THE ATTITUDES OF EFL TEACHERS AND STUDENTS TOWARDS THE USE OF PLAYS AND PLAY-BASED LANGUAGE ACTIVITIES IN THREE TURKISH UNIVERSITIES

A THESIS PRESENTED BY ÖZCAN AKŞAK TO THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF ARTS IN TEACHING OF ENGLISH AS A FOREIGN LANGUAGE

BILKENT UNIVERSITY AUGUST, 1996
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This study investigated the attitudes of Turkish EFL teachers and students towards the use of plays and play-based language activities at university level. Data for the research were gathered in three Turkish university preparatory classes at elementary level, namely Hacettepe University, the Middle East Technical University, and Bilkent University. This study attempted to answer the following research questions:

1- Do teachers and students use plays in their language classes?
2- What are possible reasons teachers use plays?
3- What are possible reasons teachers do not use plays?
4- What do teachers and students think about using plays in language teaching and learning?
5- What do teachers and students think about using play-based language activities?
6- Which play-based language activities would teachers and students like to use most in their language classes?
7- How often would students like to use plays in their language learning?

8- Would teachers not using plays like to use plays provided that problems concerning the use of plays were resolved?

The data were collected through questionnaires. Two separate questionnaires were prepared, one for teachers and one for students. The teachers' questionnaire consisted of yes/no questions, multiple choice questions, and Likert scales. The students' questionnaire consisted of multiple choice questions and Likert scales. The data were analyzed by means and percentages.

The results of the study show that plays are seldom used in Turkish universities. However, responses of the subjects imply that teachers and students recognize the benefits of plays and play-based language activities and would like to make more use of plays in language teaching and learning.
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The examining committee appointed by the
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thesis examination of the MA TEFL student

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has read the thesis of the student.
The committee has decided that the thesis
of the student is satisfactory.

Thesis Title : The Attitudes of EFL Teachers
               and Students Towards The Use of Plays
               And Play-Based Language Activities in
               three Turkish Universities

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We certify that we have read this thesis and that in our combined opinion it is fully adequate, in scope and in quality, as a thesis for the degree of Masters of Arts.

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The need to communicate in another language has affected language teaching methodologies that have gradually turned away from traditional language teaching methods to methods that teach learners how to communicate. Crookall and Oxford (1990) mention that forward-looking language instructional methodologies emphasize the communicative aspects of language learning. They additionally note that this emphasis does not exist simply because foreign or second language scholars or researchers have dictated it; it has come about because we now recognize more clearly that a new language is usually used as a means of communication.

Language teachers make use of textbooks or seek supplementary materials to improve students' communicative abilities. In choosing these sources, teachers either decide for themselves or are given advice to use effective teaching materials that are authentic, mirror real life experiences, and display everyday-language in use (Celce-Murcia, 1991).

The search for effective selection of communicative teaching materials has continued to be important for language educators. However, while searching for new materials, some sources have not been given equal importance. One such a source that can serve as a good means for communicative language teaching is the use of literature.
Short and Candlin (1987) note that in the sixties and seventies, there was a distinct reaction against the use of any literary English in the language classroom. However, Short and Candlin add that, now, the pendulum has swung the other way and there is a renewal of interest in using literature in language teaching. The realm of literature offers many authentic and interesting texts written in various genres. One of these genres is the play. Lezberg and Hilferty (1978) assert that plays can serve as effective means in language teaching. However, with the neglect of literature the application of plays has been widely neglected in EFL-classes.

Although in recent years the area of language teaching has received research attention, many research questions and problems remain unanswered. One such problem is related to the attitudes and preferences of teachers and students towards the use of plays and play-based language activities. The present study was an attempt at determining attitudes of Turkish EFL teachers and students towards the use of plays and play-based language activities.
Background of the Study

Students in Turkey learn languages mainly by studying course books. Despite the recent focus on communicative language teaching, students may feel frustrated with not being able to express their ideas and feelings after adequate instruction (Ertaş, 1991).

Research in Turkish universities has revealed some problems related to the content of foreign language teaching materials and activities they offer. A recent study by Ertaş (1991) was conducted at seven Turkish universities in different parts of Turkey. The results of the study revealed that authentic texts including literature are not widely used in Turkish universities.

The findings of Ertaş (1991) show that Turkish EFL teachers share the common idea that although the language books teachers use are somewhat functional, they do not respond to the needs or interests of students and both students and teachers think that the course books do not supply adequate communicative activities. At the end of the study, all subject teachers (N=350) and 85% of the students (N=80) responded positively to an interest in using authentic materials in particular short stories.

Although literature offers many benefits in language teaching, why has it been neglected in institutions that teach languages? The present study aimed to find reasons for
the neglect of plays in Turkish universities in order to provide a basis for a possible increase in the use of plays in foreign language teaching in Turkish universities.

Purpose of the Study

The purpose of this study was to survey the attitudes of Turkish EFL teachers and Turkish EFL students towards the use of plays and play-based language activities.

As also became apparent from the research of Ertaş (1991), authentic texts are not customarily used by Turkish teachers. The present research was intended to elicit ideas, beliefs, and opinions of Turkish EFL teachers and students towards plays and play-based language activities and to assess the willingness of teachers and students in making use of plays and play-based language activities in language teaching and learning.

Research Questions

This study aimed at answering the following questions about the use of plays.

1- Do teachers and students use plays in their language classes?
2- What are possible reasons teachers use plays?
3- What are possible reasons teachers do not use plays?
4- What do teachers and students think about
using plays in language teaching and learning?

5- What do teachers and students think about using play-based language activities?

6- Which play-based language activities would teachers and students like to use most in their language classes?

7- How often would students like to use plays in their language learning?

8- Would teachers not using plays like to use plays provided that problems concerning the use of plays were resolved?

Significance of the Study

This research aims to raise awareness of the possibility of using plays and play-based language activities as a supplementary institutional tool for enhancing language teaching as well as students' learning in Turkish universities. The present study wants to emphasize contributions that plays and play-based language activities can have in English language teaching and drawing attention to the potential of interest among language teachers and students to use plays.
CHAPTER 2  LITERATURE REVIEW

This chapter consists of five sections. The first section is an overview of the reasons for the neglect of literature in EFL. The chapter then turns to a discussion about literary language and non-literary language followed by the advantages of literature. Lastly, the function of plays in language teaching and certain play-based language activities are described.

Reasons for the Neglect of Literature in EFL

Literature has been used in language classes since the beginning of this century, yet it has not become a widely accepted medium in EFL/ESL. As Gajdusek (1988) notes, although literature still occupies a place in some language classes, it remains largely neglected.

One reason for the neglect of literature in language teaching is the use of classical texts. Short and Candlin (1987) note that at the beginning of this century teachers were of the opinion that exposing non-native students to the classics of English literature would be ideal to promote language acquisition. Short and Candlin indicate that the use of classical literature in language teaching did not turn out to be very successful. The reason for this unsuccessful attempt was in the selection of literary texts.
The selected texts were of high caliber, difficult, and inaccessible to non-native English speaking students. As a result, the use of literary texts in language teaching began gradually to disappear from the language classroom (Short & Candlin, 1987).

Another reason of the neglect of literature in language teaching is the lack of suitable materials prepared for this particular purpose. Stern (1991) notes that while there are many literature anthologies, very few of these resources aid teachers for using literature in the language classroom.

One other fact that had negative affects in using literature as a resource in language teaching is the attitudes of teachers. McKay (1987) summarizes the attitudes teachers may have towards the use of literature in language teaching as follows:

First, since one of the main goals of English Language Teaching is to teach the structures of English, literature, due to its structural complexity and its unique use of language, does little to contribute to this goal. Second, the study of literature will contribute nothing to help our students meet their academic and/or occupational goals. (p. 191)
In a similar vein, Mc Rae (1991) mentions some attitudes of teachers related to using literature in language teaching. An astonishing number of EFL teachers come out with statements like "I'm not a literature person"; "Don't know anything about literature; or "I'm not into that sort of thing." Literature is one of the domains that sees teacher resistance (or inhibition factors) that are most commonly found in the language teaching profession (Mc Rae, 1991).

Teachers not familiar with the use of literature in language classes are sometimes unable to see the advantages of literature. Therefore, teachers are inclined to state that the exploitation of literary texts would be difficult for students and therefore should not be used in class. Gajdusek (1988) indicates his personal impressions of teachers' attitudes in this aspect in the following lines: "It has been my personal experience that many EFL/ESL teachers either consciously or unconsciously feel that literature is too hard for language students". (p. 227)

To sum up, because language students were introduced to texts selected from classical literature and teachers did not have enough materials at their disposal to make use of literary texts and because of the negative attitudes of teachers towards literature, literature has been excluded from foreign language classes. However, if we explore if and
how literature can serve as a valuable resource, and if we consult the ideas of teachers and students that are actually involved in language teaching and learning, then, there may be insights into how literature, especially contemporary literature, can enable communicative language teaching. Not having examined the issue, teachers may fail to discover the exciting communicative potential that the use of literary pieces may offer (Gajdusek, 1988).

Literary Language versus Non-Literary Language

The language used in literary texts is often regarded as difficult. People sometimes think that the language of literary texts is written in the old language of that country. There are also some other reasons that make people think of literary language as distinct and more difficult to understand than other non-literary texts. But do we have enough evidence in order to say that literary language is different from the standard form of languages?

In starting to examine whether literature is appropriate or not in language teaching, it will be useful to overview the language that is used in literary texts. Does literary language differ from ordinary language or not? Since the first often claimed reason for the exclusion of literature is said to be its structural and lexical complexity, it will be appropriate and crucial to examine
the difference of the language used in literary and non-literary texts. This overview will give us some ideas in deciding to use literature in language teaching or not.

