A Comparative Literature Review of the Studies on Drama in English Language Teaching in Turkey

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Abstract: This study presents a comparative literature review of the research studies related to the effects of drama in teaching English as a foreign language. First, the study explains drama in education with regard to foreign language education. In a narrative review design, it demonstrates international studies in four categories under which the existing studies can be contextualized. According to the review of international research, literature provides studies that focus on drama in education's constructivist effects, cultural effects, effects on the performance in the target language and effects on the affective states of the learners of English as a foreign language. Second, the study presents a review of drama in education research which originated in Turkey with respect to English language teaching. In the discussion section, these two reviews are compared and contrasted, and some similarities and differences between the international research and Turkish research are underlined. Finally, some practical implications and suggestions for further research are given.

Türkiye'de İngiliz Dili Eğitiminde Drama Hakkında Yapılan Çalışmaların Karşılaştırmalı Bir Alanyazın Taraması

Öz: Bu çalışma, İngilizcenin yabancı dil olarak öğretilmesinde eğitimde dramanın etkilerine ilişkin önceki çalışmaların karşılaştırmalı bir incelemesini içerir. Öncelikle çalışma, yabancı dil eğitimi bağlamında eğitimde dramayı ele alır. Anlatı incelemesi yoluyla, uluslararası yapılmış çalışmalar dört kategoride incelenip açıklanır. Uluslararası alanyazının incelenmesi sonucunda ortaya çıkan kategoriler göstermiştir ki mevcut araştırmalar eğitimde dramanın İngilizceyi yabancı dil olarak öğrenenler bağlamında yapılandırmacı etkilerine, kültürel etkilerine, hedef dildeki performans üzerindeki etkilerine ve duygu durumlarının üzerindeki etkilerine odaklanmıştır. İkinci olarak, bu çalışma Türkiye'de eğitimde dramanın İngilizce öğretimi alanında ne yönlerden araştırıldığını ortaya koyan bir inceleme sunmuştur. Tartışma bölümünde ise bu iki alanyazın incelemesi hem uyuşan hem zıtlaşan taraflarıyla karşılaştırılmış ve böylece uluslararası alanyazının odakları ile Türkiye'deki çalışmaların odakları arasında bir takım benzerlikler ve farklar ortaya çıkmıştır. Son olarak da bazı uygulama önerileri ve gelecek çalışmalar için öneriler sunulmuştur.

1. Introduction

Drama in education (DIE), as an emerging research area within an educational framework, is becoming popular in the English language teaching (ELT) practices. However, as stated by Kao and O'Neill (1998), "conducting valid and reliable research about what is happening in drama-oriented language classrooms has been neglected by language teachers and researchers" (p. 35). Thus, research on the use of DIE within the ELT research context needs to be reviewed to provide an insight for several reasons. First, even though the literature provides us with a number of studies and reports that investigate whether there is any effect of DIE in the ELT process, the studies have not been presented categorically in a literature review article so far. Webster and Watson (2002) asserted that an effective review creates a firm foundation for advancing knowledge. To add, it facilitates theory development. Thus, an effective literature review on the effects of DIE in the ELT process is urgent. Second, the review of relevant studies provides researchers a firm discussion of the topic so that they may enhance their credibility in the prospective research. Last, a review of all relevant prior literature may report weaknesses and shortcomings of the prior literature (Denney & Tewksbury, 2013) and it may lead to a discussion that reveals the gaps, fills them, and extends prior research (Marshall & Rossman, 1989; Baumeister & Leary, 1997).

Additionally, an extended and comparative literature review is important to highlight the academic perceptions on the use of drama regarding English language teaching in different countries. Since the understanding of drama in education is influenced by different cultural perceptions (Adıgüzel, 2014), it is important to concentrate on how research in different countries perceives and discusses the effects of drama in ELT. Therefore, this study first presents a literature review that is composed of various studies published in different countries. Second, it presents another review of studies originated in the Turkish context. Finally, the study compares and contrasts the findings of these studies and indicates the differences and similarities in the Turkish context with studies conducted worldwide. The study ends with theoretical and practical implications for all stakeholders.

