

Fostering Speaking Strategies of ESP Students via Drama: Case Study*

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Abstract

The purpose of this study is to examine speaking strategies of third year students in the department of Physiotherapy and Nutrition who are studying ESP (English for Specific Purpose) and help increase their speaking ability in ESP classes by using drama. It was conducted to look into the effects of drama process on the speaking abilities and strategies of ESP students in Health Science School at Hasan Kalyoncu University. It was designed as a both qualitative and quantitative method. The data was collected through percentages as a direct proportion and the content analysis by means of rubrics and reflection sheets. With the help of those instruments, the effectiveness of drama so as to promote speaking strategies of students in ESP was tested. The other aim of the study is to find out if students' speaking skill could be improved through drama to examine possible ways to promote speaking strategies of ESP students via drama and the last aim is to find out students' attitudes towards drama.

In the light of the data analysis, the result and the analysis of the reflection sheets, drama performance rubrics revealed that participants succeeded in promoting their speaking strategies.

Keywords: Speaking Strategies, Speaking Skills, ESP, Drama

Mesleki İngilizce Alan Öğrencilerin Konuşma Stratejilerini Tiyatro ile Geliştirme: Vaka Çalışması

Öz

Bu çalışmanın amacı mesleki İngilizce eğitimi alan Fizyoterapi ve Beslenme Diyetetik bölümü üçüncü sınıf öğrencilerinin konuşma becerilerini incelemek ve tiyatro yöntemi kullanarak bu öğrencilerin konuşma becerilerini artırmaya yardımcı olmaktır. Bu çalışma Hasan Kalyoncu Üniversitesi Sağlık Bilimleri Yüksekokulu'nda

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mesleki İngilizce alan öğrencilerin konuşma becerileri ve stratejilerini tiyatro süreci ile birlikte etkisini incelemek için yapılmıştır. Bu çalışma hem nitel hem nicel veriler olarak tasarlanmıştır. Veriler, yüzdelik alınarak, doğru orantı ve rubric / özdeğerlendirme formları ile içerik analizi yapılarak toplanmıştır. Bu araçlar sayesinde tiyatroyun mesleki İngilizce alan öğrencilerin konuşma stratejilerini geliştirme üzerindeki etkisi test edilmiştir. Bu çalışmanın diğer bir amacı mesleki İngilizce alan öğrencilerin konuşma becerilerinin tiyatro ile geliştirilebileceği ve mesleki İngilizce alan öğrencilerin konuşma stratejilerini artırmak için farklı yöntemleri denemek ve son olarak öğrencilerin tiyatroya karşı tutumunu incelemektir.

Veri analizlerinin ışığında, özdeğerlendirme formlarının ve tiyatro performans rubriklerinin sonuçları ve analizleri öğrencilerin konuşma becerilerini ve stratejilerini artırmada başarılı olduğunu ortaya çıkarmıştır.

Anahtar Kelimeler: Konuşma Stratejileri, Konuşma Becerileri, Mesleki İngilizce, Tiyatro

I. INTRODUCTION

1.1. Statement of the Problem:

Speaking has been quite challenging for most of the students since it is considered as a complex process. The reason for its being a complex process is the production itself. I have observed some complexities among my students especially in self-study/ pair work activities and during communicative activities while implementing in my classes. There are various deficiencies on the part of students in term of speaking English. Students have the following difficulties as far as my observations are concerned. Students do not know very well

- How to express themselves clearly and fluently.
- How to put the known information into practice in ESP classes.
- How to communicate more effectively with their classmates in ESP classes.
- How to use the known vocabulary during their daily life or in class.
- How to practice words or keep them in mind without forgetting easily.

1.2. The Purpose of Study

The purpose of this study is to examine speaking strategies of third year students in the department Physiotherapy and Nutrition, who are studying ESP and help increase students speaking strategies in ESP classes by using

drama. After observing the students who have difficulties in speaking, I decided to apply drama activities to promote speaking in ESP classes.

1.4. Research Questions

The following research questions were discussed in the study.

1. How can students' speaking strategies be promoted?
2. Does Drama help students promote their speaking strategies?
3. What are students' attitudes towards the use of drama technique as a learning tool?

2. LITERATURE REVIEW

2.1. Speaking Skills/ Strategies of Learner

Speaking plays an immense role while learning English. Students are expected to use what they have learnt from the beginning and produce great amount of information to be used. Speaking also helps learners to acquire some type certain skills. According to a reference¹, there are several soft skills which are required in these circumstances; interpersonal skills, team spirit, social grace, business etiquette, behavioral traits like attitude, motivation and time management.

The objective of teaching speaking is to make students have some outcomes, make them more aware of what they are learning and help to interact and communicate more with other people. Fang stated that "objective of English is to develop students' ability to use English in an all-round way, especially in listening and speaking so that in their future work and social interactions they will be able to exchange information effectively through both spoken and written channels."² It can be easily understood from here that learning how to produce the acquired language or the information is needed for the future actions. Communication as being the final stage of the learning process is accepted by many authors like Fang.

The most important thing is to make the students to able to use the language in a meaningful context that is to say, as mentioned above by Fang, to produce the language when needed outside of class or in social life.

¹ A. Chaturvedi, A. Yadav, S. Bajpai, "Communicative approach to soft and Hard skills" *International Journal of VSDR Business and Management Research*, 1 (1), 2001, p. 3.

² F. Fang, "A discussion on developing students' communicative competence in college English teaching in China" *Journal of Language Teaching and Research*, 1(2), 2010, p. 111.

