A STUDY OF THE EFFECTIVENESS OF USING DRAMA FOR THE ENHANCEMENT OF THE ACCURACY AND FLUENCY IN EFL LEARNERS

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Abstract
The need for communicable aptitudes in English language is growing. Literature can be regarded as the most appropriate of materials for prompting these conversational skills. Therefore, the application of drama as a subclass in the world of literature can have a useful part to have in EFL courses. Drama-oriented tasks need the engagement of students in the lively and communicative process of interchange. The application of drama practices and tasks in classes gives suitable chances to the students to apply language in a tangible opportunity. Moody (2009) indicates "the aim of using drama is to bridge a gap between the classroom and outside world". Drama can be considered as a practical tool in the interactive language courses where the concentration is put on the signification of the language not the form. Drama is also a strong linguistic pedagogy that can foster and keeps learners' motive by giving a context that is filled with hobby. Thus, it is related to emotions and attention and therefore boosts students' involvement of language. The present paper investigates the impacts of utilizing drama on boosting dialogue aptitudes. Interactive skills were investigated in terms of precision and eloquence. In an attempt to comprehend the feasible impact of drama on average L2 students' oral ability, two parts (the first one as a control group and the second as the experimental) were analysed. The teaching opportunities and methods were the same other than that the students in the experimental part were subject to drama. In this paper we utilized an interview. Data were analyzed by independent t-test. The outcomes achieved from pre and post exams illustrated that the fluency of activity was mainly influenced by drama; in other words, the application of drama resulted in a more eloquent language. So it can be stated that drama lets L2 students concentrate on form and boost the precision of L2. Thus, utilizing drama is to be construed as an influential methodological tool in EFL courses.

KEYWORDS: literature, drama, conversational skill, accuracy, fluency

Introduction
Many leaders in the field of second/foreign language education including Savignon (1983), Halliday (1985), Chastain (1988), etc emphasize that the goal of second/foreign language teaching should be interactive abilities which implies that the learners will be capable of producing sentences in the target language and know how to use them appropriately in social situations. A number of language teachers and researchers (Widdowson, 1978; Zyoud, 1999; Thom, 2008) state that just by dynamic communication with the tutor or other students in the target language in a productive context, can students build communicative competence. There are many techniques for creating meaningful context in EFL classes. Using literature is one of the most important techniques. Thus, using drama as a genre of literature can be useful for EFL students. Drama tasks specifically need the engagement of students in the active communicative process of interaction (Athiemoolan, 2004; Davis, 2007). The concern of drama is mainly the advancement of a dramatic context built by the tutor and the learners who cooperate. Many researches are conducted so as to show the impact of drama practices...
A STUDY OF THE EFFECTIVENESS OF USING DRAMA FOR THE ENHANCEMENT OF THE ACCURACY AND FLUENCY IN EFL LEARNERS

in second/ foreign language courses. For instance, Zyoud (1999) focuses on the significance of acting and drama in EFL courses. Furthermore, some research studies (Richards & Rodgers, 2001; Tuan & Doan, 2010, Fuentes, 2010) advise that drama practices may grow up good methods of provoking language students and tutors. Besides, most researchers (Gaudart, 1990; Moore, 2004; Yasar, 2010) suggest the use of drama in the EFL classes for providing thrilling chances for EFL students to use the foreign language in tangible contexts.

English language students always complain about not being able to communicate in target situation efficiently. Also, most of the teachers state speaking as one of the problems that students face with while learning a foreign language in Iran. The most significant reason is the great emphasis on grammar and written form of language. In Iran most teachers think that grammar is the basic component of the language and if it is taught carefully, one can master the language very well. And they usually neglect teaching speaking skills. But the point is that procedures such as these fail to practice one the most central aspects of speaking that is improvised, unscripted, creative talk. It is this kind of talk which a lot of learners want, and this kind of talk is one which many learners need. Teachers can use different types of activities to support the development of these types of talks and one of them can be drama. The reason for this is that drama is a wonderful tool to enhance speaking. On the other hand, using drama can help learners to solve this problem.

Although considerable research has tested the application of literature in the EFL courses, there have been fewer investigations into the effect of drama on EFL learners' oral accuracy and fluency. This study provides guidelines and recommends resources for using drama in EFL/ESL classrooms. So, the purpose of this paper is to analyze the impact of drama on developing adult Iranian learners' oral accuracy and fluency.