Brumfit and Carter (1987) state that they do not believe that there is a distinct language like literature. Brumfit and Carter argue for literary and non-literary language as follows:

When we say this we mean that we find it impossible to isolate any single or special property of language that is exclusive to a literary work. For example, it has been conventionally thought, from Romantic critics such as Coleridge onwards, that metaphor is the distinguishing mark of literature. In fact, it requires only a little linguistic introspection to see that metaphor is pervasive in our daily discourse and, as property of language, is not in any way unique. Metaphors are not only found in Shakespeare or Donne. (p. 6)

One other aspect, that is put forward in making a distinction between literary language and non-literary language, is phonological patterns found in literary texts. Brumfit and Carter (1987) comment on this issue as follows:
It is also regularly noted, particularly in respect of poetry, that a striking phonological pattern is a distinguishing mark of poetic language. Yet there are several instances in ordinary language where patterns of contrast, similarity, or parallelism are to be found. (p. 6)

Contrary to much received opinion, it is difficult to make a linguistic distinction between literature and other kinds of language. Short and Candlin (1987) state that if this is the case then there is no prior reason for banishing literature from the language class.

It is as a result of accumulating evidence of this kind that we wish to agree with linguists like Fowler and reject the traditional notion that there is a separate literary language. Since there is not a distinct language of literature, contemporary literature can be used for the purpose of language teaching (Short & Candlin, 1987).

If literary texts are chosen from contemporary literature and have interesting themes that are motivating and enjoyable to read, then, literature may serve as a rich resource in language teaching and can help language learning.
Advantages of Literature

As mentioned in the introduction, for a long time, literature has not played an important role in EFL programs. However, in recent years, many educators in this field are beginning to acknowledge the intellectual, cultural, and linguistic benefits of the study of literature in language teaching. Relevant literature indicates that the use of literature has many advantages for the language learner. These advantages can be summarized as universality, authenticity, motivation, language acquisition and language enrichment, education of the whole person, and cultural enrichment.

Universality

Literature is first of all universal. Literature depicts situations, people, and events that most people can recognize, consciously or unconsciously. Everyone who reads literature can find something that is common to their ideas.

Literature portrays a wide variety of human concerns and needs. Literature is inherently human with its stories, poems, and plays. Because literature reflects people's timeless values and preoccupations, it attracts the reader. The experience of literature may appeal to so many varied imaginations that it can claim universality (Sage, 1987).
Moreover, since literature is written about human concerns, it entails advantages that can be utilized in language teaching. Because literature says something about fundamental human issues it is enduring. The fact that literature is enduring makes literature a source that can always be reread by students (Collie & Slater, 1990).

**Authenticity**

Literary texts are written in various forms. Whether a literary text is in the form of a poem, a novel, a short story or a play, all of them have one feature in common—they are authentic. By that it is simply meant that most works of literature are not fashioned for the specific purpose of teaching languages. Williams (1991), defines the concept of authenticity as any text that is not written specifically for language learning purposes, literature is written to say something, to convey a meaning, and not to exemplify language. The advantage that the reading of authentic texts can have in language learning is summarized by Williams as follows:

The advantage of using authentic texts is that they allow the learners to experience real instances of language use. Provided that learners are reasonably successful in dealing with the text, can give a sense of achievement and confidence. Moreover, if the
learner is expected eventually to cope with real language outside the classroom, then surely the best way to prepare for this is by looking at real language inside the classroom. (p.25)

Literary texts are written for native speakers of a language, consequently students who read literary texts may gain familiarity with the language that is intended for native speakers. Collie and Slater (1990) claim their opinion about authentic texts as follows:

While reading authentic literary texts, students will have a good chance to gain familiarity with many different linguistic uses, forms and conventions of the written mode: with irony, exposition, argument, narration, and so forth...Exposure to literary texts can provide language students with various uses of English and students will ultimately be able to use them himself or herself. (p. 4)

Motivation

Literature not only provides language learners with authentic materials to work with, but it also motivates learners. Literature exposes the student to complex themes and fresh, unexpected uses of language. A good novel or short story may be particularly interesting for the students
in that it involves the students in the suspense of the unfolding story.

Interest is perhaps the most important single factor for effective language learning. Although carefully constructed texts can provide a basis for good language learning, they often lack the interest value which is of vital importance for motivation. To meet this deficiency the call has often been for more authentic texts (Knight, 1985).

Lasar (1993) indicates that literature may in this sense be more absorbing for students than the pseudo-narratives frequently found in course books. Reeves (1986) further states that, if a reader wants to find out what happens next, if it seems important to him personally, he will read on despite linguistic difficulties. The importance of motivation in conditions relevant to the learning process can not be stressed sufficiently. Sage (1987) agrees with the motivational aspect of literature and claims that perhaps the most important justification for the inclusion of literature in the syllabus is motivation.

In reading literature, the reader becomes eager to find out what happens as events unfold: he or she may feel close to certain characters and can share their emotional responses. Themes and events found in literature can summon the whole person into its own world. If literary texts are carefully chosen according to students interests and
language levels, then, students may enjoy reading literature and may get motivated in language learning.

**Language Acquisition and Language Enrichment**

Literature helps the process of language learning. Since literature is rich in multiple levels of meaning, students may express their own personal responses to these levels of meaning. Lasar (1993) asserts that because the overall context for processing the new language is so striking, it can encourage the students to talk. Ultimately, the desire to participate can only serve to accelerate the students' acquisition of the language.

Furthermore, literature can familiarize students with many language structures and vocabulary items that can help students to be more flexible with the language they use or will be using. Carter and Long (1991) note that one of the main reasons for teaching literature is to demonstrate what often was thought but never so well expressed, and that this can put students in touch with some of the more subtle and varied creative uses of the language. There is much to be gained in terms of language development from literature.

In brief, literature can provide a rich context for the language learner in which individual lexical or syntactical items are presented in various ways. Reading a substantial and contextualized body of text, language students may gain
familiarity with many features of the written language—the formation and function of sentences, a variety of possible structures, different ways of connecting ideas—which broaden and enrich students knowledge about the language.

**Educating the Whole Person**

In addition to language acquisition and language enrichment, literature has an educational function in the classroom. As Lasar (1993) notes literature can help to stimulate the imagination of our students, to develop their critical abilities and to increase their emotional awareness.

Carter and Long (1991) reinforce the view of Lasar by holding the view that the use of literature is helping students to grow more as individuals as well as in their relations with the people and institutions around them.

Literature makes major contributions to learning. Literature can train people's sensory, intellectual, affective, social, and perhaps religious faculties. Literature can help to develop a person's character and moral judgment (Moody cited in Stern, 1985).

One of the needs which is felt in the English-teaching profession is a dimension of depth—implying a deeper dimension to language learning than does the current emphasis on communication, or communicative competence. This
refers to the learners' mental involvement in what he is hearing or saying, leading to a kind of communication that is more than superficial (Newton, cited in Stern, 1985). Newton notes that one possible source of depth in language learning is literature.

**Cultural Enrichment**

Literature has often been described as a window, mirror, or key to a culture, because it can help the reader to understand and empathize with another culture. Reading a literary work immerses the student in the world it depicts, involving the student with its characters, plot, and themes, its settings and language. Moreover, literature can also help language learners gain deeper insights into their own cultures in the same way that the study of another language helps us perceive the structure of our own (Newton, cited in Stern, 1985).

Collie and Slater (1990) mention that the readers can discover their thoughts, feelings, customs, possessions; what they believe in, fear, enjoy; how they speak and behave behind closed doors. This vivid imagined world can quickly give the foreign reader a feel for the elements that structure a real society.

Literature as a resource in language teaching can have multiple benefits. Knight (1985), sums some contributions of
literature as follows: a) the power to capture the imagination, b) to involve and enthuse the reader, c) to give pleasure and enjoyment, d) and thus to provide motivation. A remarkable character, a tense atmosphere, a beautiful description, a rhythmic phrase, the moment of truth—all such features increase the motivation to understand and the power to remember.

We may say that the use of literature provides many advantages that can be exploited for language improvement and we can recommend language teachers the use of literature. As Hill (1986) states, with an awareness of the potential for educational enrichment which literature offers on a variety of levels, teachers can help students gain both pleasure and profit and delight and wisdom from their reading.

Function of Plays in Language Teaching

Plays are originally written to be acted out on stage. Therefore, it is said that plays exist both in performance and as a text on the written page (Morgan, 1987).

Plays generally revolve around particular themes which have a certain plot. Themes of plays can be very interesting, the sequence of events can be very exciting, and can keep readers, or if it is a performance, the audience in suspense.
Plays are conversation. The flow of conversations in plays are in a turn taking manner where the sentences of the characters reflect spoken language. Therefore, sentence structures used in plays are in various forms and vocabulary items are rich. Plays reveal real use of authentic language that Wessels (1987) calls "genuine communication".

A play by a famous contemporary playwright such as James Saunders can motivate students and can give students impetus to read. Plays, like all literature, show examples of people's culture, habits, daily lives. Plays are rich of content that can make language learning interesting and enjoyable.

The use of plays does not only provide the learner with a mere text to be read, but because plays are written actually to be performed and are written in dialog form, plays can lend themselves to developing various language activities. First of all, plays can be used to be read aloud in class, plays can be used as a base for classroom discussions, sections of plays can be acted out in class, and can be used for improvisation activities (Maley & Duff, 1987).
Play-Based Language Activities

Providing meaningful oral communication in the foreign language classroom is considered a key to making foreign language study purposeful and relevant. Students may dislike foreign language study because it deals with contrived materials at the expense of purposeful talk. The foreign language classroom, therefore, must be considered as a training ground where real communication takes place. Advantages must be taken of every possible situation which provide the use of the target language to satisfy student and teacher needs. A number of activities involving the combination of plays can serve as aids towards this end. These activities include reading plays aloud in class, discussing plays, acting scenes of plays in class, and improvisation.

Reading Plays Aloud in Class

Although plays are initially written to be performed, they also exist as words on a page, or a text. Plays can be used to develop divers language activities. Reading plays aloud in class by students can be one possible activity.