As Oradee stated that “English teaching and learning have the goal of focusing students so that they are able use English for communication”³. It is clearly stated that speaking is the most important skill since it is the key element for communication.

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In his research Fang, argues about the English as a communicative tool, where students can use the English knowledge, skills and cultural aspects they have learnt to communicate with people from outside which means they are using the English as a communication tool.⁴

In his argument about the ‘English as a communication tool’ Fang⁵ emphasizes that while developing or increasing learners speaking abilities, learners simultaneously develop their listening skills and also gain confidence during the process of communication. According to his statement, it can be understood that in order to increase the speaking skills, learner should have a good listening skill. These two terms are integrated with each other since they both mean the same thing.

There are various speaking strategies that had been categorized by many different researchers. In one of the ESOL Teaching Skills Task Book⁶ Author categorized the speaking strategies as below;

1. Turn Taking: Signaling that you have finished speaking or knowing when and how to get into a conversation.
2. Repair: Correcting yourself when you speak, or rephrasing something when you feel the person you are talking to hasn’t understood.
3. Seeking Clarification: Asking the person you are speaking to explain something you have said.
4. Feedback: Using small words or sounds to indicate to the speaker that you are listening to what they are saying.

³ T. Oradee, “Developing speaking skills using three communicative activities (discussion, problem-solving and role-playing)”. *International Journal of Social Science and Humanity*, Vol 2, No 6, 2012, p. 553.

⁴ F. Fang, “A discussion on developing students’ communicative competence in college English teaching in China” *Journal of Language Teaching and Research*, 1(2), 2010, p. 112.

⁵ F. Fang, “A discussion on developing students’ communicative competence in college English teaching in China” *Journal of Language Teaching and Research*, 1(2), 2010, p. 112.

⁶ Esol Teaching Skills Taskbook, “Speaking 2: Strategies” Feb 14 2014, Retrieved from Languages International Website: <http://www.languages.ac.nz/teacher-training/esol-teaching-skills-task-book/table-of-contents-and-resources/>

5. Boundary or transition marking: Indicating that you have finished talking about a topic and perhaps also showing that you are about to introduce a new topic into conversation.

6. Paralinguistic device: Using things like body language, gesture and eye contact to send a message to the person you are speaking to.

2.2. Drama and Benefits of Drama in Language Classes

Drama is a perfect tool in language learning. It plays a crucial role in order to make students participate in a more communicative context. As the author of *Drama-In-Education and Its Effectiveness in English Second/Foreign Language Classes* who is Athimoolam, cited in Landy improvisation as an unscripted, unrehearsed, spontaneous set of actions in response to minimal directions from a leader, usually including statements of whom one is, where one is and what one is doing there. The focus is thus on identifying with characters, enacting roles and entering into inner experience of imagination and fantasy.⁷

As Landy (1982) clearly points out above improvisation gives students chance to use their own imagination that is to say act out their own characters that they have created in their mind. He supports the idea of unrehearsed actions since he believes that it will more beneficial for students to be ready at any time instead of reading scripts from the ready written forms. Another important issue that should be taken into account is the importance of drama in different aspects.

As Davies, mentioned⁸ "Drama activities could probably be used in any or all stages of the lesson". Here he focused on the importance of drama by mentioning its usage in all stages.

It has other benefits as well. It can be used of course but it has some problems as well. Sam stated that:

However, it should not be used in isolation but should be used in an integrated approach for language teaching. It should not be treated as a 'last

⁷ L. Athimoolam, "Drama-in-education and its effectiveness in English/ Second/ Foreign Language classes" Retrieved from Online Website http://www.unioldenburg.de/zsn/download/Logan_Chennai_Conference.pdf, 2014, p. 6.

⁸ P. Davies, "The use of Drama in English Language Teaching" *TESLCanada Journal/ Revue TESL du Canada*, 8 (1), 1990, p. 88.

resort' when all else fails. It should be part and parcel of the communicative classroom methodology in teaching English as a second language.⁹

It is clear from this sentence that it should be the part of both communicative tasks and skills. Here we can perceive the prominence of the integrated approach. Great deal of things have been said about this subject which mentions the importance of integrated skills.

Drama enables great deal of advantages to students in many ways. In one of the articles named as 'Applying Drama Techniques in Teaching English in Iran' by Moghaddas, and Ghafarinia, cited in Holden, mention the importance of some diverse activities in speaking: "Drama here means any practical and educational activity which stimulates the use of language in everyday life and involves some amount of imaginary situation".¹⁰

Here it is perfectly mentioned above that drama not only improves the physical and communication skills of the students but also critical thinking, problem solving and creative thinking skills which aims to increase the certain type of EQ levels of the students.

Drama gives students more motivation, entertainment, fun and other different opportunities to express themselves freely while acting out. As Moghaddas, and Ghafarinia, cited in Desiatova outlined some benefits of using drama in the language classrooms as follows:

It causes learners in using the language for genuine communication and real life purposes. It makes language learning and active, motivating, experiences. It gives confidence and self esteem to learners in using the language spontaneously. It brings the real world into the classroom. It helps the students in acquiring the language through play, make-believe and meaningful interaction. It makes the learning items memorable through direct experiences affects emotion with different learning styles. When dramatizing students make use of all the appropriate channels. It stimulates learners' intellect and imagination. It develops students' ability to emphasize with others and become better communicators. It helps learners in acquiring the language by focusing on the message not the form of their utterance.¹¹

⁹ W. Sam, "Drama in Teaching English as a Second Language Communicative Approach", *The English Teacher*, Vol 19, 1990, p. 10.