Thus far, the researchers have made use of the extended literature review presented by Podlozny (2000). However, this review is unable to cover more current views on the issue. Given that a firmly established and contemporary literature review is relatively absent in the research related to the effects of DIE in the ELT process, this paper intends to review studies on the use of DIE in ELT and to recommend further research in considering these various aspects of the use of drama in foreign languages education. For this purpose, the international literature compiled is categorized under four sections: (1) constructivist effects, (2) cultural effects, and (3) effects on performance, and (4) effects on affective states. However, before presenting the research synthesis on the above-mentioned issues, a need to clarify the methodology behind and the related terms and concepts arises. Then, it is crucial to discuss DIE with specific respect to foreign language education and more specifically in ELT.

2. Method

The current study presents a narrative literature review design. In a literature review research, the design is different than other research designs since the data are derived from other published literature (Green, Johnson, & Adams, 2006). The design adopted for the current review is the narrative analysis (Baumeister & Leary, 1997; Green et al., 2006; Onwuegbuzie & Weinbaum, 2017). More specifically, it is the authors' intention to present an unsystematic narrative review of the prior research that investigated or discussed the effects of DIE in the ELT process. This specific review research design includes categorical reports in the content of prior articles (Green et al., 2006). Even though some scholars proposed that narrative

literature typically reviews the literature on a topic critically (Onwuegbuzie & Weinbaum, 2017), it was also suggested that unsystematic narrative reviews may not include criticism of the prior research (Green et al., 2006). It is important to note that the authors of the current review do not intend to impose any criticism on the literature reviewed, but rather to present them in a categorical way to show similarities. The rationale behind the selection of this methodology is the authors' attempt to link many studies together on different topics, either for the purposes of reinterpretation or interconnection (Baumeister & Leary, 1997).

A structured approach to determine the relevant literature and the source material for the review was followed as proposed in Webster and Watson (2002). In order to do so, a number of procedures were followed. First, for journal books, book chapters, articles and other academic papers, two academic research databases, ERIC and Google Scholar were used. The keyword entries of *"drama in education"* and *"drama in English language teaching"* were used. Only peer-reviewed articles were considered as eligible. Second, for dissertations, the ProQuest database was used to detect international dissertations and the same keywords were entered. Third, in order to find the research conducted in the Turkish context, the same databases and keywords were used with an additional keyword: "*Turkey*". For dissertations published in Turkey, Turkish Higher Education Council's dissertation database was used. Since the database does not allow users to search the keywords in the entire texts, only the keywords "drama English" were searched in the abstracts of the dissertations which originated in Turkey. Fourth, literature review sections and citations given in the reviewed articles and dissertations were searched. The presented articles were included in the review list only if they are published in a peer-reviewed journal. Last, the irrelevant research items such as studies on first language acquisition and drama as in literature, or studies inquiring the effects of DIE on foreign or second languages other than English were omitted.

3. Literature Review
This section presents a theoretical overview of the prior research conducted. More specifically, an overview of the relationship between DIE and foreign language learning is explained. In addition, basic terminology is presented.

To begin with, it is possible to define DIE as an educational approach that transforms the teacher-centred concept of classrooms to a teaching understanding, which initiates the use of learners' background knowledge and experience. By this initiation, it enables them to reconsider their knowledge and experience to reach a new understanding through a process of individual or collective role-plays (Adıgüzel, 2014). In this sense, Bowell and Heap (2013) suggest that learners are given the opportunity to engage in a range of challenging, exciting and stimulating drama experiences, which enables them to understand and manipulate the art form of drama. Dramatic experience refers to the stage when learners are active in the make-believe, and it is based on interaction and relationships within the dramatic context (O'Toole & Haseman, 1988). In reviewing the prior literature, relevant terms such as drama in education, drama, dramatic education, and creative drama are used interchangeably. To avoid confusion and maintain coherence, only the term, drama in education (DIE), was preferred in the current study.

It is possible to consider DIE in a number of forms in education. For instance, DIE can be considered as a subject itself, which aims to explore and investigate issues such as interpersonal relations (O'Toole & Burton, 2002), conflict management (Chinyowa, 2013), self-awareness, or gender issues (Adıgüzel, 2014). In this sense, DIE is perceived as an aim (Sağlam, 2004). On the other hand, drama can also be used as an approach, or as a "tool" to

facilitate learning in other subjects. Foreign language education is a field in which DIE is practised as several research outcomes have been reported in this area.