Students can be assigned parts of the characters' speeches to read aloud in class and can according to the developments try to change the intonation of particular words and sentences so that the dramatic situations of the
play can be recreated.

Reading plays aloud in class can give students practice in using original sentences and can also be used as a listening exercise. Collie and Slater (1990), anticipate that extensive reading increases a learner's receptive vocabulary and facilitates transfer to a more active form of knowledge.

All the elements of literature—plot, character, setting, and theme—help to promote reading comprehension by presenting special challenges to readers which demand that they learn to put into practice specific reading strategies. Moreover, they provide the subject matter, the context, and the inspiration for numerous written and oral activities so that a single literary work becomes the central focus of a classroom unit (Stern, 1985).

Carter and Long (1991), explain that an effective reading of a text can bring a text alive for students, even if not every single word is understood at first reading. An effective reading aloud by the teacher can also serve to clarify difficulties: difficult words can be enacted and unclear or complex syntax can be unraveled in the process of dramatization.
Discussing Themes of Plays

Literature is concerned with many subjects that relate to human experiences. The reading of literature engages the human intellect and captures the readers' imagination.

Themes of plays can be used as a basis for eliciting students' responses and for exchanging ideas on particular subjects and topics. Since the events in plays can appeal to the human intellect and since literature is authentic, it can be more interesting for students and can also be motivating for students to participate in discussions of themes of plays. Carter and Short (1991) suggest the use of discussions as a useful way to promote fuller responses to literary texts. A discussion may not necessarily be initiated by the teacher as learners can begin to articulate reactions to the text throughout the reading of a text.

Ur (1992) notes that students can listen to or watch plays on television, radio and occasionally students may be able to go to the live theater. Ur mentions that there is plenty to criticize and discuss after seeing or hearing a good drama: the play itself, its plot, themes, characters, language; the direction; the actors' performance; and where the appropriate, the lightning, scenery, special effects, camera-work.
Acting Scenes of Plays

Texts of plays can be used for performance activities. Groups of students can prepare and can perform a play or sections of plays in class.

With groups that respond well to drama activities, putting on one scene, or a short play can be both enjoyable and rewarding. Many students enjoy planning costumes, sets, props, and lights. When the full scale staging is not feasible, a prepared reading of a previously studied scene, at the front of the class and with a few props, can also be fruitful (Collie & Slater, 1990).

In many countries around the world, students have fairly limited access to spoken English, and written English often takes on primary importance for stimulating language acquisition. Literature may provide a particularly appropriate way of stimulating language acquisition, as it provides meaningful and memorable contexts for processing and interpreting new language (Lasar, 1993).

Improvisation based on Plays

Improvisation is a structured activity; that is to say, it is dramatization without a script. It has an identifiable plot with a beginning, middle, and an end. Hodgson and Richards (cited in Dougill, 1974) define the term as a spontaneous response to the unfolding of an unexpected
Via (1985) describes improvisation as the ability to function with whatever English a learner has at its disposal. Via adds that students will also, in most cases, need to improvise any properties required and imagine the setting in which the improvisation takes place.

Improvisation generally needs a problem to solve, or a goal to be achieved and thus needs some kind of conflict to be started. Via (1985) asserts that it is difficult for those who are new at language learning to know what to say if they are only told, "You are two people having lunch in a restaurant". Via states that it would be helpful if students would be provided with a conflict at the beginning of an improvisation. Plays are often dramatical and can be used to start improvisations. Plays can provide a conflict and can be used as an initial prompt to start a dialog between students.

To conclude, we can say that literature has benefits in language teaching, particularly, the use of plays can provide students with diverse benefits and can be used in various activities that teachers and students can use in their language teaching and learning.
CHAPTER 3 METHODOLOGY

This chapter discusses the research methodology, specifically the procedure of the study, including subjects and data collection instruments. The main concern of this study was to examine the attitudes of teachers and students towards the use of plays and play-based language activities.

In this study, the attitudes of Turkish EFL teachers and students concerning plays and play-based language activities were investigated. Some of the research questions were as follows: Do teachers use plays in their classes? Why and why not? In particular, whether teachers and students would like to use more plays than they actually do now. What do Turkish teachers and students think about plays and play-based language activities? In order to provide answers to these questions, questionnaires were administered to Turkish EFL teachers and students at Hacettepe University, the Middle East Technical University (M.E.T.U.), and Bilkent University.
Setting and Subjects

The settings were three universities in Ankara, namely Hacettepe University, the Middle East Technical University, and Bilkent University. At each university one classroom was provided for the distribution of the questionnaires upon the request of the researcher.

The gender of the students and teachers were not taken into consideration. The subjects were both male and female. The proficiency level of the students was intermediate.

The sizes of the classes where the student questionnaires were to be administered were taken into consideration by the heads of the preparatory departments and appropriate classes were chosen. Classes for the administration of the student questionnaires were chosen randomly by the heads of the departments. With the permission of the heads of the department at each university, the students were requested to provide the data. There were 10 teachers at each university, with a total of 30 teachers. There were 20 students at each university, thus making 60 students. The distribution and number of subjects are given in Table 1.

Table 1
Distribution and Number of Subjects

<table>
<thead>
<tr>
<th>School</th>
<th>Teachers</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hacettepe</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>M.E.T.U</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Bilkent</td>
<td>10</td>
<td>20</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>60</td>
</tr>
</tbody>
</table>
Instruments

The data were collected by means of two questionnaires, one prepared for the students and one prepared for the teachers (see Appendix A for the teacher questionnaire and Appendix B for the student questionnaire). The questionnaire for the teachers was written in English, and the questionnaire for the students was written in Turkish for reliability reasons. The purpose of the questionnaires was to find out teachers' and students' attitudes towards plays and play-based language activities and whether teachers and students would like to make more use of plays.

The use of questionnaires was preferred because it was easier to get the results about the feelings of the teachers and students than using interviews or other means of data collection from a smaller number of people. Collecting data by using questionnaires was a fast and efficient method. In a limited time, a relatively large number of students could answer the questions. It was also more practical in terms of administration compared to other means since the distribution and completion of the questionnaire did not take much time.

The questionnaire for teachers consisted of ten to eleven questions depending on the responses teachers gave. The first question asked teachers whether they use plays in their classes. The second question depended on the response
of the teachers. If teachers responded "yes" they were asked to indicate the frequency of their use of plays. If teachers responded "no" they were asked in the next question about some possible reasons for this disposition (personal and professional) and whether teachers would like to make use of plays if the problems they have in making use of plays were resolved. The third question was about some possible advantages and disadvantages concerning plays in language learning. The fourth question asked the teachers to rank four play-based language activities according to their preference of use. The next four questions concerned possible advantages and disadvantages of four separate play-based language activities. The last question of the teacher questionnaire asked teachers to indicate the usefulness of plays in improving language skills.

The questionnaire for students consisted of nine questions. The first questions asked the students how often they used plays in the last year. The second question asked students how often they would actually like to use plays in language learning. The remaining questions are about plays and play-based language activities as it is in the teacher questionnaire.
Procedure

The first draft of the teachers' questionnaire was distributed to the researcher's colleagues who kindly agreed to give their opinions on the items in the questionnaire. The first draft of the students' questionnaire was distributed to some students at preparatory classes at Bilkent University. After revising the items according to the feedback from colleagues and students, the researcher did a pilot study with teachers and students of Bilkent University. Following the final versions, arrangements were made for the administration of the questionnaires.

Before the administration of the questionnaires at Hacettepe, M.E.T.U., and Bilkent University, permission was obtained from the heads of the departments and assistance was sought for the selection of classes. The researcher explained the data collection procedures to the cooperating teachers, and the teachers administered the questionnaires in their classes during class time. Approximately 20 minutes were allowed to complete the questionnaire. The researcher collected the completed questionnaires from the teachers after class. The next week, questionnaires to the teachers were distributed. Questionnaires for the teachers were given to the heads of the departments to be distributed to teachers. The teachers were given one day to return the questionnaires.
For the data tabulation, all of the questionnaires were grouped according to university, students, and teachers. The data were calculated by means and percentages and were shown in tables. In the following chapter, the results of the data are presented.
CHAPTER 4 ANALYSIS OF THE DATA

Summary of the Study

The aim of this study was to survey the attitudes of Turkish EFL teachers and Turkish EFL students towards plays and certain play-based language activities.

In order to determine teachers' and students' attitudes towards the use of plays and play-based language activities, questionnaires were given at Hacettepe University, the Middle East Technical University (M.E.T.U.), and Bilkent University. This chapter presents the analysis of questionnaires administered to gather the needed data for this research.

The questionnaire for teachers consisted of ten to eleven questions depending on the responses of the teachers. The questionnaire for students consisted of nine questions. The first three to four questions of the teacher questionnaire were concerned with the use of plays and reasons why teachers use plays and why they do not use plays. The first two questions of the students' questionnaire were designed to elicit information about how often students used plays during their last year in their language learning and how often students would actually like to use plays in their language learning. The remaining seven questions of both the teachers' and the students' questionnaires investigated teachers' and students' attitudes towards play-based language activities.
including their preferences towards some play-based language activities.

Questionnaires for the teachers and students consisted mainly of closed questions which were chosen for purposes of reliability. Some items were written as statements, and subjects were asked to indicate their agreement according to a Likert scale ranging from 1 to 5, with 1=strongly agree, 2=agree, 3=uncertain, 4=disagree, 5=strongly disagree. Some of the Likert scales had a rating scale based on effectiveness ranging from 1=very effective, 2=effective, 3=neutral, 4=ineffective, 5=very ineffective. Tables which represent the results of this type of questionnaire items are given in mean scores. The remaining tables present percentages.