Speaking is generally given little emphasis in EFL classes in Iran. Complaints are often heard from many Iranian EFL learners that it is difficult for them to speak English fluently and accurately. For this reason, some of students often feel anxious during the English language learning process. Thus, if students can be aware of efficient English language learning strategies, they will be able to improve their speaking effectively. Thus, English tutors and learners are expected to learn about the appropriate learning strategies. One of these effective strategies can be bringing literature and its' genres such as drama, poem, etc into the EFL classes. This study can help teachers of English as a second and foreign language (EFL/ESL) to understand the effectiveness of using drama in classrooms. Besides, it can provide data regarding the effects of drama on Iranian English language learners' oral accuracy and fluency. Moreover, it can provide useful information to researchers in this field.

Therefore this discussion motivates such questions as:
Research question 1: What effects does drama have on the oral fluency in adults L2 learners' performance?
Research question 2: What effects does drama have on the oral accuracy in adults L2 learners' production?

The hypothesis for the present study is thus:
Hypothesis 1: Using drama in EFL / ESL classrooms has an affirmative impact on learners’ fluency.
Hypothesis 2: using drama in EFL/ ESL classrooms will have an affirmative impact on learners’ oral precision.

Conducting any research in any condition has its own problems and drawbacks. This study faces with some limitations, too. First, the outcomes of the research may not be applied to all the EFL contexts because of the study sample size. This research only focused on 30 students in Iran. In other words, the miniature form of sample (N= 30) casts doubt on the accuracy of the outcomes. Therefore, a replication investigation with a larger quantity of people is required to achieve trustworthy and generalize able results. Second, data drawn from the sample might not be a general application.
A STUDY OF THE EFFECTIVENESS OF USING DRAMA FOR THE ENHANCEMENT OF THE ACCURACY AND FLUENCY IN EFL LEARNERS

However, this new tactic of applying drama in EFL classes is worthwhile to be studied from different aspects, with different cultures. Since, the people were from Iran, thus, the outcomes would not include students of other countries. Third limitation is that the duration of the practice was just one semester that can be really important, for research performed by the tutors in different time spans can give various outcomes. Fourth, in this study two aspects of oral performance, i.e. fluency and accuracy were measured. However, it could be suitable for next researchers to investigate other aspects of oral performance, such as complexity.

In this chapter other researchers' results in drama activities will be explained. In addition, research questions and research hypothesis will be presented.

What is Literature?
Understanding exactly what literature is has always been a challenge. "Traditionally, literature has tended to be thought of as the best writing produced in a given language or society, and this collection of approved works has constituted the literary canon deemed by authority to be fit to study. In the post – modern, deconstructionist age, however the classical canon has been under attack as a bastion of power and privilege. The definition of what constitute literature worthy of study has been widened to include feminist and gay writing, genres such as detective fiction and horror … A further enlargement of the field has taken place through the recognition of the widespread occurrence of literary devices – such as parallelism, rhyme, rhythm and metaphor – in texts which were not even written as literary texts – such as advertising copy, graffiti and public notices"(Carter and Nunan, 2011).

Nowadays there are different answers about what is literature? According to Lombardi (2011) "literature is a term used to describe written or spoken materials. Broadly speaking, literature is used to describe anything from creative writing to more technical or scientific works, but the term is most commonly used to refer to works of creative imagination, including works of poetry, drama, fiction and non-fiction. Literature represents a new language or people; culture and tradition. But, literature is more important than just a historical or cultural artifact. Literature introduces us new world of experience".

"Literature is something that reflects society, makes us think about ourselves and our society, allows us to enjoy language and beauty, it can be didactic, and it reflects on the human condition. In addition, literature is the creation of another world, a world that we can only see through reading literature"(Simon and Ryan, 2002).

Literature can be used in EFL /ESL classrooms. Teachers are capable of utilizing literature for different goals like reading loudly, composing poetry, instructing how to pronounce and other practices.