This paper draws a clear distinction between native speakers of English (L1) and second or foreign language learning (L2). As Snow (1998) describes, second language learners are those who already have a degree of control over one language system and are introduced to the second. The studies reviewed focus on the teaching English in L2 settings through DIE. L2 settings may be divided into two categories. It is important to note that foreign language learning does not occur within a community of native speakers of the target language as second language learning but rather it is learned for a particular objective (Saville-Troike, 2012). Only research on teaching English as an L2 through DIE was reviewed.

3.1. Studies Worldwide

After having a look at the findings presented in the literature reviewed, the relevant international studies are categorized into four sections: constructivist effects, cultural effects, effects on performance and effects on affective states. Each section begins with an overview of the theory behind, which is followed by the link to the ELT methodology, and finally the presentation of DIE research that can be categorized in the section.

3.1.1. Constructivist effects

It is believed that in constructivism, the mind is resembled to a container to be filled, and the mind is understood as an agent actively seeking to satisfy its curiosity and resolve troubling issues (Schcolnik, Kol, & Abarbanel, 2016). Constructivist Theory can be divided into two approaches: First, cognitive constructivists such as Piaget believed that children construct knowledge by relying on their experiences through interaction within their social and physical environment (Simina & Hamel, 2005). Second, social constructivism emphasizes the key role of the social environment and that learners as individuals construct their own knowledge through interaction with other learners. In social constructivism, it is believed that thinking develops in social conditions (Aydin, 2016); moreover, it is underlined that co-construction of meaning within a social activity is emphasized and social constructivism is concerned with meaning more than structure (Simina & Hamel, 2005).

Within the ELT methodology, collaborative learning and interaction are considered as important strands of communicative language teaching (CLT) which is still popular as the most common method used in foreign language teaching (Oxford, 1997). CLT is based on two principles: first, it is important to put the emphasis on how language is used rather than the language itself. Second, CLT focuses on communicating real messages in a realistic, social environment (Harmer, 2007). Given that a realistic social environment is essential within the constructivist framework, a number of studies on the use of DIE in the ELT process highlight similar issues.

Initially, Podlozny (2000) underlines that DIE encourages foreign language learners to practise the language in dramatic situations so that dramatic interaction results in improved speaking skills. Similarly, due to the nature of dramatic activities that emphasize paralinguistic elements such as gestures or non-verbal communication, DIE brings various dimensions of language into the classrooms other than grammatical forms (Culham, 2002; Liu, 2002). Furthermore, Dodson (2002) noted that by the role-playing activities, which are very popular within the CLT framework (Harmer, 2007), students practise vocabulary and grammar in a context that can reflect the realistic context of target language use. Additionally, Miccoli's study (2003) also revealed that by means of DIE, students gain opportunities to

experience the target language in real-life situations, which are interpreted as beneficial to them. In another research by Ntelioglou (2011), it was asserted that the integration of DIE in university level language classroom context creates an ELT context that integrates various language skills and provides opportunities for collaborative learning in a social constructivist manner. Kao, Carkin, and Hsu (2011) suggested that social roles and interpersonal relations created in dramatic encounters help project an authentic linguistic context for English language learners to communicate in. Last, it was revealed that the use of DIE in the ELT process is effective regardless of the age level of the learners in that it supports learners to practise the target language skills in dramatic situations so that they can experience the language and engage in the universal instinct and human ability to play (Chan, Chin, & Suthiwan, 2011). Constructivism through the collaboration created by DIE in the ELT process was also stressed by Ntelioglou (2012), as the writer pointed out exclusive communicational properties created through drama. It was suggested that the dialogic, collective, imaginative, in-between space of drama lets EFL learners access knowledge and enrich their language skills by connecting the real and the fictional, the self and the other, and the experiences and perceived selves. In sum, by the integration of DIE in the ELT process, the prior literature suggests that varied linguistic skills of the target language are covered; moreover, communicative skills are actively used in real-life contexts; thus, meaningful interaction is initiated.