¹⁰ B. Moghadas, "Applying drama techniques in teaching English in Iran", *International Journal of Social Science and Interdisciplinary Research*, Vol.1, Issue 9, 2012, p.24.

¹¹ B. Moghadas, "Applying drama techniques in teaching English in Iran", *International Journal of Social Science and Interdisciplinary Research*, Vol.1, Issue 9, 2012, p.26.

As it is agreed by many researches purpose of drama in education is the best of increasing the communication between students.

2.3. English for Specific Purposes

English for specific purposes is a special area of English teaching which is integrated into technical grammar usage. ESP is really difficult and challenging for students since it requires learner to have great deal of vocabulary.

As Erfan, stated that "Visual aids and pictorial schemata might remove the strictness and inflexibility of the current ESP books and allow students, as one important side of ESP instructional transition, to engage more actively. He also mentioned the importance of using visuals in teaching ESP."¹²

Bojovic, defined the ESP with a question which is "Why does this learner need to learn a foreign language?" and answered by expanding the aim of the ESP. Author mentioned the importance and the necessity of the ESP by defining the term of ESP; to meet specific needs of the learner.¹³

According to Hutchinson and Waters¹⁴ "ESP is an approach to language teaching in which all decisions as to content and method are based on the learner's reason for learning."

It can be understood that ESP is based on the learner's reason for learning. Another definition also talks about special requirements for the definition of ESP.

As Minaabad, and Khoshkholgh, stated "ESP is a kind of English teaching/learning approach which is designed to meet the students' specific requirements at a tertiary level or vocational/occupational institutions".¹⁵

¹² M. S. Erfani, "Pictures Speak Louder Than Words in ESP, Too!", *Journal of Canadian Center of Science and Education*, 5(8), 2012, p.164-169, doi:10.5539/elt.v5n8

¹³ M. Bojović, "Teaching Foreign Language for Specific Purposes: Teacher Development" Association of Teacher Education in Europe, 31st Annual ATEE Conference. Retrieved from Online Website: April 8, 2012 from <http://www.pef.uni-lj.si/>, 2006, p. 487.

¹⁴ T. Hutchinson, & A. Waters, *English for Specific Purposes: A learning centered approach*. Cambridge: Cambridge University Press. 1987, p.19

¹⁵ M. Minaabad, & F. Khoshkholgh, "Investigating the Effect of Genre-Based Pedagogy on English for Specific Purpose Learners' Reading Comprehension" *World Applied Sciences Journal*, 18 (2) 2012, p. 251, ISSN 1818-4952.

Many different definitions are made to explain the term ESP. For instance Hutchinson and Waters (1987) provided three reasons for the emergence of ESP: demand in the new world, revolution in linguistics, and new focus on learners.

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In their research Day and Krzanowski,¹⁶ defined ESP as “the P in ESP is always a Professional purpose a set of skills that learners currently need in their work or will need in their Professional careers”. They also argued about the question of ‘Who needs ESP?’ and come up with different ideas by using the term called ‘tailored to their needs’ and its subbranches ESAP (English for Specific Academic Purposes) and EGAP (English for General Academic Purposes)

Another crucial issue mentioned by Day and Krzanowski,¹⁷ is the knowledge of ESP teachers. They identified the three key strategies of ESP teachers which are; honesty and openness, preparation and confidence.

As has been mentioned by Coppolino and Cianflone ESP teacher has to provide instruction related to future academic studies and workplace requirements to be used by learners for accessing, saying, foreign literature or to be used after graduation for the profession.¹⁸

As Tarnopolsky, argued “In ESP it is certainly professionally meaningful information that is researched. Such research becomes the basis for developing professionally oriented information research skills, as well as the skills of self-teaching in the field of professional activities”.¹⁹

According to Master, “First focus of ESP was on lexis. This idea was that normal ESL (English as a Second Language) materials would be used, but that subject specific lexical items would be substituted for more general terms”.²⁰

¹⁶ J. Day & M. Krzanowski, “Teaching English for Specific Purposes: *An Introduction*”, Cambridge University Press, 5, 2011, p. 5

¹⁷ J. Day & M. Krzanowski, “Teaching English for Specific Purposes: *An Introduction*”, Cambridge University Press, 2011, p. 7.

¹⁸ R. Coppolino & E. Cianflone “English for specific purposes and content teacher collaboration: Report on a pilot Project” *English for specific purposes issue*, 3 (24), 2009, p. 2-3.

¹⁹ O. Tarnopolsky, “Developing ESP Students English Speaking, Reading, Listening, and Writing Skills In Internet-Assisted Project Work”, *The Journal of Teaching English For Specific And Academic Purposes*. 1(1), 2013, p.11.

²⁰ P. Master, “Responses to English for specific purposes” *Washington, DC: Bureau of Educational and Cultural Affairs. Ed.* (2000), 1985, p. 17.

3. METHODOLOGY

3.1. Research Design

This study was designed as a case study. It was conducted to look into the effects of drama process on the speaking abilities and strategies of ESP students in Health Science School at Hasan Kalyoncu University. It was designed as a both qualitative and quantitative study. The data was collected through percentages as a direct proportion and the content analysis was done to analyze interviews and rubrics and reflection sheets were used. In other words, with the help of some instruments, the effectiveness of drama so as to promote speaking strategies of students in ESP was tested.