Literature and English Language Learning
Recently, some researchers including Brumfit and Carter (1986), Meyer (1997), Thom (2008), etc have renewed the discussion concerned the role of literature in the achievement of linguistic proficiency. These researchers maintain that literature can help the EFL learners to improve their acquisition of linguistics skills. By using literature as a technique of teaching English, it is meant the use of some texts of literature like short stories, poems, drama and novels to produce a group of activities to allow the students to function successfully in the acquisition of second/foreign language skills. The application of literature as a tool for instructing both fundamental language techniques (i.e. reading, writing, listening and speaking) and language techniques (i.e. diction and grammar) can be highly favored in the area of language learning and teaching in the present world. Further, literature encompasses a great number of feasible kinds of topics and subjects that could be essentially
A STUDY OF THE EFFECTIVENESS OF USING DRAMA FOR THE ENHANCEMENT OF THE ACCURACY AND FLUENCY IN EFL LEARNERS

attractive. The books are considered major for they include lots of important subjects that are lost in many EFL texts. Literature provides students with novel contexts and language. Therefore, a text concerned with literature is a genuine one, actual language in a way we can talk back without any hindrance" (Floris, 2004). In other words," Drama, novel and short stories contain instances of actual language in various contexts.

In brief, Brumfit and Carter (1986), list the advantages of using literature in FFL/ ESL classes: “First, a literary text is authentic text, real language in context, to which students can respond directly. It offers a context in which exploration and discussion of content leads on naturally to examination of language. Second, literary texts provide opportunities for group working/ or open-ended exploration by the individual student.”

As a result, the application of drama, novel and short stories in EFL courses is sensible in many ways. In comparison to explanatory books that are highly popular in EFL courses, books of literarure contain some characteristics. Literary text can bring attraction to EFL classes. It is also a motivating activity because it is an authentic martial that makes students to travel to foreign countries and fantastic worlds.

What is Drama?
This is a big question, and not easy to answer. One of the difficulties is that the word has come to have several different meaning.

"In newspapers and magazines, drama refers to some sensational event. Here it is obvious that the word means exciting or breathtaking…Yet, at the same time we know that the word drama refers to a group of people performing in front of spectators"(Clarke, 1995).

In addition, it can be highly demanding to specify dramatic methods in language instruction. Gaudart (1990) says that "there exist no universally accepted ideas of what drama is or what its purpose is in education.” Holden (1990) asserts, "Drama applies to any activity which asks the students to portray himself in an imaginary situation; or to portray another person in an imaginary situation", while Pitman (1997) cited in O'Gara (2008) claims "the purpose of drama in education is to develop student thinking so that a common understanding of oneself and others can be reached". "Drama is seen as a process for engaging in learning both emotionally and cognitively" (O'Gara,2008).

"Drama, like prose, fiction, makes use of plot and characters, develops themes, arouses emotional responses, and may be either literary or commercial in its representation of reality. Like poetry, it may draw upon all the resources of language, including verse. Much drama is poetry. But drama has one characteristic peculiar to itself. It is written primarily to be performed, not read"(Arp and Johnson, 2006). Drama in language education means learning the target language through drama.

Types of Drama
According to Scrivener (1994) there are six kinds of practices related to drama that are usually used in English language instruction courses:

- **Role-play**: students act out small scenes using their own ideas or from ideas and information on role-cards.
- **Simulation**: This is really a large scale role-play. Role cards are normally used and there is often other background information as well. The intention is to create a much more complete, complex world, say of a business company, television studio, government body, etc.
- **Drama games**: short games that usually involve movement and imagination.
A STUDY OF THE EFFECTIVENESS OF USING DRAMA FOR THE ENHANCEMENT OF THE ACCURACY AND FLUENCY IN EFL LEARNERS

- **Spontaneity**: An act is performed spontaneously. The learners adopt a character, till the entire act and likely the scene adopt a story for themselves.
- **Drama writings**: little pieces of writing or scenes will be performed by the learners.
- **Mimicry**: learners use merely facial acts and nonverbal language to provide other learners with the message.

**Positive Aspects of the Application of Drama in EFL Courses**

The application of drama activities brings about positive aspects for language instruction.” It makes learners to communicate; it provides them with the opportunity to interact, even via a small part of language, using body interaction like facial movements and body language (Zyoud, 1999). There exist some other aspects that turn drama into a highly strong medium in the language courses. Researchers describe advantages of drama in English language classes as below:

- Drama can be useful in developing linguistic knowledge both on a usage and use level.
- Drama can help learners to become autonomous.
- Drama provides group interaction.
- Drama is a motivating activity.
- Drama can connect new learning to previous knowledge.
- Drama can provide opportunity for task-based learning.
- Drama can provide creative engagement.
- Drama can provide authentic material.
- Drama can bring cultural issues into the language classroom.
- Drama can develop students' critical thinking.
- Drama can integrate four skills.
- Drama can provide a real situation.
- Drama can provide learner-centered instruction.
- Drama can help shy students.
- Drama can help students to develop cognitive and psychomotor skills.
- Drama can motivate the teacher.

