Karadağ and Çalışkan, 2005; 51), individual's creative feature appears in those activities. With an event, taken from real life and processed and dramatized with imagination, those activities reveal a high cognition of individual such as providing him/her awareness of both imagination and reality. Besides, the individual commits emphatic thinking by acting various roles other than himself/herself (Karadağ and Çalışkan, 2005; Tekin, 2010 and Sağlam, 2004).

Teaching with drama becomes an attracting method for educational psychologists and a highly used one in the classroom. In this context creative drama is an activity that is based on action. Individuals act a specific situation given to them, so that they try to comprehend the differences between the real situation and dramatized situation. In order to comprehend the difference, roles should be internalized as well as being acted merely (Genç, 2003). Any individual, internalizing his/her role and acting as if s/he is experiencing the situation, will enjoy the ability of empathy, self – confidence, respect, inner discipline and freedom (Tekerek, 2007). Those features, the individual experiences, are also known as important social skills for socialization. It means while the individual learns by doing, living, feeling and enjoying the action itself, s/he has the opportunity of an efficient socialization process as well (Kara and Çam, 2007).

The aims of using creative drama activities in educational settings are not restricted solely developing individual and social skills. The effects of creative drama activities on academic successes of students also have been studied by many researchers from various fields. In those studies creative drama activities are found to increase the academic success on geography (Köseoğlu and Ünlü, 2006), humanities (Karadağ, Korkmaz and Çalışkan, 2007), science and technology (Oğur and Balcı Kılıç, 2005) and Turkish language (Şimşek, Topal, Maden and Şahin, 2010) courses. In this positive effect, the characteristic of integrating various senses together and comprehension – narration skills as supporters have a great role. In this sense, teachers' opinions and capabilities on using creative drama activities in classes gain importance.

In a study conveyed by Ministry of Education (MoE) for teacher capabilities, teachers' capabilities on liberal education, profession and teaching/training have been emphasized and it is explained which topics are covered by those.

The knowledge of the teacher that are related to disciplines beyond his/her own field and all his experiences gained through teaching signify his adequacies of liberal education; the knowledge of him about basic concepts and skills related to the field signifies his adequacies of specific area; and all his attitudes or behaviors through the procedure of education signify his adequacies of training and teaching (Okvuran, 2003). It has been inferred that the attitudes of pre-service teachers towards the course of creative drama that they take at the faculties of teacher training have a lead-in effect on their adequacies of training-teaching in the education atmosphere in the future.

When the literature related to subject was analyzed, it was noticed that the method of creative drama on education was important and efficient; a lot of studies were conducted on the opinions and self-efficacy perceptions of the pre-service teachers about the course of creative drama; and the studies on the attitudes of the pre-service teachers towards the course of creative drama were conducted at the department of primary school teaching (Hamurcu, 2010 and Ünal, 2004). After literature review it was seen that the studies evaluated the attitudes of the pre-service teachers of Turkish Language towards the course of creative drama were inadequate. The aim of this study is to analyze and evaluate the attitudes of the pre-service teachers of Turkish Language towards the course of creative drama. The answers of the questions below will be searched towards this aim:

1. What are the low-level attitudes of pre-service teachers of Turkish Language towards the course of creative drama?
2. What are the medium-level attitudes of pre-service teachers of Turkish Language towards the course of creative drama?
3. What are the high-level attitudes of pre-service teachers of Turkish Language towards the course of creative drama?

2. Method

2.1. Research model

Descriptive method has been used in this method. Descriptive method is not only ideal for wide sampling groups but also a study model which aims gathering the data to identify the specifications of a group. (Büyüköztürk, Kılıç Çakmak, Akgün, Karadeniz and Demirel, 2011; 16)

2.2. Participants

Subject of the research occurs of 134 students of Turkish language from Turkish language teaching department of Kazım Karabekir Faculty of education at Atatürk who are in their 3rd year.