3.2. Participants and Setting

This study aimed to help the students in Hasan Kalyoncu University studying in Nutrition/Dietetic and Physiotherapy/Rehabilitation Departments to promote their speaking strategies with the help of drama in ESP class. I have been teaching ESP to Health Sciences for 3 years. Therefore I decided to conduct my study on Health Sciences students who are mostly from Nutrition & Dietetic and Physiotherapy & Rehabilitation Departments. This study was conducted with 13 pre-intermediate health sciences students with the targeted vocabulary items taken from the book assigned to be used in the department of Health Sciences.

A drama script with the targeted Health lexis in it was implemented. The students had never taken a drama course before. For speaking set I decided to use the room called 'American Room' designed to have the speaking lesson in order to make students get far from the traditional classroom atmosphere.

The American room is a place where there are lots of cushion seats on the floor, colorful carpets and walls with attractive posters about America and the closets full of materials such as DVDs and movies. It is designed as similar to the classroom used for applying Lazonov's methodology; suggestopedia.

3.3. Instruments

In this study four types of instruments, Reflection Sheet, Speaking Rubric, Weekly Reflection Sheet, and Drama Performance Rubric were used.

3.4. Procedure for Data Collection

Two departments were chosen from Health Science which has an ESP lesson on the curriculum. I have 13 students who have been learning English for three years. At the beginning of the study, both Speaking Rubric and Reflection sheet were given to students so as to check out their ideas and understand their perception toward speaking lesson. These two were given before applying drama in the lesson. After distributing the sheets to students, they completed the Reflection Sheet with their own sentences. These reflection sheets helped a lot in terms of expressing themselves more freely to find out the weaknesses of students. Speaking Rubric which consisted of scored items was also completed by students at the beginning of the first week.

The items of the Speaking Rubric and the sentences of the Reflection Sheet were adapted by taking the needs of ESP students into consideration.

In the second phase, which was the second week, students were given a drama script written by taking all the ESP vocabulary items into consideration. A drama script was given to students and roles were distributed to each student. The characters and the summary of drama were discussed. Participants were also informed about the name of the characters, their analyses and playwright.

In the third phase, which was the third week, drama was practiced by students by taking the Drama Performance Rubric items into consideration. It lasted for half an hour. Through the regular use of Weekly Reflection Sheet and Drama Performance Rubric, they got accustomed to acting out strategies.

The Weekly Reflection Sheet was given to students at the end of the lesson. Students were required to complete the sentences according to what they learnt, liked or disliked. When sheets were completed, Drama Performance Rubrics were given to them so as to evaluate their own acting process.

After six weeks of training, students were expected to improve their speaking skills and strategies as measured by the Weekly Reflection Sheet. Participants would also improve the habit of using reflection sheet and develop a positive attitude toward speaking strategies.

Additionally, some comment parts which included blanks had been added and participants were asked to comment on them.

In the fourth week, drama was acted out again by students for half an hour. At the end of the acting out process, they were given Weekly Reflection Sheet and Drama Performance Rubric in order to evaluate their process. This acting out process lasted for six weeks.

In the last week the same Speaking Rubric and Reflection Sheet the ones which were implemented at the beginning of the study were given to students again.

Lastly all the data obtained from participants score from the Speaking Rubric and Reflection Sheet were observed and analyzed. Later on the first week's results were compared with the sixth week results.

3.5. Data Analysis

In order to determine both the short and long term effects of Drama on speaking skills of Health Sciences students, Reflection Sheet, Weekly Reflection Sheet, Drama Performance Rubric were applied to participants before implementing drama in class. As the data were gathered via Rubrics and Reflection Sheet both qualitative and quantitative research analysis techniques were used.

Descriptive Research design was used to analyze the data gathered from the results. Descriptive Statistics such as average and percentages were analyzed step by step.

Content analysis was used on the qualitative data (Reflection Sheet) by adding my own comments as well through analyzing each student's comments. Also extra explanation and comments were involved so as to see the effects of drama technique and their ideas about having received such technique. Finally for the Speaking Scale the mean of the scores giving by both teacher and student are calculated and evaluated in order to see the improvement and differences between scores.

Lastly, for the Drama Performance Rubric which was completed every week both by teacher and student's mean of the scores from the Rubric was calculated and evaluated. The data obtained through the Reflection Sheets and Weekly Reflection Sheet were examined in a detailed way in order to percept whether the use of drama helped to improve speaking strategies of students or not.

4. FINDINGS AND DISCUSSIONS

4.1. Introduction

This chapter aims to present the analysis and the discussion of the data as follows;

- 1) The analysis and the discussion of the data obtained by (First Time) Speaking Rubric
- 2) The analysis and the discussion of the data obtained by (First Time) Reflection Sheet
- 3) The analysis and the discussion of the data obtained by Weekly Reflection Sheet
- 4) The analysis and the discussion of the data obtained by Drama Performance Rubric
- 5) The analysis and the discussion of the data obtained by (Second Time) Speaking Rubric
- 6) The analysis and the discussion of the data obtained by (Second Time) Reflection Sheet

4.2. The Analysis of the Speaking Rubric

Table 1. Scores Obtained from Speaking Rubric

	Self Assessment_/25	Teacher Assessment_/25
STD1(Student)	11	10
STD2	12	11
STD3	10	9
STD4	11	10
STD5	10	9
STD6	9	8
STD7	10	9
STD8	11	10
STD9	10	9
STD10	9	8
STD11	13	12
STD12	8	7
STD13	7	6

Table 1 shows the results and the scores of the Speaking Rubric obtained by both participants and the teacher.