**Conversational Skills**

We can specify some significations for conversation:

"1. Conversation is an informal talk with somebody, especially about opinions, ideas, feelings, or everyday matters.
2. Conversation is an informal spoken exchange of news and ideas between two or more people.
3. Conversation is a form of interactive, spontaneous communication between two or more people who are following rules of etiquette"(Sam, 1990).

"There are several dictionary synonyms for conversation: discourse, discussion, dialogue, chat, speech, speech communication, spoken communication, spoken language, voice communication and oral communication"(Mcbride cited in Sam, 1990).

Conversation is an art, which means it requires practice. To become an excellent conversationalist, you must converse with excellent conversationalists.” Conversation is a challenging activity, because during it you must do several things at the same time: listen (and mentally process the information so you can understand), think about what you'll want to say when you respond, and speak (so you can be understood)" (Sam, 1990).
In other words, conversation is a very sophisticated activity. You should possess an organized state of emotion regarding what you can express and the time you are able to communicate. You should understand how to apply dictions to accomplish tasks and precisely what vocabularies you are able to utilize in specific contexts. And you have to be capable of providing and boosting what you have chosen to express with other proper actions: your gesticulations, body language, look, and so on. You should also accommodate yourself to how others apply such techniques.

People that are no able to communicate in a good manner mostly report their weak self-esteem, loneliness, depression, marriage pain, and their weakness in earning achievements in university of their job. Communicative skills create a foundation for improving friendships, sharing operations with some other individuals, and influential interaction with individuals in each facet of life. In addition, by improving conversational skills, learners talk with confidence.

"There are several dictionary definitions for skill:
1. Skill is an ability to do an activity or job well, especially because you have practiced it.
2. Skills are the result of special training to do a function or activity.
3. Skill is proficiency, facility, or dexterity that is acquired or developed through training or experience.
4. Skill is an art, trade, or technique requiring use of the hands or tools"(Sam, 1990).

"Therefore, conversational skills can be explained as language abilities needed to interact in social situations. Language abilities include speaking with appropriate vocabulary, pronunciation, tone, intonation, rhythm, pauses and timing.
Thus, English language conversational skills can be defined in this way:
English language conversational skill includes language abilities, conversational skills, social skills, and culture knowledge and non-verbal communication skills.
Non-verbal communication skills are classified as postures, body movements, gestures, facial expressions proximity and eye contact.
Social skills and culture knowledge can be generalized as what to say, when to say it, where and how to say it"(Sam, 1990).

In today's world conversational skills are important not only in personal life but also in business dealing and professional life. Therefore, teaching conversational skills is a significant task. Excellent professional EFL teachers are able to help learners integrate what is required for EFL learners to effectively converse with native English people or utilize English language as the medium of international business interaction.
Conversational language is spoken language. On the other hand, speaking plays a vital role in conversation.

**Speaking**

Effective conversation is regarded as one of the major and significant techniques which people are required to possess. Receptive and expressive language skills make a notable facet of influential interaction in terms of language abilities. An expressive language factors is conversing ability. Conversing is the major and significant medium of providing speaking among mankind. The key to effective interaction is speaking well, productively and accurately, and utilizing influential voice projection. Moreover, conversing is connected to achievement in life, as it possesses a significant facet both in relation to person and society. Therefore, Chastain believes that “language students need to learn to speak the language so they can communicate with each other. This interaction with classmates provides much needed practice in converting thoughts to speech, in self-expression, and in negotiating meaning with someone who may not share one's exact experience and language background. Talking with classmates also gives students opportunities to become better acquainted and to feel more comfortable with each other, two factors in promoting more relaxed, satisfying, and natural conversation. In addition, having students talk keeps them involved in the class and gives them the impression that their participation is important. Also, speaking provides a change of pace in
A STUDY OF THE EFFECTIVENESS OF USING DRAMA FOR THE ENHANCEMENT OF THE ACCURACY AND FLUENCY IN EFL LEARNERS