3.1.2. Cultural effects

Socio-cultural theory regards language as a tool that is developed for creating meaning and to interpret communicative intentions in a learning context (Mitchell, Myles, & Marsden, 2013). In the socio-cultural framework, a relationship between language and culture is given. Culture (rather than *high culture* that is the appreciation of music, literature, the arts, and so on) is defined by Wardhaugh and Janet (2014) as the "knowledge that a person must possess to get through the task of daily living; for language use, this is similar to the concept of communicative competence" (p.10). Within the framework of ELT, Bayyurt (2006) asserted that two major views on culture are present. The first view suggests implementing a culture-free curriculum whereas the second supports that it is not possible to separate culture and language from one another; thus, culture should be perceived as a vital part of foreign language teaching. Alptekin (2002) criticized the conventional understanding of communicative competence, which relies on the strict adherence to the norms of native speaker and suggested a model that adopts the case of English as a means of international and intercultural communication. What is more, it was also proposed by Alptekin (2002) that the conventional, unrealistic understanding of communicative competence should be replaced with intercultural communicative competence, which would enable learners to communicate effectively with speakers from other cultures, and equip learners with awareness towards other cultures.

In the DIE context, prior research revealed the intercultural effect of the use of DIE in the ELT process several times. First, Fleming (2003) asserted that the drama approach has the potential to explore subtexts and underlying cultural dimensions. He also underlines the difference between using drama activities and the more common role-play exercises often used in foreign language lessons (Fleming, 2003: 90). Apart from raising awareness towards the other cultures, through DIE learners may also explore aspects of their own culture and explore the concept of "other" in drama (Fleming, 2003); thus they may reach an understanding of the target foreign language at an intercultural level of thinking. In another study by Culham (2003), EFL teachers can create an EFL classroom that is driven by the sense of intercultural discovery by means of integrating drama in education in the ELT

process. Similarly, Ntelioglou's (2006) study, which was based on the narratives of the immigrant learners of English as a second language, indicated that the use of drama helped learners cross borders of cultures. Ntelioglou (2006) discussed that it was possible to create a multicultural second language learning experience with drama in education. Sobral (2011) expressed the importance of the intercultural aspect of DIE in the ELT process in raising the students' awareness of the expressions specific to the target language use in real contexts through the symbolic representation and performance for communication. Last, Gill (2016) recently proposed that DIE promotes some cultural elements that may have an impact on the spoken output of L2 learners. Getting acquainted with cultural elements such as voice projection and paralanguage elements not only reinforces natural and efficient speech in L2 but may also help learners' motivation to speak out and to handle communication issues (Gill, 2016). To sum up, it can be suggested that the literature includes several discussions about the cultural impacts of DIE applications in the ELT process.

3.1.3. Effects on performance
L2 performance is defined as what the L2 user does when producing or understanding language (Gleason & Ratner, 1998). While competence is a person's knowledge of a language, performance refers to a person's actual use of language and "how a person uses this knowledge in producing and understanding sentences" (Richards & Schmidt, 2010: 428). Performance is a key factor in using the language in actual situations and an appropriate L2 performance is the desired state by language learners (Harmer, 2007).

DIE research in the process of ELT is composed of a multitude of studies on the DIE effects on L2 performance. Initially, a descriptive meta-analysis by Podlozny (2000) underlined several results indicating DIE as an effective tool for significantly increasing achievement in reading comprehension, achievement, readiness, and writing. Moreover, the analyses showed that DIE helps learners master not only the texts they enact but also the new material not enacted; therefore, the effect seemed permanent (Podlozny, 2000). Second, Miccoli's case study (2003) accounted that the language is alive and embedded in context. Participants in the case study reported that learning vocabulary and pronunciation in a conversation class with DIE is more natural and it feels safer and easier to trust other learners in the class. In other words, a positive effect on the classroom dynamics has a positive impact on the oral performance (Miccoli, 2003). Additionally, Hsu (2006) pointed out in another study with a quasi-experimental design, which included 165 EFL learners as participants, that drama activities increased reading comprehension according to the test scores of the participants. The positive influence of drama in education is observed not only in reading but also in teaching grammar rules and listening, speaking, and writing skills. In another study conducted by Stinson and Freebody (2006), the researchers carried out a pre-test & post-test design experiment inquiring the correlation between the drama lessons of Singaporean L2 speakers of English and their oral communication achievement. It was reported while in the pre-test, the control and experimental groups had shown similar scores, the post-test results were significantly different in favour of the experimental group against the criteria of clarity, vocabulary, relevance, interaction, and the need for prompting (Stinson & Freebody, 2006). Similarly, Stinson and Freebody (2009) conducted another experimental research on the contribution of process drama in English oral communication of Singaporean students of English as a foreign language. Their study presented a statistical analysis showing a reliable improvement in spoken English for students who participated in the experimental group, whereas those in the traditional control group showed no change (Stinson & Freebody, 2009: p. 159). Last, research analysis by Anderson and Loughlin (2014) demonstrated that DIE oriented L2 instruction influences learners in their linguistic productivity, specificity,