This section consists of two sub-parts aiming to see the ideas of students about speaking, whether they consider their speaking skills adequate to participate in ESP classes or not.

If they have any problems and If they do what kind of problems do they encounter?

In the first week Speaking Rubric was given to participants. It was both evaluated by the teacher and the students.

The obtained data was analyzed through direct proportion and result was calculated in terms of percentages. As seen in Table 1 and 2 there is no significant difference in the scores of the both teacher and the students.

Table 2. Percentage of the Scores

	Self Assessment	Teacher Assessment
Percentage (%)	40.30 %	36.30 %

The table shows that students' attitude toward speaking is 40,30 %and teachers' score for the participants is 36,30%.

4.3. The Analysis of the Reflection Sheet given at the beginning

Reflection sheet that aimed to seek students' perception about speaking was given to 13 students who currently study Physiotherapy and Nutrition departments in Hasan Kalyoncu University at the beginning of the training.

4.3.1. The Analysis of the Reflection Sheet given First week

STD1:

What I like most about speaking is chatting and meeting people from other countries.

What I dislike about speaking is misunderstanding of people.

Before I start speaking I feel anxious and stressed

While I start speaking I feel disappointed

I don't have enough health vocabulary

I find my sentence structure not enough

I would like to chat more with foreigners

As it is quite obvious, data collected from him was quite negative since he used the words anxious, stressed, and disappointed. It wasn't difficult to realize that he had difficulty in speaking in terms of vocabulary and grammar.

Student mentioned that he feels anxious and stressed. STD1 also feels disappointed because of his mistakes.

STD 2:

What I like most about speaking is listening to what other people say.

Before I start speaking I feel excited

While I start speaking I feel sad

I don't have enough health vocabulary

I find my sentence structure (grammar) insufficient

I would like to watch movie without subtitle

Here student expressed that he did not want to use speaking in ESP lessons, but in his daily life as well. This could be easily understood that his vocabulary knowledge on health science may seem to be confusing for STD2

STD 3:

What I like most about speaking is meeting and talking to new people from other countries.

Before I start speaking I feel bad.

While I start speaking I am nervous.

I don't have enough good book to practice speaking

I find my sentence structure not enough.

I would like to speak like a native speaker.

As it is clearly mentioned above, STD 3 does not have good sources of material so as to practice speaking. While STD 3 starts to speak English he becomes nervous and extremely bad. It can also be said that he has some listening problems since he has problem in understanding people while having conversation with them.

4.4. The Analysis of Weekly Reflection Sheet

4.4.1 The Analysis of the Reflection Sheet given Second week

STD 1:

This week I studied/ learned sharing the roles with classmates. I learn some new vocabulary, arrange, leaflet, breathing, statement

This week I made these mistakes; reading the text in a wrong way

I tried to fix the mistakes by reading script loud at home

My difficulties are in pronunciation

I would like to work on listening myself while speaking

What I liked about drama is fun

Data collected from him was a little bit insufficient since it did not involve many explanatory sentences. Student mentioned that his/her main

problem was pronunciation. He went home after school and made some practice by reading the script loudly so as to have an idea of how it sounds like.

STD2, STD 3, STD 5:

This week I studied/ learned sharing the roles with classmates. I learnt some new vocabulary; candidate, urgent, consider

This week I made these mistakes; translating the text in my own language

I tried to fix the mistakes by doing more practice in reading the text

My difficulties are in understanding the text the drama script.

What I liked about drama is, it is enjoyable, freestyle and fun.

Here student mentioned that he/she had a problem translating the script, what we understand from here is that, this student tried to translate the script into Turkish in order to understand it. That might have caused a problem since Turkish and English are not similar. Student liked it since the text is related with their area. It is easy to perceive that they liked drama since the words such as 'enjoyable, freestyle and fun' are used.

4.4.2 The Analysis of the Reflection Sheet given Third Week

STD1, STD 3:

This week I studied/ learned lots of unknown vocabulary like appointment, competition

This week I made these mistakes; acting, posture

I tried to fix the mistakes observing the way my other friends acted

My difficulties are in forgetting the pronunciation

I would like to work on memorization and pronunciation

These two students had some problems related to skills in terms of posture and the way they act in classroom. They also mentioned their weaknesses in drama performance rubric as well. What they had confused during acting process is the pronunciation. These two students had confusion of the pronunciation of the words while acting. They observed their classmates and tried to practice the pronunciation of the words when the lesson is finished.

STD2:

This week I studied/ learned some new vocabulary like competition and appointment,

This week I made these mistakes; speaking in front of class,

I tried to fix the mistakes by reading script more with my role friend,

My difficulties are in memorization,

I would like to work on memorization,

This is clearly mentioned in the sentences above that STD 2 had some memory problem that is to say remembering his/her lines during the acting process.

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4.4.3 The Analysis of the Reflection Sheet given Fourth Week

STD 1, STD 4, STD 10, STD 12:

This week I studied/ learned some new vocabulary like hydrotorax, Nausae

*This week I made these mistakes; pronunciation of the new vocabulary
I tried to fix the mistakes by checking the pronunciation from internet*

I would like to work on fluency

What I liked about drama is it's real

This is clearly indicated from students' sentence that, they have improved in terms of both acting skills and speaking strategies. They didn't mention about any difficulties because they were confident enough to act when compared to first week.

Some unknown vocabulary might have had bad effect on them since ESP terms are difficult to pronounce.