The tables present data from Hacettepe students, the M.E.T.U students, Bilkent students, and combined student data. Likewise, there are data for Hacettepe teachers, the M.E.T.U. teachers, Bilkent teachers and combined teacher data. The combined teachers' and students' scores represent the combined means and percentages of the responses given by teachers and students of the three universities. The combined teacher and student data present an overall view of ideas of the subjects responses; in this way it will be easier to understand and evaluate subjects' responses.
Analysis of Data

Use of Plays in Turkish Universities

Question 1 and 2 (A) of the teachers' questionnaire investigated the use of plays and their frequency of use by teachers at Hacettepe University, M.E.T.U, and Bilkent University. The results are presented in Table 2 and Table 3.

Table 2
Use of Plays in Turkish Universities (Q 1)

<table>
<thead>
<tr>
<th>Items</th>
<th>HT (n=10)</th>
<th>MT (n=10)</th>
<th>BT (n=10)</th>
<th>CT (N=30)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of plays in class</td>
<td>70%</td>
<td>60%</td>
<td>40%</td>
<td>57%</td>
</tr>
</tbody>
</table>

Note. HT: Hacettepe Teachers, MT: M.E.T.U. Teachers, BT: Bilkent Teachers, CT: Combined Teachers' Percentages

Table 3
Frequency of Plays (Q 2A)

<table>
<thead>
<tr>
<th>Items</th>
<th>HT (n=10)</th>
<th>MT (n=10)</th>
<th>BT (n=10)</th>
<th>CT (N=30)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Often</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Sometimes</td>
<td>43%</td>
<td>57%</td>
<td>0%</td>
<td>33%</td>
</tr>
<tr>
<td>Seldom</td>
<td>57%</td>
<td>43%</td>
<td>100%</td>
<td>67%</td>
</tr>
<tr>
<td>Never</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Note. HT: Hacettepe Teachers, MT: M.E.T.U. Teachers, BT: Bilkent Teachers, CT: Combined Teachers' Percentages
As can be seen in Table 2, 70% teachers at Hacettepe University, 60% teachers at the M.E.T.U., and 40% teachers at Bilkent University responded positively to the first question.

In Table 3, we can see that none of the teachers indicated "often". Forty-three percent of Hacettepe teachers indicated that they sometimes use plays, 57% teachers at the M.E.T.U responded "sometimes", and none of the Bilkent teachers indicated that they sometimes use plays. The combined percentage for the item "sometimes" is 33%. Fifty-seven percent teachers of Hacettepe indicated that they seldom use plays in language teaching, 43% of the M.E.T.U. teachers indicated that they seldom use plays, and 100% of Bilkent teachers indicated that they seldom use plays. The combined percentage for the response item "seldom" is 67%. None of the teachers indicated "never".

The combined percentages in Table 2 show that 57% of the teachers use plays in their language teaching. However, in Table 3, it is indicated that more than half of the teachers (67%) who indicated that they use plays are only seldom using plays and only 33% of the teachers indicated that they sometimes use plays. These responses show that plays are used, but not often. In other words, the frequency of use of plays remains at "seldom".
Use of Plays by Students

Question 1 of the students' questionnaire investigated how often students used plays during the last year (1995-1996) in their English lessons. The results are presented in Table 4.

<table>
<thead>
<tr>
<th>Items</th>
<th>HS (n=20)</th>
<th>MS (n=20)</th>
<th>BS (n=20)</th>
<th>CS (N=60)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Often</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Sometimes</td>
<td>11</td>
<td>15</td>
<td>20</td>
<td>14</td>
</tr>
<tr>
<td>Seldom</td>
<td>35</td>
<td>55</td>
<td>50</td>
<td>48</td>
</tr>
<tr>
<td>Never</td>
<td>54</td>
<td>30</td>
<td>30</td>
<td>38</td>
</tr>
</tbody>
</table>

Note. HS: Hacettepe Students, MS: M.E.T.U. Students, BS: Bilkent Students, CS: Combined Students' Percentages

As can be seen in Table 4, none of Hacettepe students indicated "often", 11% of Hacettepe students indicated that they sometimes used plays, 35% of Hacettepe students responded that they seldom used plays, and 54% of Hacettepe students indicated that they never used plays. Likewise, none of the M.E.T.U. students indicated "often", only 15% of the M.E.T.U. students indicated "sometimes", 55% of the M.E.T.U. students indicated that they seldom used plays and 30% of the M.E.T.U. students indicated "never". None of
Bilkent students indicated "often". 20% of Bilkent students indicated "sometimes", 50% of Bilkent students indicated that they seldom used plays, and 30% of Bilkent students indicated that they never used plays in language learning.

The combined percentage of the students' data show that 48% of the students indicated "seldom" and 38% of the students indicated "never", and only 14% of the combined percentage of the students' data reveals that plays are sometimes used by students.

The combined students' percentages reveal that students seldom and never (48% and 38% respectively) used plays in their language classes during the last year of education. Hence, based on these findings, we may say that the frequency of use of plays is low.
**Advantages of Plays**

Question 4 of the teachers' questionnaire and question 3 of the students' questionnaire investigated teachers' and students' ideas and opinions about some possible advantages that plays may have in language learning and teaching. The results are presented in Table 5.

Table 5
**Advantages of Plays (Q 4, Q 3)**

<table>
<thead>
<tr>
<th>Items</th>
<th>Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CT (N=30)</td>
</tr>
<tr>
<td>Source of meaningful language activities</td>
<td>2.5</td>
</tr>
<tr>
<td>Providing dialogs more interesting than in course books</td>
<td>1.7</td>
</tr>
<tr>
<td>Familiarizing students with useful expressions used in conversations</td>
<td>1.4</td>
</tr>
</tbody>
</table>

Note. CT: Combined Teachers' Mean Score, CS: Combined Students' Mean Score; 1 = strongly agree, 2 = agree, 3 = uncertain, 4 = disagree, 5 = strongly disagree

As can be seen in Table 5, teachers' and students' combined mean scores for the last item in the table is 1.4 and 1.8 respectively. We may say that both teachers and students agree that plays can familiarize students with useful expressions used in conversations. The mean scores of the teachers and students to the second item are 1.7 and 2 respectively. Thus we may say that both teachers and
students agree with the statement that plays can provide more interesting dialogs than found in course books. Students' responses to the first item in the table is 1.7, indicating that students agree with the statement that plays can provide a source of meaningful language activities. However, teachers' mean score to the first item in the table is 2.5. We may say that although some of the teachers agree with this statement, some may be uncertain about the statement that plays can provide a source of meaningful language activities.

**Disadvantages of Plays**

Question 4 of the teachers' questionnaire and question 3 of the students' questionnaire also investigated teachers' and students' ideas and opinions about some possible disadvantages that plays may have in language learning and teaching. The results are presented in Table 6.
### Table 6
Disadvantages of Plays (Q 4, Q 3)

<table>
<thead>
<tr>
<th>Items</th>
<th>Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CT (N=30)</td>
</tr>
<tr>
<td></td>
<td>M</td>
</tr>
<tr>
<td>Taking up too much class time</td>
<td>2.5</td>
</tr>
<tr>
<td>Employing complex language structures</td>
<td>3</td>
</tr>
<tr>
<td>Containing literary features that make language learning difficult</td>
<td>2.8</td>
</tr>
<tr>
<td>Can not be helpful for students’ academic purposes</td>
<td>2.9</td>
</tr>
</tbody>
</table>

**Note:** CT: Combined Teachers' Mean Score, CS: Combined Students' Mean Scores; 1 = strongly agree, 2 = agree, 3 = uncertain, 4 = disagree, 5 = strongly disagree

As can be seen in Table 6, both teachers' and students' responses towards possible disadvantages of plays are between 2.5 and 3.2. These responses imply that both teachers and students are uncertain about possible disadvantages that plays may have in language teaching and learning. Most commonly cited disadvantages of literature are the complexity of language structures it contains, the usage of literary features, and the opinion that literature would not be useful for students' academic studies. Teachers' and students' opinions about these disadvantages are neither positive nor negative.
Effectiveness of Plays in Language Skills

Question 7 of the teachers' questionnaire and question 6 of the students' questionnaire investigated teachers' and students' opinions about the effectiveness of plays in language skills. The results are displayed in Table 7.

<table>
<thead>
<tr>
<th>Items</th>
<th>CT (N=30)</th>
<th>CS (N=60)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>1.3</td>
<td>1.4</td>
</tr>
<tr>
<td>Listening</td>
<td>1.9</td>
<td>1.4</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>2</td>
<td>1.9</td>
</tr>
<tr>
<td>Reading</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Writing</td>
<td>2.8</td>
<td>2.4</td>
</tr>
<tr>
<td>Grammar</td>
<td>2.8</td>
<td>2.4</td>
</tr>
</tbody>
</table>

Note. CT: Combined Teachers' Mean Score, CS: Combined Students' Mean Score; 1 = very effective, 2 = effective, 3 = neutral, 4 = ineffective, 5 = very ineffective

As can be seen in Table 7, teachers' highest mean score is with the first item of the table indicating that teachers strongly agree that plays are almost very effective in improving students' speaking skills (M=1.3). Similarly, the students' responses to the first item of the table is 1.4 indicating that also students strongly agree that plays are very effective in improving students' speaking skills.
Teachers' and students' mean scores for listening are 1.9 and 1.4 respectively. The mean scores indicate that both teachers and students agree that plays are effective in improving listening skills of students. Subjects' responses to the third item asking how effective plays can be in the improvement of vocabulary of students are almost the same (M=2 and M=1.9 respectively). Thus, we may say that both teachers and students agree that plays are effective in improving students' vocabulary. Teachers and students agree that plays can be effective in improving students' reading skills (M=2, M=2 respectively).

Students' mean scores to the last two items indicate that students believe that plays are slightly effective in improving both students' writing and grammar skills with a mean score of 2.4 for both skills. Teachers' responses to the last two items in the table are the same (M=2.8), indicating that teachers think that plays are neutral in improving students writing and grammar skills.