function, and intention of their discursive interactions. Anderson and Loughlin (2014), also, studied the learners' dialogic use of specific and complex academic discourses in their experimental research. This research shows that the use of DIE in the ELT process has a positive impact not only in developing conventional language skills such as speaking, reading, or writing but also in developing their sociolinguistic skills which is defined by Yule (2010) as the ability to use appropriate language, an important aspect of pragmatics in order to become familiar with the social and cultural context of the L2.

As opposed to the items in the literature supporting the positive effects of DIE in ELT, the literature also provides several studies that show no significant effects in their cases. For instance, in Stinson's long-term research project (2007), the pre-test and post-test scores of students showed the positive impact of DIE application in the ELT process (Stinson, 2007, p. 19). The minimal and insignificant impact was later discussed by the researcher and another author in an article (Dunn & Stinson, 2011) and the authors suggested that knowledge of drama, which was possessed by the implementers and their educational background regarding DIE of the research, differed; thus, a possibility was indicated that knowledge of drama and artistry of DIE oriented ELT classes may not play a significant role in the performance outcome of the lessons. Another one-group experimental study by Gill (2013) asserted that the outcomes of the experiment did not present any results approaching a definitive impact of DIE to oral L2 development. The author also claimed that the sample size and length of treatment might have been the reasons behind this result (Gill, 2013: 37). Last, Gill (2016) also stated that drama helps increase the oral output of L2 learners of English in a variety of ways such as fluency, clarity, voice-projection and kinesics; thus, it leads to an extended speech production. In brief, it is possible to present a multitude of studies that demonstrate and highlight the effects of the use of DIE in L2 teaching when it comes to the effects of L2 performance.

3.1.4. Effects on affective states
Affect was explained by Scovel (1978) as an umbrella term under which a wide range of disparate constructs and behaviours are imbedded. Affective factors or states deal with the emotional reactions and motivations of the learner (Scovel, 1978: 131). Affective states' influence on language learners was discussed in Krashen's *Affective Filter Hypothesis*. Krashen (1981) claims that there is a relationship between affective variables and the process of second language acquisition; he poses that the learners whose attitudes are not optimal will be negatively affected with respect to their acquisition process. Furthermore, the impact of various affective states was demonstrated in other research as well. For example, anxiety was asserted as an affective state for foreign language learning (Scovel, 1978; Horwitz, Horwitz, & Cope, 1986; MacIntyre & Gardner, 1989). Motivation in L2 learning as another affective state was discussed by Dörnyei (1998) as a key factor that influences the rate and success of learning the target language. On the other hand, demotivation was also suggested as an affective state (Falout, Elwood, & Hood, 2009; Aydin, 2012). Several other affective states in language learning such as self-confidence (Krashen, 1981; William & Burden, 1997), fear (William & Burden, 1997), or stress (Aydin, 2012) were also reported in prior research.