4.4.4. The Analysis of the Reflection Sheet given Fifth Week

STD 1, STD 10, STD 6:

*This week I studied/ learned some new vocabulary like **passed away, pulse rate***

I would like to work on practicing with my classmates in the dormitory

What I liked about drama is motivating becomes more entertaining every week

As for the fifth week, students had no difficulties or struggle with anything. This is probably due to the getting used to the drama process gradually. This week they were more relaxed and fluent. The number of the unknown vocabulary decreased and this made them even more relieved while speaking.

STD 4:

*This week I studied/ learned some new vocabulary like **appreciate, refuse***

I would like to work on fluency and speed of speech

What I liked about drama is motivating

Here student expressed that he liked the drama process. Student didn't write anything about the difficulty he or she had or any problem that occurred in class.

As seen obviously STD 4 wanted to speak faster, the reason why student could not do so is may be due to lack of unknown words or being attached to the written text instead of improvisation.

5. Analysis of Drama Performance Rubric

Table 3. Analysis of Drama Performance Rubric

WEEKS	Self Score_/20				Teacher Score_/20			
	2nd	3rd	4th	5th	2nd	3rd	4th	5th
STD1	9	12	13	15	8	11	12	14
STD2	10	11	14	16	9	10	13	15
STD3	8	10	14	17	7	9	13	17
STD4	7	9	11	13	6	8	11	12
STD5	10	12	13	15	9	11	12	14
STD6	11	12	13	14	10	11	12	13
STD7	12	14	15	17	11	13	14	16
STD8	9	11	13	15	8	10	12	14
STD9	9	10	12	14	8	9	11	13
STD10	11	13	16	18	10	12	14	16
STD11	14	16	18	19	13	15	17	18
STD12	10	14	17	18	9	13	16	17
STD13	8	11	13	17	7	9	12	15

Table 3 shows the results and the scores of the Drama Performance Rubric obtained by both participants and the teacher.

The obtained data is analyzed through direct proportion and result is calculated in terms of both average and percentage. As seen in Table 3 there is no significant difference between the scores of the teacher and the students. The percentage on the table 3 shows that there is slight increase in the percentage.

4.5.1. Analysis of Drama Performance Rubric and comparison in terms of weeks in percentages

Table 4. Analysis of Drama Performance Rubric and comparison in terms of weeks in percentages

	Self Score/ 20	Teacher Score/ 20
Second Week	9.84 - 49.23 %	8.84 - 44.23 %
Third Week	11.92 - 59.61 %	10.84 - 54.23 %
Fourth Week	12.23 - 61.15 %	13 - 65 %
Fifth Week	16 - 80 %	14.92 - 74.61 %

Table 4 indicates that there is an increase in every week. Second week student scored themselves as 9.24 out of 20 which is equal to 49.23% when calculated as a percentage. In the third week as it is obvious from table it increased to 11.92 out of 20 which is 59.61% as a percentage. When we look at the fourth week we can easily realize that there is a dramatic increase in the scores. It is scored as 12.23 out of 20 which is equal to 61.15% as a percentage.

As for the last week data obtained from students was 16 out of 20 which is equal to 80% as a percentage. There is a slight chance of the scores when compared to second week therefore this shows that student improved their ability of acting that is to say drama performance skills. The results could be seen easily from the scores that there is a great deal of increase in terms of acting skills.

Teacher scored students as 8.84 out of 20 which is equal to 44.23% as a percentage in the second week. It is really clearly from the table that there has been an increase in the scores that is to say it increased to 10.40 out of 20 which is equal to 54.23% as a percentage. When the third week's data is analyzed, it can be clearly understood that there has been a dramatic change in student's drama performance skills. It increased to 13 out of 20 which is equal to 65 as a percentage. As for the final week score given by teacher is calculated as 14.92 out of 20 which is equal to 74.61% as a percentage.

What we can state from is that there has been a dramatic increase in terms of drama performance skills of the students per week. It was 49.23% at the first week and it increased to 80% by means of students score, when it is looked at the teacher's score it was 44.23% at the beginning of the week and it increased to 14.61% It is obviously seen that there is an increase in their drama performance skills.

4.6. Analysis of Reflection Sheet given at the end

4.6.1 The Analysis of the Reflection Sheet given Sixth Week

STD1:

What I like most about speaking is chatting and meeting people from other countries.

What I dislike about speaking is misunderstanding of people

Before I start speaking I feel happy and not stressed

While I start speaking I feel relaxed

I find my sentence structure good enough to speak

I would like to chat more with foreigners

Data collected from him/her was quite negative at the beginning but at the end of the sixth week. It was not difficult to realize that he had no difficulty in speaking in terms of vocabulary and grammar. Student mentioned that he feels happy and not stressed where as he felt anxious and stressed at the beginning of the week. Student also feels relaxed during speech. STD 1 expressed that he/she find sentence structure good enough to communicate with others.

STD 2:

What I like most about speaking is listening to what other people say.

Before I start speaking I feel confident

While I start speaking I feel happy

I find my sentence structure (grammar) sufficient

I would like to watch movie without subtitle

Here student expressed that, he wanted to use the speaking not only in ESP lesson but also in his daily life as well. It can be dedicated from his last sentence 'I would like to watch movie without subtitle.

This can be easily understood that health vocabulary knowledge of STD 2 seems enough to communicate and participate in class where as it was the opposite in the first week. STD 2 mentioned that he/she was confident and happy to be in drama process.