**Advantages of Reading Plays Aloud in Class**

Question 6(A) of the teachers' questionnaire and question 5(A) of the students' questionnaire investigated the ideas of teachers and students about possible advantages that reading plays aloud in class may have. The results are displayed in Table 8.
Table 8
Reading Plays Aloud in Class (Q 6A, Q 5A)

<table>
<thead>
<tr>
<th>Items</th>
<th>Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CT (N=30)</td>
</tr>
<tr>
<td></td>
<td>M</td>
</tr>
<tr>
<td>Giving students opportunity in listening to the natural flow of the language</td>
<td>2.4</td>
</tr>
<tr>
<td>Showing grammar and vocabulary used in a meaningful manner</td>
<td>3.3</td>
</tr>
</tbody>
</table>

Note. CT: Combined Teachers' Mean Score, CS: Combined Students' Mean Score; 1= strongly agree, 2= agree, 3= uncertain, 4= disagree, 5= strongly disagree

As can be seen in the table, the mean score of the students to the second item in Table 8 indicates agreement of students that plays can show grammar and vocabulary used in a meaningful manner (M=1.8). However, teachers are uncertain about the statement that plays can show grammar and vocabulary in a meaningful manner (M=3.3). Students' mean score for the first item is 2, indicating a complete agreement that plays can give students opportunity in listening to the natural flow of the language. Teachers' mean score for the first item is 2.4. We may say that teachers slightly agree with the first item that plays can give students opportunity in listening to the natural flow of the language.
Disadvantages of Reading Plays Aloud in Class

Question 6(A) of the teachers' questionnaire and question 5(A) of the students' questionnaire also investigated ideas of teachers and students about possible disadvantages that reading plays aloud in class may have. The results are displayed in Table 9.

Table 9
Reading Plays Aloud in Class (Q 6A, Q 5A)

<table>
<thead>
<tr>
<th>Groups</th>
<th>CT (N=20) M</th>
<th>CS (N=60) M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Making the lesson boring</td>
<td>2.1</td>
<td>3.7</td>
</tr>
<tr>
<td>Allowing participation of only a few students at a time</td>
<td>2.2</td>
<td>2</td>
</tr>
</tbody>
</table>

Note. CT: Combined Teachers' Mean Score, CS: Combined Students' Mean Score; 1 = strongly agree, 2 = agree, 3 = uncertain, 4 = disagree, 5 = strongly disagree

As can be seen in the table, the mean score of the teachers for the first item in the table is 2.1, indicating agreement of teachers that reading plays aloud would be a boring activity. However, students' response for the same item is 3.7. Since the score is close to 4, we may say that student's responses to this item indicate disagreement. Students do not think that reading plays aloud in class would be a boring activity.
Responses of the subjects for the second item in Table 9 are 2.2 and 2 respectively. According to these mean scores, we may say that both subject groups agree that reading plays aloud in class would only allow participation of a few students at a time.

Advantages of Discussing Themes of Plays in Class

Question 6 (B) of the teachers' questionnaire and question 5 (B) of the students' questionnaire investigated teachers' and students' ideas about possible advantages of discussing themes of plays in class. The results are displayed in Table 10.

<table>
<thead>
<tr>
<th>Items</th>
<th>CT (N=30) M</th>
<th>CS (N=60) M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engaging students in the lesson</td>
<td>2.1</td>
<td>2</td>
</tr>
<tr>
<td>Enabling students in expressing their ideas and opinion</td>
<td>1.7</td>
<td>2</td>
</tr>
<tr>
<td>Improving students' ability to think in the foreign language</td>
<td>1.7</td>
<td>2</td>
</tr>
<tr>
<td>Giving students an opportunity to speak in the target language</td>
<td>1.6</td>
<td>1.7</td>
</tr>
</tbody>
</table>

Note. CT: Combined Teachers' Mean Score, CS: Combined Students' Mean Score; 1 = strongly agree, 2 = agree, 3 = uncertain, 4 = disagree, 5 = strongly disagree
As can be seen in Table 10, the teachers' mean score to the last item in the table is 1.6 which is almost the same as the students' mean score for the same item (M=1.7). Thus we may say that both teachers and students agree that plays can give students an opportunity to speak in the target language. Teachers' responses to the second and third items show that teachers agree with the statements that plays can enable students to express their ideas and improve students' ability to think in the foreign language with a mean score of 1.7 for both items. Students' mean scores for the second and third items of the table are the same (M=2). Thus we may say that there is complete agreement among students with the statements that plays can enable students in expressing their ideas and opinion, and improve students ability to think in the foreign language. Teachers' mean scores for the item that plays can engage students in the lesson is almost the same as the students' mean score (M=2.1 and M=2 respectively) indicating that both teachers and students agree that plays can engage students in the lesson.
Disadvantages of Discussing Themes of Plays in Class

Question 6 (B) of the teachers' questionnaire and question 5 (B) of the students' questionnaire also investigated teachers' and students' ideas about possible disadvantages of discussing themes of plays in class. The results are displayed in Table 11.

Table 11
Discussing Themes of Plays (Q 6B, Q 5B)

<table>
<thead>
<tr>
<th>Groups</th>
<th>CT (N=20)</th>
<th>CS (N=60)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>M</td>
</tr>
<tr>
<td>Distracting students attention from language learning</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Demotivating students if they fail to express their ideas</td>
<td>2.8</td>
<td>3.6</td>
</tr>
</tbody>
</table>

Note. CT: Combined Teachers' Mean Score, CS: Combined Students' Mean Score; 1= strongly agree, 2= agree, 3= uncertain, 4= disagree, 5= strongly disagree

As can be seen in Table 11, both teachers and students are uncertain about the statement that discussing themes of plays can distract students' attention from language learning (M=3). The mean score of teachers for the item stating that discussing themes of plays can be demotivating if students fail to express their ideas is 2.8. Since the mean is close to 3, we may say that teachers are uncertain about the effects of this statement. However, the mean score
of the students responses for this item is 3.6, indicating disagreement with the statement that students would be demotivated if they fail to express their ideas in discussing themes of plays.

**Acting Scenes of Plays in Class**

Question 6(C) of the teachers' questionnaire and question 5(C) of the students' questionnaire investigated teachers' and students' opinions about acting scenes of plays in class. The results are displayed in Table 12.

<table>
<thead>
<tr>
<th>Items</th>
<th>CT (N=30)</th>
<th>CS (N=60)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilitating language learning by entertaining students</td>
<td>1.7</td>
<td>1.8</td>
</tr>
<tr>
<td>Encouraging social relations among students</td>
<td>2.4</td>
<td>1.7</td>
</tr>
<tr>
<td>Improving students' pronunciation</td>
<td>2.2</td>
<td>2</td>
</tr>
<tr>
<td>Allowing the learning of new vocabulary items</td>
<td>1.7</td>
<td>2</td>
</tr>
<tr>
<td>Encouraging shyer students to participate in activities</td>
<td>2</td>
<td>2.2</td>
</tr>
</tbody>
</table>

**Note.** CT: Combined Teachers' Mean Score, CS: Combined Students' Mean Score; 1= strongly agree, 2= agree, 3= uncertain, 4= disagree, 5= strongly disagree
As can be seen in Table 12, the combined mean scores of the teachers and students for the first item are 1.7 and 1.8 respectively. The responses reveal that teachers and students agree that plays can facilitate language learning by entertaining students.

Teachers' responses to the second item of the table is 2.4. We may say that teachers agree with the statement that acting scenes of plays can encourage social relations among students. However, the mean score of the students towards the second item is higher ($M=1.7$), indicating that students agree that acting scenes of plays can encourage social relations among students.

Responses of the subjects towards the third item in Table 12 are 2.2 and 2 respectively, indicating agreement with the statement that plays can improve students' pronunciation. Teachers' and students' combined mean scores for the statement that acting scenes of plays can allow the learning of new vocabulary items are 1.7 and 2 respectively. Both subjects clearly agree with this statement. The combined mean scores for the last item in the table are 2 and 2.2 respectively. We may say that both teachers and students agree that acting scenes of plays can encourage participation of shyer students in the activity.
**Improvisation Based on Plays**

Question 6(D) of the teachers' questionnaire and question 5(D) of the students' questionnaire investigated ideas of teachers and students in using Improvisation based on plays. The results are displayed in Table 13.

Table 13
Improvisation based on Plays (Q 6D, Q 5D)

<table>
<thead>
<tr>
<th>Items</th>
<th>Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CT (N=30)</td>
</tr>
<tr>
<td></td>
<td>M</td>
</tr>
<tr>
<td>Encouraging students in forming various new sentences</td>
<td>1.3</td>
</tr>
<tr>
<td>Maintaining motivation</td>
<td>2</td>
</tr>
<tr>
<td>Increasing self-confidence of students in speaking English</td>
<td>2</td>
</tr>
<tr>
<td>Improving adaptability</td>
<td>2.2</td>
</tr>
</tbody>
</table>

*Note.* CT: Combined Teachers' Mean Score, CS: Combined Students' Mean Score; 1 = strongly agree, 2 = agree, 3 = uncertain, 4 = disagree, 5 = strongly disagree

As can be seen in the table, the combined mean of the teachers for the first item is 1.3. The mean indicates that teachers strongly agree that improvisation based on plays can encourage students in forming various new sentences. The students' mean for this item is 2, indicating a complete agreement of students with this item. Both teachers' and student' combined mean for the second item is 2. We may say
that both subject groups are in complete agreement with the statement that improvisation based on plays can maintain motivation for students.

The combined mean scores for the third and fourth items of the teachers and students are 2, 2.2 and 1.8, 2 respectively. Mean scores of both teachers and students for the third and fourth items of the table are relatively close to 2, indicating that there is an agreement among teachers and students with the statements that improvisation based on plays can increase self-confidence of students and improve students' adaptability (i.e. the ability to match ones speech with the person one is talking to).