Considering the DIE scope, the literature includes a number of studies on the use of DIE in the ELT process with regard to the effects on affective states in language learning. To illustrate, an early exploratory study by Stern (1980) investigated the psychological effects of the use of DIE in the L2 teaching context and highlighted that drama encourages certain affective factors facilitating communication such as higher self-esteem, motivation, spontaneity, increased capacity for empathy, and lowered sensitivity to rejection. Later, Liu

(2002) demonstrated that in DIE oriented ELT processes, learners play and act out more freely through trial and error; thus, Liu found this kind of learning environment supportive and facilitating. Similarly, Dodson (2002) stated that DIE activities in language classrooms support learners in terms of self-esteem and it reduces the inhibition and feeling of alienation. Similarly, Hsu's (2006) dissertation also revealed that dramatic activities motivated EFL teachers in Taiwan, improved learners' self-confidence, and lowered their affective filter in a cooperative atmosphere and in social learning. Additionally, in Chen's (2007) study that took place in a primary school context in Taiwan, the qualitative data's analysis showed that through a drama-based approach, an unthreatening, and learner-friendly environment was maintained. Also, as pointed out by Stinson (2008), the safe space of drama initiates a safe physical, cognitive, and emotional space for L2 learners to express their ideas. In Stinson's other research project *Speaking Out* (2007), participant-teachers pointed out that drama helped the students become more confident in getting out of "their shells". Likewise, it was stated by Stinson and Freebody (2009) that process drama, an approach in DIE, improves confidence to participate and communicate in L2 classrooms since students find themselves in the safe place of drama; thus they work in role so that they become more comfortable in taking risks (Stinson & Freebody, 2009; Gill, 2013). Furthermore, Dora-To, Phoebe-Chan, Lam, and Tsang's study (2011) revealed that drama makes learning more relaxed and enjoyable by letting the learners actively get involved in individual and group tasks. Another study by Ntelioglou (2011) also underlined the positive effect of collaborative learning opportunity brought by DIE oriented ELT processes, which innately provides a collective and safe learning environment. What is more, it was revealed in Gill's study (2013) that after an L2 learning process through DIE, learners gave positive comments about having more speaking opportunities, gaining confidence and being comfortable. Finally, Gill (2016) also suggested in another study that drama lets learners speak in a relaxed and enjoyable, learner-centred environment that may diminish anxiety and inhibitions related to L2.

3.2. Studies in the Turkish context

In the Turkish ELT context, six studies were found and these studies were reviewed in this section. The studies concentrated on two major themes: (1) perspectives on Drama in an education course - as a teacher professional development opportunity for in-service professional development of EFL teachers and for pre-service EFL teachers in ELT undergraduate programmes; and (2) effects on EFL learning – with one research article on the effects of lexical competence and one study on the effects of drama-oriented EFL learning on foreign language classroom anxiety.

Initially, perspectives on DIE in teacher education were reviewed in several studies. First, Demircioğlu and İspir's study (2016) that was conducted with 28 primary school students which adopted a quantitative pre-test/post-test design to measure the effectiveness of drama in education in teaching English word clusters in foreign language teaching context. Their study demonstrated that the use of drama as a method to teach word clusters had positive effects on young learners' lexical competence. In addition, Coşkun and Daloğlu (2010) examined the initial teacher education programme provided in Turkish context to educate EFL teachers in a systematic evaluation model. The data collected through questionnaires and interviews from in-service and senior pre-service EFL teachers were compared and contrasted. The results regarding the drama course provided in ELT undergraduate programmes indicated that the content of the lesson did not meet the pre-service teachers' needs and expectancies and had limited use for in-service teachers once they graduated from the university and started working as an EFL teacher. Third, as a complementary study to this theme, in Yavuz and Topkaya's study (2013), the perceptions of teacher educators on the EFL teacher education

programme introduced in Turkish undergraduate level was reviewed. The analysis of the data collected from teacher educators highlighted that there were some concerns about the programme regarding sequence, content, structure, procedure, and some missing courses. However, teacher educators underlined the importance of drama in education in EFL teacher education programmes and considered the course as a positive development.

The second theme is composed of miscellaneous studies on the effects of DIE in the ELT process. First, Sarıcaoğlu and Arıkan (2009) investigated the multiple intelligences and EFL achievement. They stated that a conventional grammar-based syllabus may have a detrimental effect on students provided that they have predominantly bodily-kinaesthetic or intrapersonal intelligences. It was suggested that using drama in education as a method that takes the body into account holistically is beneficial to overcome this shortcoming. Secondly, a study by Uştuk and Aydin (2016) revealed that teaching paralinguistic cues via DIE helped learners to reduce their classroom anxiety. In summary, in the last category of studies, it is proposed that DIE has direct and indirect impacts on affective states that are in relation to the learning process.

As for the dissertations which originated in Turkish context, no doctoral dissertations were found. In contrast, four MA level theses were documented. First, the earliest study found in the literature review was conducted by Karamanoğlu (1999) on the effects of drama in education on lexical competence and retention in the ELF process. The study included 47 military school students as participants (randomly assigned to control and experimental groups), whose lexical achievement was measured via a pre- and immediate post- tests and their retention was tested with a delayed post-test. The data analysed statistically inferred that the experimental group that experienced a drama-oriented ELT learning process scored significantly higher both in immediate and delayed post-tests. This result indicated a positive effect of drama-oriented ELT process compared to traditional methods. Second, the study conducted by Aldağ (2010) inquired how effective drama in education is in enhancing EFL learning motivation among learners. With 50 primary school children in total, an experimental and a control group were formed. The same content was presented to both groups but with the experimental group, a drama-based curriculum was administered over the same period of time. After the pre- and post-test procedure, the results of the motivation test showed that there was a significant difference between the two groups in terms of motivation and speaking skills, which indicated that drama in education leads to enhanced learning motivation and improved speaking skills in the target language. Third, Bergil (2010) quantitatively investigated the effects of drama in education on EFL speaking skills. The data collected from 60 undergraduate preparatory class students were analysed statistically and indicated that the experimental group in which drama-oriented treatment was administered, achieved better results than the conventional learning group. Last, similar to the previous study, Belhan (2014) asserted that DIE is potentially effective to create a supporting classroom atmosphere for EFL learners. After the study in a pre-test/post-test study design conducted with 25 primary school students, it was inferred that DIE has a considerable positive impact on speaking motivation among EFL learners.

4. Results and Discussion

In this section, the two theoretical frameworks presented above are compared and contrasted and the similarities and differences are discussed. The narrative literature review of the studies conducted worldwide on the effects of drama in education presented four major domains on which most of the studies are focused: Constructivist effects, cultural effects, effects on performance and effects on affective states. Whereas in the Turkish context, it was

observed that most of these aspects are neglected. It was reviewed that most of the studies available focus on drama-in-education as a teacher education subject and a number of studies focus on the effects of drama-oriented ELT process on learning motivation and certain EFL competences such as lexical and speaking skills.

First of all, as for the similarities between two theoretical frameworks, the safe, collaborative and constructivist ELT environment driven by drama in education in EFL classes were underlined both in international research (Podlozny, 2000; Stinson, 2008; Stinson & Freebody, 2009; Dora To et al., 2011; Kao et al., 2011; Ntelioglou, 2011) and in the Turkish context (Aldağ, 2010; Belhan, 2014). What is more, both literature reviews underlined the positive impact of the use of drama in education in the ELT process regarding better lexical competence in international research (Dodson, 2002; Miccoli, 2003) and in the related literature which originated in Turkey (Karamanoğlu, 1999). In addition, improved oral communication skills in international research, (Miccoli 2003; Stinson & Freebody 2006; Stinson & Freebody 2009) was also investigated in the Turkish context (Bergil, 2010; Belhan, 2014).

On the other hand, research worldwide differed from the Turkish research in a number of ways. Initially, where international research has a multitude of inferences on the cultural effects of drama in EFL classroom (Fleming, 2003; Sobral, 2011; Gill, 2016), no such reference was found in research which originated in Turkey. Additionally, While international research includes several studies about the effects on affective states in the ELT process (Dodson, 2002; Stinson, 2008; Stinson & Freebody, 2009; Gill, 2013; Gill, 2016), the topic has not drawn that much attention, and it was only investigated indirectly in areas such as using drama-oriented syllabus to teach paralanguage and inquiring about the effects of this treatment on foreign language classroom anxiety (Uştuk & Aydin, 2016).

The review also provided the Turkish framework-specific aspects on drama in education research that differs from international research. A number of studies discussed and suggested the use of drama and mentioned its value as a teacher professional development opportunity both for pre-service and in-service EFL teachers.

5. Conclusion and Discussion

Several conclusions can be drawn from the literature review. First, relevant studies can be reviewed in four categories: constructivist effects, cultural effects, effects on performance, and effects on affective states. However, a number of studies may appear in more than one category and their findings may overlap. Thus, it is possible to claim that there is not a strict boundary between the categories. Drama, as a unique and individual experience, despite the difficulty in measuring the exact effect on an individual level (Kao & O'Neill, 1998), may include various effects. For example, the use of DIE in the ELT process may indeed have an effect on cultural awareness, and this cultural awareness may contribute to the learners' affective factors such as self-esteem, motivation and willingness to communicate. More specific research is needed to clarify exact correlation and relation amongst the effects. Second, it can be concluded that the effects can be linked to existing ELT methodology and the theories that are widely attributed within this methodology. Therefore, the effects are grounded in theory; however, as presented, there is a remarkable scarcity in the number of experimental research investigating the correlations. Last, although there are studies that could not find a significant effect of DIE in foreign language teaching, more empirical data is needed to discuss the drawbacks of DIE if there are any.

The current narrative literature review is limited to a number of points. The review design forms the first limitation. The current research is designed in an unsystematic narrative review; thus, it is limited only to the research regardless of their research design. It is not a meta-analysis that focuses on prior quantitative research or a meta-synthesis on qualitative ones. Second, the current research is limited to its sampling procedures. Therefore, the keywords used and the databases searched constituted the second limitation. Last, the studies that only refer to the effects of DIE in teaching English language as an L2 were reviewed.

Based on the review, several practical recommendations can be proposed for a number of stakeholders. First, as suggested by the related literature, teachers can use DIE in the ELT processes to sustain a constructivist learning environment, to influence the sense of cultural awareness, to have an impact on L2 performance, and finally to create an affective learning space. As shown by the prior research, DIE can constitute an interactive, communicative, learner-centred learning experience when used in ELT classes. It can give the learners an opportunity to obtain intercultural experiences in which L2 learners may not only grasp the English language as it is used by the native speakers, but the English language that is used in real life. They can also see how their culture relates to the English as an intercultural language. Additionally, the more DIE is implemented in ELT classrooms by teachers, the more improved L2 performance can be expected to occur. Last, one can discuss that DIE in the ELT processes has a considerable impact on reducing the affective filters of L2 learners, which may result in the unhindered L2 acquisition. Second, this review may contribute to ELT material developers. For instance, material developers may include more DIE opportunities and rich materials that can be integrated into the DIE processes so as to create a communication-oriented language learning experience. Moreover, as more DIE opportunities are presented in ELT materials, L2 learners can have more opportunities in experiencing and empathizing with the "other". This may contribute not only in terms of intercultural communication and experience but also in terms of more sympathetic, empathetic and affective learning. All of these effects, as suggested by the studies reviewed, may lead to better L2 performance, which after all is the aim of material developers as well. Finally, as for policy-makers, it is certainly suggested that they need to encourage teachers more and support them logistically for the use of DIE in ELT as it was shown that artistry is an important element for the success of DIE. This is why more in-service training, as well as physical opportunities such as materials and space, should be provided: space not only in terms of an appropriate and decent part of school buildings but also space in the curricula and educational philosophy.

Further research is needed to observe and investigate the concrete effects of DIE in the ELT processes both empirically and descriptively. Quantitative research in controlled research environments needs to be conducted to reach generalizable findings; however, researchers need to take into serious consideration the risks as presented by the earlier research such as the level of DIE awareness and knowledge of implementers and element of artistry. Further qualitative research is also needed to inquire about the personal effects of DIE or to excavate the case-specific effects of it. In particular, the DIE research in ELT needs to be based on existing ELT methodology to reach more grounded conclusions. It is also recommended for the prospective researchers in the field to focus on the relationship between the implementation of DIE in ELT processes and demographic factors, individual variations, language skill-specific impacts to shed more light on the process of English language teaching. Finally and the most importantly, since the review demonstrated that more than one effect can be encountered in a single case, future research needs to identify the relationships

and correlations between the effects to have a better understanding of how dramatic experience works within the second or foreign language education.

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