4.7. Analysis of Speaking Rubric

Table 5. Scores Obtained from Speaking Rubric

	Self Assessment_/25	Teacher Assessment_/25
STD1	18	17
STD2	19	18
STD3	15	14
STD4	16	15
STD5	15	14
STD6	17	16
STD7	16	15
STD8	19	18
STD9	17	17
STD10	15	14
STD11	21	20
STD12	14	13
STD13	13	12

Table 5 shows the results and the scores of the Speaking Rubric obtained by both participants and the teacher.

The obtained data is analyzed through direct proportion and result is calculated in terms of percentage.

Table 6. Percentage of the Scores

	Self Assessment	Teacher Assessment
Percentage (%)	70.46 %	62.15 %

The table shows students' attitude toward speaking is 70.46% and teachers' score for the participants is 62.15%.

The obtained data is analyzed through direct proportion and result is calculated in terms of percentage. As seen in Table 6 there is no significant difference in the scores of the both teacher and the students.

4.8. Comparison of the First Week and the Sixth (Last) Week

Table 7. Comparison of Scores

	Self Assessment	Teacher Assessment
First Week	40,30%	36,30%
Last Week	70,46%	62,15%

The data obtained from both students and teacher for the first week indicates that there has been a great deal of increase on the 'students' attitude toward speaking. Participant scored themselves as 40.30% in average for the first week where as it increased to %70,46 at the end of the sixth week. It can be said that applying drama techniques to ESP students helped them to improve and promote their speaking strategies.

When analyzed in terms of teacher assessment, however first week's score was %36.30 before applying drama to ESP students, it moved up to 62.15 % in the last week. Therefore applying drama to ESP students has been found to be highly prominent for the improvement and promoting of the speaking strategies of students.

Based on the data analyzed in this study, reader can conclude that drama had a great and effective impact on ESP students in terms of their speaking abilities. Drawings from the findings of the study, it could be concluded that drama can be considered as a perfect tool so as to promote speaking skill and strategies of ESP student.

5. CONCLUSION

5.1. Summary of the Study

This study attempted to identify the different ways of promoting speaking strategies of students who have been taught ESP for two years in Health Sciences at Hasan Kalyoncu University. In other words, the case study was designed to investigate the speaking strategies of a selected group of students concerning drama.

Furthermore, this study explored how the speaking strategies of ESP students can be promoted through drama.

This study involved 13 pre-intermediate English level participants, attending the Physiotherapy and Nutrition and Dietetic departments of Hasan Kalyoncu University.

The following research questions were investigated.

- 1) How can students' speaking strategies be promoted?
- 2) Does Drama help students promote their speaking strategies?
- 3) What are students' attitudes towards the use of drama technique as a leaning tool?

Reflection sheets were the vital instruments which were used to collect data about students' feelings, ideas and the extra comments about the speaking and drama. Reflection Sheet sentences were incomplete which required students to complete those sentences by their own ideas and sentences. Drama performance rubric was also conducted every week which allowed participants to describe their weakness and strengths. Drama performance rubric also gave them opportunity to express themselves without dealing with other students.

There were two types reflection sheets used. The first type of reflection sheet was implemented at the beginning and at the end of the week however the second one was applied every week. The content analysis was done so as to analyze the reflection sheets. Each sentence in the reflection sheet aimed to investigate the problems. Furthermore, speaking attitude rubric, which was implemented both at the beginning of the study and at the end of the study, were analyzed through percentages.

Data results which were collected from the students' reflection sheet and drama performance rubric were analyzed and compared every week

5.2. Does drama help students promote their speaking strategies?

In the light of the data analysis, the result and the analysis of the reflection sheets, drama performance rubrics revealed that participants succeeded in promoting their speaking strategies. The drama itself and the script that involved many lexis related to Health Sciences enabled students to understand the targeted words in a more meaningful way with the help of the drama.

All participants stated the importance of drama in sense of promoting their speaking strategies. According to results, all participants mentioned about the power of Drama in terms of both educational and fun aspects. Participants stressed that they have understood the complicated unknown vocabulary by acting them via drama.

In addition to learning and promoting speaking strategies, participants' data analysis from weekly reflection sheet and drama performance rubric indicated that learners had fun during the speaking process since they have used visual things like their costumes, facial expressions of the characters.

At the end of the drama process that lasted for 6 weeks participants were more able to pay attention what other people said thanks to drama. They were more relaxed and less confused during speaking in terms of the sentence

structures, vocabulary. Results also indicated that participants made fewer mistakes in every following week since practice made them have more self confidence.

On the other hand, participants lowered their emotional barriers towards speaking with the help of drama since the atmosphere where the drama took place and the script which was related to their future job and ESP course seemed entertaining to them. Data obtained from participants indicated that during the drama process there has been a dramatic change on concentrating more to speaking, eliminating frequency made mistakes, accurate fluency and so on. Participants were able to focus more on different speaking strategies with their classmates.

However, promoting speaking strategies through drama seemed little bit challenging for most of the participant; they were able to adapt themselves more into drama as the week passed. Participants became perfect in acting and speaking without any hesitation since practice made them perfect.

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Özet

Bu çalışmanın amacı mesleki İngilizce eğitimi alan Fizyoterapi ve Beslenme Diyetetik bölümü üçüncü sınıf öğrencilerinin konuşma becerilerini incelemek ve tiyatro yöntemi kullanarak bu öğrencilerin konuşma becerilerini arttırmaya yardımcı olmaktır. Aynı zamanda bu çalışma Hasan Kalyoncu Üniversitesinde iki yıl boyunca mesleki İngilizce alan bölüm öğrencilerinin konuşma stratejilerini arttırmaya yönelik çeşitli yöntemler aramaya yöneliktir. Diğer bir ifadeyle bu çalışma seçilen bir grup öğrencinin tiyatro yöntemi kullanarak konuşma stratejilerini arttırmaya yönelik yöntemler araştırmaya dayanır.