**Ranking of Play-Based Language Activities**

Question 5 of the teachers' questionnaire and question 4 of the students' questionnaire investigated teachers' and students' preference in using certain play-based language activities. The results are displayed in Table 14.
Table 14
Ranking of Play-Based Language Activities (Q 5, Q 4)

<table>
<thead>
<tr>
<th>Items (Activities)</th>
<th>Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>CT (N=30)</td>
</tr>
<tr>
<td></td>
<td>M</td>
</tr>
<tr>
<td>Reading plays aloud in class</td>
<td>2.9</td>
</tr>
<tr>
<td>Discussing themes of plays</td>
<td>2.5</td>
</tr>
<tr>
<td>Acting scenes of plays in class</td>
<td>2.4</td>
</tr>
<tr>
<td>Using plays for improvisation</td>
<td>2.2</td>
</tr>
</tbody>
</table>

Note: CT: Combined Teachers' Mean Score, CS: Combined Students' Mean Score; 1 = most preferred, 4 = least preferred

As can be seen in the table, the combined mean scores of the teachers show that teachers first prefer to use plays for improvisation (M=2.2). The activity students first prefer is acting scenes of plays (M=1.5). Teachers' second most preferred activity is acting scenes of plays (M=2.4). The second activity students prefer to use is using plays for improvisation. Teachers' and students' mean scores show that the next two activities are same in rank. Teachers and students would use discussing themes of plays as the next activity (M=2.5 and M=2.7 respectively). The last activity teachers and students would like to use is reading plays aloud in class (M=2.9 and M=3.4 respectively).
Possible Reasons Teachers Tend to Use Plays

Question 2 (B) of the teachers' questionnaire investigated some possible reasons why teachers tend to use plays in their language classes. The results are displayed in Table 15.

Table 15
Possible Reasons Teachers Use Plays (Q 2B)

<table>
<thead>
<tr>
<th>Items</th>
<th>HT (n=20) %</th>
<th>MT (n=20) %</th>
<th>BT (n=20) %</th>
<th>CT (N=60) %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Received training in making use of plays</td>
<td>29</td>
<td>17</td>
<td>50</td>
<td>33</td>
</tr>
<tr>
<td>Read books describing the use of plays</td>
<td>43</td>
<td>67</td>
<td>25</td>
<td>45</td>
</tr>
<tr>
<td>Gotten help from colleagues who use plays</td>
<td>43</td>
<td>33</td>
<td>75</td>
<td>50</td>
</tr>
<tr>
<td>Enjoyed the use of plays in my own language learning</td>
<td>43</td>
<td>33</td>
<td>75</td>
<td>50</td>
</tr>
</tbody>
</table>

Note. HT: Hacettepe Teachers, MT: M.E.T.U. Teachers, BT: Bilkent Teachers, CT: Combined Teachers' Score

In the questionnaire, teachers who indicated that they use plays were asked about some possible reasons they use plays. As is seen in Table 15, combined 33% of the teachers who use plays indicated that they have received training in using plays. Forty-five percent (combined) of the teachers indicated that they got information by consulting books. To item four and five, 50% (combined) teachers responded.

Results indicate that only 33% of the teachers using plays
received training in using plays. The results indicate that almost half of the teachers are getting their information to use plays from sources other than through training. The results imply that not all teachers received training in using plays and teachers who use plays obtain needed information from sources other than training either at their initial education or at further years of their work.

**Personal Reasons Why Teachers Do not Use Plays**

Question 3(A) investigated some personal reasons why teachers do not use plays in language teaching. In the questionnaire, teachers who answered "no" to the questionnaire item on whether they use plays in language teaching were asked about some personal and professional reasons why they do not use plays. The results are displayed in Table 16.
Table 16
Personal Reasons Teachers Do not Use Plays (O 3A)

<table>
<thead>
<tr>
<th>Items</th>
<th>HT (n=10)</th>
<th>MT (n=10)</th>
<th>BT (n=10)</th>
<th>CT (N=30)</th>
</tr>
</thead>
<tbody>
<tr>
<td>No experience in making use of plays</td>
<td>0</td>
<td>50</td>
<td>66</td>
<td>58</td>
</tr>
<tr>
<td>Not aware of the effectiveness of plays</td>
<td>66</td>
<td>0</td>
<td>66</td>
<td>66</td>
</tr>
<tr>
<td>The content of plays would be difficult for students</td>
<td>66</td>
<td>100</td>
<td>17</td>
<td>61</td>
</tr>
<tr>
<td>The language structures in plays would be difficult for students</td>
<td>33</td>
<td>50</td>
<td>66</td>
<td>50</td>
</tr>
<tr>
<td>The use of plays would be the same as using course books</td>
<td>0</td>
<td>25</td>
<td>0</td>
<td>8</td>
</tr>
</tbody>
</table>

Note. HT: Hacettepe Teachers, MT: M.E.T.U. Teachers, BT: Bilkent Teachers, CT: Combined Teachers' Percentages

The responses of teachers about their personal reasons why they do not use plays are shown in Table 16. As can be seen in the table, 58% of the teachers indicated that they have no experience in using plays and 66% teachers responded that they are not aware of the effectiveness of plays in language teaching. These combined percentages show that approximately half of the language teachers (58%) do not use plays because they have no experience in using plays in language teaching and that more than half of the teachers (66%) are not informed of the benefits that plays may have in language learning.
Responses to the third and fourth items in the table are 61% and 50% (combined) respectively. The responses indicate that approximately half of the teachers do not use plays because they believe that plays contain difficult language structures and that the content of plays would be difficult for students to understand. Only 8% of the teachers responded to the last item in the table. Based on this low response rate of the teachers, we may say that teachers perceive the use of plays not the same as using course books.

Professional Reasons Why Teachers Do not Use Plays

Question 3(B) of the teachers' questionnaire also investigated professional reasons why teachers do not use plays in language teaching. The results are displayed in Table 17.
Table 17
**Professional Reasons Teachers Do not Use Plays (Q 3B)**

<table>
<thead>
<tr>
<th>Items</th>
<th>Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HT (n=10)</td>
</tr>
<tr>
<td>Not having enough accompanying material</td>
<td>50%</td>
</tr>
<tr>
<td>Difficulty of finding contemporary plays</td>
<td>58%</td>
</tr>
<tr>
<td>Having a loaded syllabus to integrate plays to language teaching</td>
<td>96%</td>
</tr>
</tbody>
</table>

Note. HT: Hacettepe Teachers, MT: M.E.T.U. Teachers, BT: Bilkent Teachers, CT: Combined Teachers' Percentages

As can be seen in the table, the majority of the teachers (83%) indicated that they do not use plays because they have a loaded syllabus and cannot integrate plays into their language teaching. Fifty percent teachers indicated that they did not have enough accompanying materials that can help them to use plays in class and 17% teachers indicated that they have difficulty in finding contemporary plays.

The results in Table 17 reveal the fact that the use of plays is not included in the syllabus of the particular universities. Also, among other reasons teachers do not use plays are factors like the lack of accompanying materials and difficulty of finding contemporary plays.
Willingness of Students in Using Plays in Language Learning

Question 2 of the students' questionnaire investigated willingness of students in using plays in their language learning. The results are displayed in Table 18.

<table>
<thead>
<tr>
<th>Items</th>
<th>Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>HS (n=20)</td>
</tr>
<tr>
<td>How often would students like to use plays in their language learning</td>
<td></td>
</tr>
<tr>
<td>Often</td>
<td>53</td>
</tr>
<tr>
<td>Sometimes</td>
<td>41</td>
</tr>
<tr>
<td>Seldom</td>
<td>6</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
</tr>
</tbody>
</table>

Note: HS: Hacettepe Students, MS: M.E.T.U. Students, BS: Bilkent Students, CS: Combined Students' Percentages

As can be seen in Table 18, 45% of the students' indicated that they would sometimes like to use plays, 42% of the students' indicated that they would often like to use plays and only 13% of the students indicated that they would seldom use plays. Since 45% of the students indicated "sometimes" and 42% of the students responded "often", we may say that there is a potential of interest among the majority of students (87%) in using plays in language.
learning.

**Willingness of Teachers in Using Plays after Solutions of Problems**

Question 3(C) of the teachers' questionnaire investigated teachers' willingness in using plays after solutions of problems teachers have in using plays. The result is displayed in Table 19.

<table>
<thead>
<tr>
<th>Items</th>
<th>Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Would teachers who do not use plays like to use plays if their indicated problems in Table 16 &amp;17 would be resolved</td>
<td></td>
</tr>
<tr>
<td>YES</td>
<td>100</td>
</tr>
<tr>
<td>NO</td>
<td>0</td>
</tr>
</tbody>
</table>

Note. HT: Hacettepe Teachers, MT: M.E.T.U. Teachers, BT: Bilkent Teachers, CT: Combined Teachers' Percentages

The response rate of the teachers to this item is 100% "yes" by all university teachers. This result reveals that all teachers are willing to use plays in their language classes if problems they have in using plays would be solved.
Conclusion

The results of the questionnaires indicate that both teachers and students agree that plays and play-based language activities can have valuable contributions in language learning and teaching.

Students and teachers agree that plays can provide dialogs that can be more interesting than dialogs found in course books. Students and teachers agree that plays can serve as a source for meaningful language activities and can familiarize students with expressions used in daily conversations. Teachers' and students' mean scores about the effectiveness of plays for the language skills show a one-to-one correspondence in the sequence of effectiveness. Both teachers and students think that plays are most effective in, first speaking, second listening, vocabulary, reading, and writing, respectively.

Mean scores that reflect the subjects' opinions about some possible disadvantages of plays indicate that teachers are uncertain about some possible disadvantages of plays.

Teachers and students agree that reading plays aloud in class can provide opportunities for students in listening to the natural flow of the language. Students agree that plays can display both vocabulary and grammar in a meaningful context; however, teachers are uncertain about this issue.
Opinions of both subject groups about the usefulness of discussing themes of plays in class are all on the level of agreement. Teachers and students agree that discussing themes of plays can engage students in the lesson, enable students to express their ideas, and improve students' ability to think in the foreign language. Subjects' responses to the disadvantages of plays show uncertainty among both teachers and students.