2.3. Gathering data

“Attitude scale for creative drama course”, developed by Adıgüzel (2006) is used in order to identify the attitudes of the pre-service teachers of Turkish language. Scale occurs of 50 items. The scoring of the items is shown below:

Chart 1

Totally agree	5
Agree	4
Partially agree	3
Disagree	2
Totally disagree	1

In this scale the lowest score is 50 and the highest one is 250. In the reliability study that Adıgüzel (2006) did about the last form of the scale, the Cronbach Alpha reliability coefficient has been calculated as 90. In the reliability study that researchers did, the Cronbach Alpha reliability coefficient has been calculated as 91. The assessment intervals of the arithmetic average obtained from the research is like that:

Chart 2

Scoring interval	Grading	Comment
1.00-1.80	Totally agree	
1.81-2.60	Agree	Low attitude
2.61-3.40	Partially agree	Medium attitude
4.21-5.00	Disagree	
	Totally disagree	High attitude

2.4. Analysis of the data

The data obtained from the scale applied to the students has been entered to the SPSS 18.0 data processing program, the average and Standard deviation values are shown in the chart. Büyüköztürk, 2011: 21). Setting forth the chart comments were made about the data.

3. Findings and Interpretation

Chart 3: Findings on the low attitudes of pre-service teachers of Turkish language towards creative drama course

	N	X	S.d.
I don't think so that creative drama course	134	2,53	1,16
Changed something with me			
In the programs of creative drama course	134	2,60	1,26
One must be given not half a year but several			
I suppose that the participants design unique sessions just after the creative drama course	134	2,60	1,11

Chart 4: Findings on the medium attitudes of pre-service teachers of Turkish language towards creative drama course

	N	X	S.d.
1-I don't think so that creative drama course causes change in positive way throughout the behaviors of the participants.	134	2,68	1,41
2- creative drama course improves the imagination	134	2,81	1,64
3- creative drama course improves the verbal communication skills of the participants	134	3,08	1,59
4- creative drama course improves the self-expression skills of the participants	134	2,99	1,67
5-participants dislike being asked about how they feel after the creative drama course	134	3,28	1,01
6-after the creative drama course people behaves more democratically	134	2,81	1,15
7- creative drama course improves the self-confidence	134	3,01	1,56
8- creative drama course increases the self-respect	134	3,11	1,44
9- creative drama course improves the emphatic side of the person	134	3,06	1,45
10- creative drama course provides person to see the events versatile way	134	3,09	1,50
11-in creative drama course people avoid improvisation	134	3,25	1,17
12- creative drama provides to recognize the opposite sex in a better way	134	2,86	1,18
13- creative drama course provides the person to accept the existence of others	134	3,04	1,36
14-people attend the creative drama course voluntarily	134	3,05	1,16
15- I think creative drama course brings people social sensitivity	134	3,07	1,36
16- creative drama course provides person to be tolerant	134	3,05	1,36
17-in creative drama course people have problems in focusing on	134	3,26	1,00
18- creative drama course helps person to recognize himself	134	3,07	1,46
19- creative drama course provides the participants to figure out the personal differences	134	2,80	1,42
20-I think that the studies about tactile sense in creative drama course disturb the participants	134	3,33	1,13
21- creative drama is an enjoyable course	134	3,00	1,40
22-pre-service teachers should be given creative drama course	134	3,02	1,48
23-I think creative drama course is waste of time	134	3,58	1,23
24- creative drama should take place in every level of education	134	2,87	1,31
25- creative drama course is directly related to life itself	134	3,02	1,47
26-I think that the creative drama course effects the human relationship in a positive way	134	2,93	1,40
27-warm-up studies in creative drama course are not so much important	134	3,25	1,12
28-I don't think so that animation is necessary in creative drama course	134	2,92	1,35
29-sharings in creative drama course for assessment are boring	134	3,19	1,10
30-I think the relaxing trainings in creative drama course are not effective	134	3,36	1,25
31- creative drama course provides to have the conscious of ' us'	134	2,91	1,32
32-any case faced in life can be taken as a topic in creative drama course	134	2,84	1,32
33-I would like to do some academic researches on creative drama in future	134	2,75	1,23
34-I read/watch the editions on creative drama	133	2,62	1,24
35- I don't fancy creative drama applications in different occupations	134	3,19	1,19
36- creative drama is discipline itself	134	2,82	1,30
37-the relation of creative drama with different disciplines is important	134	3,08	1,40

Chart 5: Findings on the high attitudes of pre-service teachers of Turkish language towards creative drama course

	N	X	S.d.
1-I don't like creative drama course	134	3,46	1,09
2-expressing the feelings in creative drama course is something disturbing	134	3,49	1,10
3- creative drama course Doesn't increase the usage of body language	134	3,63	1,17
4- Creative drama course doesn't help the person in the way of socializing.	134	3,48	1,33
5-I don't think so that the creative drama can be used as a teaching method in other courses	134	3,63	1,20
6-Cooperating in creative drama course Fidgets the participants	134	3,46	1,11
7-I don't think so that the creative drama process effects the daily routine of the participants	134	3,59	1,20
8- creative drama can be thought as an out of course activity, it is not necessary to place as an apart course	134	3,43	1,15
9-active participation is not important in creative drama course	134	3,46	1,16
10-homework given in creative drama course is boring	134	3,45	1,24

4. Conclusion and Suggestions

4.1. Conclusion

When looked at the chart 3, in the first item it is understood that the creative drama course changed something with the participants. But in the following two items that they think about

In the programs of creative drama course one must be given not half a year but several and that they suppose that the participants design unique sessions just after the creative drama course shows us that the participants are not satisfied and glad with the course.

The pre-service Turkish teachers, believe in a medium level of the imagination of creative drama course, verbal communication, versatile looking towards the situations, to be in a democratic mood, self-confidence and self respect. When these findings are compared to the ones with the other findings from the study, it is obvious that pre-service Turkish teachers couldn't be espoused and applied the creative drama course. The effect of creative drama course in recognizing him and the opposite sex, social sensibility and tolerance has been evaluated in medium level by the pre-service teachers.

The truth that creative drama course has a positive effect on the behaviors of participants is also parallel with the results that can be seen in chart 1. In other words, pre-service teachers are unsatisfied with the effectiveness of the course and in some observation points.

In this context, the reasons of pre-service teacher's having medium attitude towards the creative drama course can be observed in those items below:

- ✓ That the participants dislike being asked about how they feel after the creative drama course
- ✓ Pre-service teacher's avoiding improvisation in creative drama course
- ✓ in creative drama course people's having problems in focusing on
- ✓ the studies about tactile sense in creative drama course disturb the participants
- ✓ their thinking that creative drama course is waste of time
- ✓ for pre-service teachers thinking that warm-up studies in creative drama course are not so much important
- ✓ accepting that the sharing in creative drama course for assessment are boring
- ✓ agreeing that the relaxing trainings in creative drama course are not effective
- ✓ that the creative drama applications are not focus point in different occupations

There are 21 negative items in the attitude scale for creative drama course and 12 of it is in high level so it points out the reasons of that negative attitude. When we have a look at chart 3 pre-service teachers believe the utility of creative drama course in expressing the feelings, using body language effectively, socialization, and shifting into life what was learnt in courses before.

But, when we have a look at their attitude towards creative drama courses with the help of all those findings, we can generally say that they have medium attitude towards creative drama.

In the study done by Ünal (2004) and Hamurcu (2010) on pre-service grade teachers, it was identified that attitude towards creative drama courses are high and generally positive.

4.2. Suggestions

Attitude of the pre-service teachers towards creative drama courses with the help of all those findings make sense in such a way and those advices can be given :

- ✓ Pre-service Turkish teachers should be given much more opportunity in a peaceful place so as to show what they learnt and they should be given enough information about it.
- ✓ Pre-service Turkish teachers should be helped about the awareness of their qualifications in creative drama and an atmosphere should be created that they can fix their lacks
- ✓ Instructors in education faculties should be well-qualified about creative drama

The reasons of pre-service teacher's having negative attitude towards creative drama courses should be investigated in details with the help of data gathering methods and as a means of that there should be some changes intended for creative drama courses to do the application in a better way.

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