Ayrıca bu öğrencilerin edindiği konuşma stratejilerine de değinilmiştir. Bu çalışmaya Beslenme Diyetetik, Fizyoterapi bölmlerinde okuyan toplamda 13 öğrenci katılmıştır. Aşağıdaki sorunsallar incelenerek cevap bulmaya çalışılmıştır.

- 1. Öğrencilerin konuşma stratejileri nasıl arttırılır?*
- 2. Tiyatro öğrencilerin konuşma stratejilerini arttırmaya yardımcı olur mu?*
- 3. Öğrencilerin bir öğrenme aracı olan tiyatroya karşı tutumları nelerdir?*

Bu çalışma Hasan Kalyoncu Üniversitesi Sağlık Bilimleri Yüksekokulu'da mesleki İngilizce alan öğrencilerin konuşma becerileri ve stratejilerini tiyatro süreci ile birlikte etkisini incelemek için yapılmıştır. Bu çalışma hem nitel hem nicel veriler olarak tasarlanmıştır. Veriler yüzdelik alınarak, doğru orantı ve rubrik/ özdeğerlendirme formları ile içerik analizi yapılarak toplanmıştır. Bu araçlar sayesinde tiyatronun mesleki İngilizce alan öğrencilerin konuşma stratejilerini geliştirme üzerindeki etkisi test edilmiştir. Bu çalışmanın diğer bir amacı yukarıda değinildiği üzere mesleki İngilizce alan öğrencilerin konuşma becerilerinin tiyatro ile geliştirilebileceği ve mesleki İngilizce alan öğrencilerin konuşma stratejilerini arttırmak için farklı yöntemleri denemek ve son olarak öğrencilerin tiyatroya karşı tutumunu incelemektir.

Veri analizlerinin ışığında, özdeğerlendirme formlarının ve tiyatro performans rubriklerinin sonuçları ve analizleri öğrencilerin konuşma becerilerini ve stratejilerini arttırmada başarılı olduğunu ortaya çıkarmıştır.

APPENDICES

Appendix 1: Reflection Sheet

Name of the Student:

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İGÜSBD
Cilt: 2 Sayı: 2
Ekim /
October 2015

- What I like most about speaking is

- What I dislike most about speaking is

- Before I start speaking I feel

- While I start speaking I feel

- I don't have enough

- I find my sentence structure (Vocabulary, Grammar)

- I find my pronunciation

- I would like to

7.2. Appendix 2: Speaking Rubric

	5 Accomplished	4 Proficient	3 Practiced	2 Developing	1 Beginning	Self Assess./25	Teacher Assess./25
Vocabulary - Grammar	Have a great deal of vocabulary knowledge in Health Sciences. Uses variety of grammar structures with less errors	Have a good vocabulary knowledge in Health Sciences. Uses variety of grammar structures but making some errors	Have an average vocabulary knowledge in Health Sciences. Uses the grammar structures which contains little inaccuracy	Have a limited vocabulary knowledge in Health Science. Uses some grammar structures with occasional errors.	Have a few vocabulary knowledge about Health Sciences. Uses basic structures and makes lots of errors		
Fluency	Speaks smoothly with a little hesitation	Speaks with some hesitation but it does not interfere with the communication	Speaks with some hesitation which interfere with the communication	Hesitates too often when speaking	Hesitates all the time with frequent long and short breaks.		
Anxiety	Feels no anxious to speak at all.	Feels little anxious to speak	Feels anxious to speak most of the time.	Does not feel comfortable enough to speak	Feels extremely anxious to speak		
Motivation	Feels totally motivated to speak or communicate	Feels motivated to speak or communicate	Feels normally motivated to speak or communicate.	Feels little motivated to speak or communicate	Does not feel motivated at all to speak or communicate.		
Making Mistake	Are not afraid of making mistake. There is a vivid communication.	Correctly understands the questions and responds clearly.	Makes few mistakes understanding questions.	Makes significant mistakes understanding the question. There is a limited effort.	Afraid of making mistake. Cannot use the phrases at all. Doesn't understand the question		

7.3. Appendix 3: Weekly Reflection Sheet

Name of the student:

Date:

- This week I studied

- This week I learned

- This week I made these mistakes

- I tried to fix the mistakes by

- My difficulties are

- I would like to work on

- What I did not like about drama

- What I liked about drama

- Other Comments on Today's Drama Acting

7.4. Appendix 4: Drama Performance Rubric

Drama Performance Rubric

Student _____ Date _____

Performance name / type: _____

> **Student's Self-Score:** In each category, select a number representing how well you did on your performance.
(If something is missing, the score can be "0".)

	1 Needs Improvement	2	3 Satisfactory	4	5 Excellent	Score
Mind						
Voice						
Body						
G-rated						
Memorized						
					TOTAL:	

Student's reflection on her/his performance: (what could have been better)

>> **Teacher's or Parents' Score**

(If something is missing, the score can be "0".)

	1 Needs Improvement	2	3 Satisfactory	4	5 Excellent	Score
Mind						
Voice						
Body						
G-rated						
Memorized						
					TOTAL:	

Comments, responses, feedback:
