Qualitative Study on Using Drama Method in Elementary Fourth and Fifth Grade Turkish Lessons

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Introduction

Purpose of the Study
The purpose of this study is to determine teachers’ opinions on using drama method in Turkish lessons in primary school in fourth and fifth grades.

Model of the Study
Data obtained through semi-structured interviews conducted with teachers, were analyzed through content analysis method and the findings obtained were interpreted through categorization.

The Study Group
Study group of the research was formed by fourth and fifth grade classroom teachers working in three public Primary School affiliated to the Directorate of Education of Menderes district of the city, Izmir. Semi-structured interviews were conducted face to face with the classroom teachers in order to obtain research data.

Data Collection Tool
As a means of data collection tool in the study, questionnaires, which were prepared by us, were used in order to determine the personal characteristics of teachers working in the fourth and fifth grades of predetermined schools. All of the research data were obtained through “Semi-Structured Interview Form” which was developed by the researcher and consisted of open-ended questions. In the preparation of the form first the related areas were scanned and then interview questions were developed according to information obtained. These questions were sent to an expert and the semi-structured interview form was created in line with the expert’s recommendations. And then, semi-structured interviews were made with each teacher individually, data obtained from these interviews were analyzed through content-analysis technique used in qualitative method and the findings obtained were interpreted by categorization. Interviews were carried out one- to-one and took approximately 30 minutes.

Analysis of the Data
Interview data, which were obtained through sound recording and note-taking method, were first written, and then the written records were sent to the approvals of teachers interviewed. In the next part of the research the written records were started to be analyzed. The resulting data was transferred to computer, and the created texts were read several times, then codes were created. Next, by combining codes their repetition status and common points were found, in this way, the themes that would form the main points of the research finding, were revealed. Codes under the determined themes were explained and interpreted on their relation to each other and the results were demonstrated in accordance with the purpose of the research.

Using “Reliability = Consensus / Dissidence + Consensus x 100” (Miles ve Huberman, 1994) formula, the reliability of the research study is calculated as 84%. Accordingly, it can be assumed that the reliability of the study is provided.

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Conclusion and Suggestions

The result obtained on the basis the research findings can be summarized as follows:

Looking at the use of drama method in Turkish lessons in Primary Schools fourth and fifth grade, the striking point in general is that all of the teachers participated in interview use drama method in Turkish lessons. Teachers stated that they used drama method effectively, especially in theatrical texts, in shadow play texts, in Nasreddin Hodja anecdotes and in fables. Almost all of the teachers participated in interview have not received drama training throughout their career.

While all of the teachers participated in interview stated that they had use drama method in motivation step of lesson, half of teachers stated that they had used drama method in normal course of the lesson. A very small proportion of teachers stated that they had used drama in the step of drawing attention to the course.

All of the teachers participated in interview on the benefits of drama method, emphasized that learning by doing and experiencing would be provided through use of drama method in lessons. And again, teachers focused on the motivating role of drama in reaching targets in education, emphasized that more permanent learning would be provided through the use of drama method. The benefits of drama method are striking, especially in students’ socialization and in increasing their self-confidence.

Suggestions made by teachers who participated in interview for more effective and efficient use of drama method are as follows:

All of the teachers defended the idea that drama method should be learned and applied well by teachers for more effective use of drama method in Turkish lessons. Teachers also stated that effective and efficient in-service trainings should be organized by the Ministry of Education. Teachers participated in interview stated that drama lessons in classroom teacher training programmes of universities should be more effective and efficient. All of the teachers stated that drama lessons should be compulsory in Primary Schools. In addition, a portion of teachers defended the idea that training programme of Turkish lesson of Primary School should be associated with drama method in the process of preparation.

Depending on the survey results following recommendation can be made:

Drama lessons which are included in classroom teacher training programmes of the curriculum, should be dealt with in a more effective and efficient way and content of lesson should be arranged in a way that it ensures students’ participation effectively. In this way, teacher candidates who don’t have any familiarity with drama before university, will comprehend the use of this method and be able to use drama method effectively and efficiently in their profession.

In-service training programme should be organized by the Ministry of Education in order to ensure that teachers are able to use drama method more effectively and efficiently and teachers’ participation in such trainings should be ensured. Teachers, who did not received drama training in education years, should be given priority in the activities of in-service training programmes and teachers’ active participation should be ensured.

Texts, which would allow teachers to take advantage of the drama method to the greatest extent, should be preferred in the preparation of elementary Turkish course books. In addition, teachers should be assisted through directives in guide books in order to ensure effective use of the method by teachers.