Subject groups are on an agreement that acting scenes of plays can, first of all, enable language learning by entertainment and can encourage social relations among students in class. Subjects also agree that acting scenes of plays can encourage participation of shyer students in the activity. Again, both subject groups are uncertain about possible disadvantages that acting of scenes might have.

Teachers' and students' ideas about improvisation based on plays show agreement concerning the ideas that improvisation can provide students facilities to form new sentences and can maintain motivation of students in language learning. Subjects believe that improvisation can increase self confidence of students and improve students' adaptability in speaking.

The ranking of teachers, of some play-based language activities show that teachers first prefer to use Improvisation based on plays, the next activity teachers
prefer is acting scenes of plays in class, next teachers prefer to use discussing themes of plays and lastly teachers prefer to use reading plays aloud in class. Students' ranking show that they would first of all prefer to act scenes of plays in class, next improvise, next discuss themes of plays, and lastly read plays aloud in class.

Teachers' responses towards the frequency with which they use plays in their classes show that plays are seldom used. Students' responses indicate the same; students seldom use plays in language learning.

Teachers' responses towards possible reasons they make use of plays revealed significant results. Only 33% of the teachers responded to the item stating that they have received training in making use of plays. Hereby, we can assume that most teachers (77%) did not receive training in using plays. The question investigating reasons why teachers do not use plays indicates that the majority of teachers (96%) have a loaded syllabus and therefore have no time to integrate plays into their language teaching. Approximately half of the teachers indicated that they have no accompanying materials that would help them in using plays and again half of the teacher mentioned that it is difficult for them to find contemporary plays to use with the language students.
However, although plays are seldom used, 100% of the teachers who do not use plays in their classes responded that they would like to use plays if some problems they have in using plays would be resolved. The responses of the students show that students would like to use plays more than they currently do in language learning. Finally, we can say that university teachers and students have positive attitudes towards plays and play-based language activities and would like to use plays more than they do currently in language teaching and learning.
CHAPTER 5 CONCLUSION

Summary of Findings and Conclusions

This study intended to determine attitudes of Turkish EFL teachers and students towards plays and certain play-based language activities in Turkish universities.

In order to collect data, questionnaires were administered to both EFL teachers and students in three university settings namely Bilkent University, M.E.T.U., and Hacettepe University. The questionnaires consisted mainly of closed questions. Close ended questions were preferred because the evaluation of close ended questions was believed to be more reliable than open ended questions.

The results of the data analysis showed that plays are seldom used by Turkish EFL teachers in Hacettepe University, M.E.T.U., and Bilkent University. These findings are parallel with relevant research mentioned in Chapter 2 pointing to the fact that the use of literary texts is neglected in EFL.

The following section assesses the findings of the study in line with the research questions:
**Do Teachers and Students Use Plays in their Language Classes?**

Responses of the students about the use of plays revealed similar results as the responses of the teachers. Both teachers and students indicated that they seldom use plays in their language teaching and language learning.

**What Are Possible Reasons Teachers Use Plays?**

Thirty-three percent of the teachers indicated that they use plays because they have received training in making use of plays. In the remaining responses, teachers indicated that they make use of plays because they have attained knowledge to use plays from colleagues or relevant resource books or have been inspired to use plays from their own language learning. These responses imply that only one third of the teachers have received training in using plays and the remaining teachers use plays because of reasons other than having had training in using plays in language teaching.

**What Are Possible Reasons Teachers Do not Use Plays?**

(Professional Reasons)

The majority of the teachers indicated that literary texts such as plays are not included in the syllabus of their universities. Teachers have also indicated that they
have difficulty in finding accompanying materials and contemporary plays that they can use in their language teaching.

**What Are Possible Reasons Teachers Do Not Use Plays?**

(Personal Reasons)

Teachers' responses to reasons why they do not use plays revealed that half of the teachers do not use plays because they have no experience in making use of plays. Another reason teachers indicated shows that teachers are not aware of the effectiveness of plays in language teaching.

Teachers who do not use plays believe that the content and language structures used in plays would be too difficult for language students to understand.

**What do Teachers and Students Think About Using Plays in Language Teaching?**

The analysis of the data has shown that the attitudes of teachers and students towards plays are positive. Teachers and students agree that plays can serve as a source for meaningful language activities, and that dialogs used in plays can be more interesting than the dialogs used in course books, and that plays can familiarize students with real language used by native speaker.
Teachers and students seemed least certain about possible disadvantages of plays in language teaching and learning.

**What do Teachers and Students Think About Using Play-Based Language Activities?**

Teachers and students think that play-based language activities are beneficial for language students. Teachers' and students' attitudes towards play-based language activities are as follows:

**Reading plays aloud in class**

Teachers' and students' responses reveal that they agree that reading plays aloud in class can give opportunities for students to listen to the normal flow of the language. Teachers are not sure that reading plays aloud in class can show grammar and vocabulary used in a meaningful context. On the contrary, students think that reading plays aloud in class can provide a basis to see vocabulary and grammar used in a meaningful context. Teachers seem to think that reading plays aloud in class can probably make the lesson boring; however, students tend to disagree with this statement. Both teachers and students slightly agree that reading plays aloud in class can only allow the participation of a few students at a time.
Discussing themes of plays

Teachers and students agree that discussing themes of plays can engage students in the lesson and facilitate students to express their ideas and opinions. Moreover, teachers and students also agree that discussing themes of plays can improve students' ability to think in the foreign language. Both subject groups are uncertain that discussing themes of plays in class can distract students' attention from language learning. Teachers are uncertain that discussing themes of plays can be demotivating for students if they fail to express their ideas. However, students do not agree with this statement.

Acting scenes of plays in class

Results of the data analysis show that teachers and students agree that acting scenes of plays is a useful language activity. Teachers and students believe that acting scenes of plays can help students to learn the language through entertainment. Both subject groups believe that acting scenes of plays can improve relations among students in class and, at the same time, can encourage the participation of shyer students in this activity. One other advantage of acting scenes of plays, teachers and students agree on, is that acting scenes of plays can improve
students' pronunciation and allow the learning of new vocabulary items.

Improvisation Based on Plays

Responses of teachers towards improvisation based on plays reveal positive attitudes. Teachers strongly agree that improvisation based on plays can help students to form new sentences. Students agree that improvisation based on plays can encourage students to form various new sentences. Both subject groups agree that improvisation based on plays can improve students adaptability, increase students self-confidence, and maintain students' motivation.

Which Play-Based Language Activities Would Teachers and Students Like to Use Most in Their Language Classes?

The ranking of play-based language activities by teachers has shown that teachers would most like to use plays for improvisation, the next activity teachers would like to use most is acting scenes of plays, next discussing themes of plays. Lastly, teachers would like to use reading plays aloud in class. Students' responses show that they would most like to use acting scenes of plays, next improvisation based on plays, next discussing themes of plays. Lastly, students would like to use reading plays
How Often Would Students Like to Use Plays in Their Language Learning?

Approximately half of the students indicated that they often would like to use plays and approximately another half of the students indicated that they sometimes would like to use plays. Based on these responses of the students, we can say that there is a significant potential of interest among students in using plays in language learning.

Would Teachers not Using Plays Like to Use Plays Provided that Problems Concerning the Use of Plays Were Resolved?

Teachers who do not use plays were asked if they would like to use plays if the problems they have in using plays would be resolved. All of the teachers' responses were positive to this question.

The results of this research point to the fact that although teachers and students agree that the use of plays can have significant contributions to language teaching and learning, the frequency of use of plays is relatively low. However, the research findings reveal a potential interest among both Turkish EFL teachers and students in using plays
and play-based language activities in language learning and teaching.

Limitations of the Study

It must be kept in mind that this study is only a survey of the attitudes of teachers and students towards plays. It did not include classroom observation when plays were being used. The results are based on what the respondents say and not what they actually do in class.

The reliability of the data may have been affected by the subjects' expectancy of the questionnaires. Subjects might have given their answers positively considering the researcher's expectations. This possibility is unavoidable in questionnaires.

Implications for Further Research

Several implications can be made for future research. The first is that future studies could be based on classroom observation of use of plays and play-based language activities in EFL classes. This type of classroom action research can reveal actual behaviors of teachers and students while they use plays.

A second kind of research could be experimental. Some plays and play-based language activities could be tested using experimental and control groups in order to measure
the effectiveness of plays and relevant play-based language activities. In both of these suggested studies, follow up questionnaires and/or interviews could be conducted to assess the participants' attitudes after using plays. An advantage of this kind of data collection is that subjects would be asked their opinions based on an immediate prior experiences of a particular play or play-based language activity.

**Pedagogical Implications**

It is hoped that one of the results of this study will to call attention to the potential of interest among students and teachers in making use of plays. If the interest of students and teachers are taken into consideration, the inclusion of plays into the syllabus of foreign language teaching at Turkish universities will be feasible and teachers can receive training in using plays and play-based language activities.

The application of plays in language teaching will provide teachers with a resource that they can always use and develop language activities around the texts as well as help students in language learning while enjoying the reading of literary texts. The use of literature can provide a powerful means of communicative and intellectual language learning and teaching.
References


Appendix A

Questionnaire for Turkish EFL-Teachers

Dear Colleague,

The overall aim of this questionnaire is to identify and analyze Turkish EFL Teachers’ Attitudes towards the use of ‘Plays’ in language teaching at Turkish Universities. In this questionnaire ‘Plays’ refer to contemporary plays in English that are selected according to students’ language level. All responses will be kept confidential and all respondents anonymous.

Place of work: _______________________

Plays in Language teaching:

Please answer the following questions with regard to the use of plays in English language teaching.

1) Do you use plays in your language classes? Please tick the appropriate response that applies.

☐ yes  ☐ no

If your answer to Question (1) is Yes, please continue with question 2. If your answer is No please continue with Question 3.

2) A. How often do you use plays in language teaching?

☐ often  ☐ sometimes  ☐ seldom  ☐ never

B. Which of the following may be some of the reasons you use plays in your classes? Please tick the choices that apply.

☐ a) I have received training in using plays in EFL
☐ b) I have read books describing how to make use of plays in language teaching
☐ c) I have gotten help from colleagues who
use plays in language teaching

☐ d) I liked using plays in my own language learning

Others, please specify: _______________________________________________________

3-) Which of the following might be some reasons you do not use plays in language teaching. Please tick the choices that apply.

A. Personal Reasons

☐ a) I have no experience in making use of plays

☐ b) I am not aware of the effectiveness of plays in language teaching

☐ c) The content of plays would be difficult for my students to understand

☐ d) The language structures used in plays would be complex to use with my language students

☐ e) The use of plays would be the same as using course books

B. Professional Reasons

☐ a) There are not enough accompanying materials that help me to use plays for language teaching purposes

☐ b) It is difficult to find contemporary plays in English according to my students' language level

☐ c) I have no training in applying plays to language teaching

☐ d) I have a loaded syllabus and have no time to integrate plays to language teaching.

Others, please specify: _______________________________________________________

C. If the problems you indicated in 3B above were solved, would you be interested in using plays in your language classes? Please tick the appropriate response that applies.

☐ YES  ☐ NO
4) What do you think about the following statements concerning the use of plays in English language teaching? Please circle the appropriate column for each item below.

(Strongly agree =1, agree =2, uncertain =3, disagree =4, strongly disagree =5)

Plays...

a) may take up too much class
b) employ too complex language structures
c) can serve as a source for meaningful language teaching activities
d) can provide dialogs that are more interesting than dialogs found in coursebooks.
e) can familiarize students with useful expressions used in conversations
f) contain literary features that may make language learning difficult (e.g. simile: He is like a tiger; metaphor: He is a tiger)
g) can not be helpful for students' academic purposes (e.g. writing thesis, making translations in their own branches, understanding lectures on scientific subjects)

5) If you were to use plays in your language classes, which of the following activities would you like to use most? Please rank according to your preference. (1= most preferred 4=least preferred)

_____ Reading plays aloud in class
_____ Discussing themes of plays in class
_____ Acting scenes from plays in class
_____ Using plays as a basis for Improvisation (that is: finding any interesting idea in a play for inspiration and talking upon the idea without any previous planning.)

6) What effects do you think the following activities can have in language learning? Please circle the appropriate column for each item below.

(Strongly agree =1, agree =2, uncertain =3, disagree =4, strongly disagree =5)

A 'Reading plays aloud' in class can...

a) give students opportunities in listening to the natural flow of spoken language
b) make the lesson boring
c) show grammar and vocabulary
used in a meaningful context.
d) only allow participation of a few students at a time

B Discussing themes of plays can...
a) engage students in the lesson
b) enable students to express their ideas and opinion
c) distract students attention from language learning
d) improve students ability to think in the foreign language.
e) give students an opportunity to speak in the target language
f) be demotivating for students if they fail to express their ideas

C Acting scenes from plays can...
a) facilitate language learning by entertaining students
b) encourage social relations among students
c) improve student pronunciation.
d) allow the learning of new vocabulary items
e) encourage shy students to participate in activities

D Improvisation based on plays can...
a) encourage students in forming various new sentences
b) maintain motivation
c) increase self-confidence of students in speaking English.
d) improve adaptability (e.g. how to speak to different people)
7) How effective do you think the use of plays would be in the development of the language skill? Please circle the choices that apply.

*very effective*=1, *effective*=2, *neutral*=3, *ineffective*=4, *very ineffective*=5

a) WRITING
b) READING
c) SPEAKING
d) LISTENING
e) VOCABULARY
f) GRAMMAR

Thank you very much for your co-operation!
Appendix B

ANKET

Değerli Öğrenciler,

Bu anketin genel amacı Türk Üniversitelerindeki Yabancı Dil öğrenen öğrencilerin İngilizce derslerinde Tiyatro Oyunlarının kullanılması hususunda tutumlarını belirlemek ve incelemektir. Bu ankette kast edilen oyunlar öğrencilerin yabancı dil seviyelerine göre seçilmiş ve İngilizce yazılımsı eserlerdir. Ankette katılan öğrencilerin isimleri ve verdikleri cevaplar saklı tutulacaktır.

Okuduğunuz Üniversite: ______________________

Yabancı dil öğreniminde Tiyatro oyunlarının kullanılması

1) Bu yıl İngilizce derslerinizde ne kadar sık Oyun kullandınız? Lütfen size göre uygun olan seçeneği işaretleyiniz.

☐ oldukça sık ☐ bazen ☐ nadiren ☐ asla

2) İngilizce derslerinde Oyunların kullanılmasını ne kadar çok istersiniz? Lütfen size göre uygun seçeneği işaretleyiniz.

☐ oldukça çok ☐ biraz ☐ az ☐ asla

3) İngilizce derslerinde Oyunların kullanılması ile ilgili aşağıdaki ifadeler hakkında neler düşünüyorsunuz? Lütfen her satırdaki size uygun olan seçeneği işaretleyiniz.

(1=kesinlikle katılıyorum, 2=katılıyorum, 3=kararsızım,4= katılmıyorum,5= kesinlikle katılmıyorum)

Oyunlar...

a) derslerde çok fazla vakit alabilir 1 2 3 4 5
b) çok karışık cümleler içerir 1 2 3 4 5
c) ile yapılan aktiviteler dil öğrenimi açısından daha anlamlı olur 1 2 3 4 5
d) dil öğreniminde kullanılan kitaplardaki diyaloglardan daha ilginç diyaloglar sunabilir 1 2 3 4 5
e) bana konuşmalarda gerekli olan faydalı ifadeler sunabilir 1 2 3 4 5 

f) edebiyatla ilgili özellikler kapsayarak dil öğreniminin güçleştirir 1 2 3 4 5 
    (teşbih: He is like a tiger, istiare: He is a tiger)

g) akademik çalışmalarına faydasi olamaz (tez yazma, kendi branşında tercüme yapma, bilimsel konuşmaları anlama) 1 2 3 4 5

4) İngilizce derslerinize Oyunlar kullanısınız aşağıdaki aktivitelerden hangilerini en çok kullanmanız isterdiniz? Lütfen sayılan tercih sıranızı göre boşluklara yazınız. (1= en çok tercih ettiğim, 2.....3......4= en az tercih ettiğim)

   ___ Oyunları sınıfta sesli okumak
   ___ Oyunların konusunu sınıfta tartışmak
   ___ Oyunlardaki bazı sahneleri sahnelemek
   ___ Oyunları doğaçlama yapmak için kullanmak
   (oyunda herhangi bir fikir bulup bu fikirden esinlenerek ön hazırlık yapılmadan konuşmak)

5) Aşağıdaki aktivitelerin dil öğreniminize ne gibi etkileri olabileceğini düşünüyorsunuz? Lütfen her satırdaki sizen uygun olan seçeneği işaretleyiniz. (1= kesinlikle katılıyorum, 2= katılıyorm, 3= kararsızım, 4=katılmıyorum, 5= kesinlikle katılmıy

A 'Oyunları sınıfta sesli okumak'

a) bana konuşulan dilin doğal akışını dinleme olanaksı sağlar 1 2 3 4 5 
   b) dersleri sıkıcı yapar 1 2 3 4 5 
   c) gramer ve kelimelerin kullanımını gerçek ortamlarda görmeye fırsatı verir. 1 2 3 4 5 
   d) aynı anda az sayıda kişinin aktiviteye katılmına olanak sağlar 1 2 3 4 5

B 'Oyunların konusunu tartışmak'

a) derse karşı ilgimi sağlar 1 2 3 4 5 
   b) düşüncelerimi ve fikirlerimi ifade etme olanak sağlar 1 2 3 4 5 
   c) dikkatimi dil öğreniminden saptırır 1 2 3 4 5
d) yabancı dilde düşünme yeteneğini geliştirir  
1 2 3 4 5

e) yabancı dilde konuşma fırsatı verir  
1 2 3 4 5

f) düşüncelerimi ifade edemeyince motivasyonumu kirar  
1 2 3 4 5

C 'Oyunlardaki bazı sahneleri sınıfta sahnelemek'...

a) eğlendirerek dil öğrenmemi sağlar  
1 2 3 4 5

b) telafüzumu geliştirir  
1 2 3 4 5

c) yeni kelimeler öğrenmemi sağlar  
1 2 3 4 5

d) çekingen öğrencilerin aktivitelere katılmalarını teşvik eder  
1 2 3 4 5

e) sınıf arkadaşlarımız arasındaki ilişkilerimizi geliştirir  
1 2 3 4 5

D 'Oyunlara bağlı olarak doğaçlama yapmak'...

a) yeni ve farklı cümleler kurmamı sağlar  
1 2 3 4 5

b) motivasyonumu sağlar  
1 2 3 4 5

c) İngilizceyi konuşmamda kendime olan güvenimi artırır  
1 2 3 4 5

d) uyarlama kabiliyetimi geliştirir  
1 2 3 4 5

( kiminle nasıl konuşacağını bilme )

6) Oyunların, aşağıdaki dil becerilerini geliştirmesinde ne kadar etkili olabileceğini düşünüyorsunuz? Lütfen size göre uygun olan seçeneği işaretleyiniz. 
( 1=çok etkili, 2= etkili, 3= nötür, 4= etkisiz, 5= çok etkisiz )

a) YAZMA  
1 2 3 4 5

b) OKUMA  
1 2 3 4 5

c) KONUŞMA  
1 2 3 4 5

d) DİNLEME  
1 2 3 4 5

e) KELİME  
1 2 3 4 5

f) GRAMER  
1 2 3 4 5

Bu ankete vakit ayırıp katıldığınız için teşekkür ederim!