the classroom routine” (Chastain, 1988). For effective speaking both accuracy and fluency are needed. It seems obvious that ability to speak fluently and precisely is significant factors in EFL classes. “While fluency may in many communicative language courses be an initial goal in language teaching, accuracy is achieved to some extent by allowing students to focus on the elements of phonology, grammar, and discourse in their spoken output. Fluency is probably best achieved by allowing the stream of speech to flow; then, as some of this speech spills over beyond comprehensibility, the riverbanks of instruction on some details of phonology, grammar, or discourse can channel the speech on a more purposeful course” (Brown, 2001). On the other hand, it is not precision or eloquence but precision and ability to speak fluently. Indeed, they can be reciprocally effective. Precision brings eloquence and eloquence causes further precision.

Drama and Oral Language
Our era can be defined as the era of interaction. Influential interaction is regarded as a greatly significant ability which learners must possess. Receptive and expressive language skills make an important facet of efficient interaction in terms of language abilities. An expressive language factor is conversing ability. Conversing is the usual and medium of making interaction among mankind. The important element in effective interaction is to talk influentially. Furthermore, speaking is the most important factor in our life. So, it is necessary that influential instructing methodologies must be engaged so as to increasing conversing abilities within education. A popular method in helping learners to gain oral interaction abilities is the application of dramatic practices.

Drama has an important usage particularly in increasing conversing ability among the fundamental language abilities. Concerning the fact that drama has a significant effect on language instruction, it is a specifically influential medium to instruct pronunciation for different elements of interactive competence (language tone, pragmatic consciousness, facial interaction) can be done. There exist many secondary factors involved in achieving oral interaction abilities; adding functionality to interaction and dramatic practices simplifies the development of such factors. Conversing contains not only vocabularies, function and pronunciation, but also emotions, motives and significations that are precious interests for taking drama to the learner. Dramatic practices and actions can increase interaction abilities via fluency, pronouncing words cooperation, self-esteem and social consciousness can be added to the afore-mentioned factors.

Drama seems to be the major way for learners to improve self-esteem. In this way, learners who are not essentially wordy seem more demanding to join in the discourse as soon as they know that they are not conquered by an instructor body. Dramatic practices could be applied to give chances to the learner to be included in an active manner. The practices demand the learner’s entire subjectivity and not just his mental process.

Fluency
L2 instructors believe that eloquence is a tough concept to signify. Longman dictionary of language instruction and linguistics, defines eloquence as a level of efficiency in interaction, which encompasses:

- a) the skill of making written or oral language easily
- b) the skill to converse with a good but not essentially excellent order of tune, diction, and grammar
- c) the skill to interact opinions influentially
- d) the skill to create constant conversation without making understanding toughness or a wreckage of an interaction.

According to Scrivener (1994) “fluency is speaking at a good speed and communicating easily with other people.” Richard et al. (1985) believe that fluency is “the features which give speech the qualities of being natural and normal, including native-like use of pausing, rhythm, intonation, stress,
A STUDY OF THE EFFECTIVENESS OF USING DRAMA FOR THE ENHANCEMENT OF THE ACCURACY AND FLUENCY IN EFL LEARNERS

rate of speaking, and use of interjections and interruptions”. According to Skehan (1996) “fluency concerns the learners' capacity to produce language in real time without undue pausing or hesitation.”

Different methods of analyzing eloquence are designed “speech rate (e.g. number of syllables per minute of speech), length of run, pause length, silence, false starts, repetitions and reformulations” (Foster & Skehan, 1999).

Drama and Fluency
A demanding challenge in instructing a L2 is discovering methods to aid learners increase their oral skill. This is particularly right in areas where students have a common language and have a small amount of exposure to the second language/foreign language outside the classroom. In our era the skill of conversing another language with eloquently has got requirement, especially for those who are going to advance in specific majors of human knowledge. So, lots of L2 students feel the requirement of having a fluent conversation ability. Students’ reasons to turn into fluent learners is different from a sole urge to be confident at the moment of taking to other people in an L2 to a demanding requirement to be successful in language examination, such as the IELTS, TSE, etc. No matter of the logic however, one matter is obvious. L2 tutors must put major concentration on eloquence such as discovering new methods to cover what makes fluency better in EFL classes.

So, if the major objective is to make students have a fluent conversational skill, then the best way is the application of drama. Drama is a proper way to make students use the language with fluency. It specifically includes the application of fancy to make an individual into another person, or the school into another location. It could be considered as a starting point for making conversation interesting and it could be utilized as a medium to bring activity in particular grammatical, diction, structural or phonological fields. “By bringing the outside world into the classroom in this way teachers can provide a lot of useful practice (in cafes, shops, banks, business, streets, parties, etc) that would otherwise be impossible” (Scrivener, 1994). Moreover, Sam (1990) refers to “drama as a fluency activity where opportunities arise for the learner to use language freely and creatively. Drama focuses on using language as a conversational resource.”

Accuracy
Based on Longman Dictionary’s definition “accuracy refers to the ability to produce grammatically correct sentences.”

Chu (2011) states that precision points to “how well the target language is produced in relation to the rule system of the target language. An analysis of target-like use can measure accuracy, considering both the contexts and uses of the structure in question.”

Precision; and eloquence are the notable parts of conversation. Every instructor is expected to maintain balance of the two areas. Accuracy is specified differently by various scholars. According to Skehan (1996) “accuracy concerns the extent to which the language produced conforms to target language norms.”

Scholars have different ideas how accuracy is analyzed. Crookes 1989; Wigglesworth 1997 have tried to “examine how accurately specific grammatical features (e.g. articles) are used while others have elected to use more generalized measures such as percentage of error-free clauses” (Skehan and Foster 1999).

Drama and Accuracy
Language skill can be signified in relation to eloquence and precision. If a student has learned a language effectively, it can be construed that he or she is able to create it both with precision as well as eloquence. Thus, in learning or teaching language, accuracy (like fluency) should be brought into
A STUDY OF THE EFFECTIVENESS OF USING DRAMA FOR THE ENHANCEMENT OF THE ACCURACY AND FLUENCY IN EFL LEARNERS

consideration. According to Yuan and Ellis (2003) “Accuracy concerns the extent to which the language produced conforms to the target language norms.”

According to Jia Lua “Drama does not only enable learners to concentrate on the mechanics of language but also to explore the linguistic and conceptual aspects of the target language. Moreover, learners are able to develop a sense of awareness of “putting himself in the character’s shoes” in a context in which it is possible for the learners to feel less self-conscious and more participation in expressing themselves through the various voices of the differing characters in the drama” (Jia Lua, 1996). So, drama can be used as a language teaching tool for improving EFL learners' oral accuracy. This study was an attempt to investigate the effect of drama on EFL learners' conversational skills mainly oral accuracy and proficiency. In this chapter, some variables, such as the participants, Data collection, procedure, and design of the study are explained.

Method
Participants
The study began with comparison of two groups, each comprised of 15 students. In other words, a group of students who used drama in the classroom (as experimental group) were compared with a group who did not use drama in the classroom (as control group). In each group there were 15 students. Subjects were chosen randomly. Therefore, in choosing them variables such as age, social class, intelligence and gender will not have any effect. These subjects were selected from intermediate level English classes at Zaban Sara institution in Malekan. Only 10 were male. Control group consisted of three male and twelve female students. Experimental group comprised of four male and eleven female students. All of the subjects were native speakers of Turkish. They were between the ages of 18 and 22. These subjects were selected from five classes from about 60 English language learners. None of these students have ever been to a native English nation; thus, they did not have the chance of using English language for interactive goals outside of their classes. Also, drama is not offered as a course of study in Iran's schools and the students in the study had little or no prior experience with drama as a learning medium. In addition, subjects were regarded to be able to create a homogeneous group of learners in terms of English proficiency. These subjects had 3 hours of English each week.

Data collection
Data were collected at the Zaban Sara institution in Malekan. These data were collected through the subject's oral production to questions of an interview. The instrument used in this study was act 1 of "Waiting for Goddot". This play was chosen because a) it has short sentences to be handled with convenience the research purpose b) it is close to real language. In other words, it can be positioned next to the level of everyday course of conversation and speaking. Thus, this play offered a unique opportunity to study real people in real situations. The time boundary of the data collection was during first term, March to June 2011.

Procedure
Two groups (experimental and control) were supposed to gather and measure the needed information for the investigation. All of the students were from the same level (intermediate level). The research study started individually pre-testing all intermediate EFL learners involved in this study to determine their oral accuracy and fluency. In other words, the subjects' level of oral proficiency was determined by the pre-test at the beginning of the experiment. Males and females of two groups were asked to answer to five questions of an interview one by one orally .In answering to interview's questions all 30 students were in the same situation, during four days. Then, research was carried out during three hours per week over one term. Students in the control group classes received their normal classroom speaking instruction without the use of drama. The control group students did not experience any specific treatment, other than their normal English curriculum, but were tested at the
A STUDY OF THE EFFECTIVENESS OF USING DRAMA FOR THE ENHANCEMENT OF THE ACCURACY AND FLUENCY IN EFL LEARNERS

same time as the other participants. In other words, learners in the control part were instructed English language by applying the old method in which the tutor teaches activities such as teaching grammar and vocabulary. While, students in the experimental group received both their normal classroom instruction and 30 minutes each session they received drama. In fact, the teacher of experimental group facilitated language learning by the application of a number of drama activities such as role play, improvisation, mime, etc. When the inquiry is finished (one term period), all learners in the study were individually post-tested for measuring oral accuracy and fluency. On the other hand, after being exposed to two various methods of instructing, the differences in their improvement in oral proficiency were determined by the post-test. All learners in both parts were tested using the questions of interview again to measure the development in understanding and using language fluently and accurately. All 30 learners were in the same situation, during 4 days in pro-test, too.

Design
Intact non-individual design was used in this investigation. In this study drama was studied as independent variable. Also, conversational skills mainly accuracy and fluency were studied as dependent variables. In addition, in this study there were two groups: an experimental group who received drama (Waiting for Goddot) and a control group who did not have any drama. They received normal classroom instruction. Decisions about which part will be the experimental part and therefore the other part as the control part were by chance. In fact, toss a coin was used in order to determine control group and experimental group.

Data Analysis
As clarified earlier, in the current paper an independent variable (drama) and two dependent variables (precision and eloquence) were analyzed. Data was measured based on a detailed statistics. The presentation of those who took part that was helpful as data for the quantitative measurements, was tape-recorded and jotted down and evaluated in terms of eloquence and precision. To be specific, for the evaluation of information, first and foremost we transcribed the oral data of 30 individuals in our exam. At the end, measurement was made on one item after another. For the evaluation of the information collected in this investigation, SPSS was utilized. To release a statement on the learners’ pre-test and post-test grades, partial deviation were applied. In order to compare the performances independent t-test instrument was used. Since, data were collected from two separate groups with different treatment. The alpha for gaining statistical importance was set at 0.5.

Various scholars suggest various methods to evaluate accuracy, fluency of verbal activity. Following part points to the data that were applied in the present paper.

Accuracy Measure (Error-free T-units)
All the main sentences and clauses clipped to or laid in them were considered as T-units. Just the T-units which included no grammatical, structural, diction or mistakes were regarded as error-free T-parts.
“To measure accuracy, the number of error free T-units is divided by the total number of t-units” (Arent, 2003; Storch, 2009).

Fluency Measure (Number of Words per Minute)
“Fluency was achieved by calculating the number of words per minute” (Skehan and Foster, 1999). Fluency is measured through parting the entire number of dictions via the entire length of time considered in minutes, i.e., the diction per minute.
A STUDY OF THE EFFECTIVENESS OF USING DRAMA FOR THE ENHANCEMENT OF THE ACCURACY AND FLUENCY IN EFL LEARNERS

Results
Accurate (pre-test)

Students’ responses on interview questions were evaluated based on a detailed statistics by performing the t-test so as to measure the influence of drama on EFL learners' conversational skills specially accuracy and fluency. The information for inquiry variables are mentioned in the following part.

Research question 1: What effects does drama have on the oral accuracy of adults L2 learners' production?

To examine the primary homogeneity of the participants' oral ability, the researcher conducted an oral pre-test and subjected the data to an independent samples t-test. Relevant data of t-test evaluation of learners’ grades for oral accuracy are given in the following part:

Table 4.1.: Descriptive statistics for the participant's accuracy in experimental group and control group in pre-test

<table>
<thead>
<tr>
<th>Pair</th>
<th>Group</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>control group</td>
<td>.6733</td>
<td>15</td>
<td>.06726</td>
<td>.01737</td>
</tr>
<tr>
<td></td>
<td>experimental</td>
<td>.7247</td>
<td>15</td>
<td>.10474</td>
<td>.02704</td>
</tr>
</tbody>
</table>

Table 4.1. shows that the mean (M) for control group was .6733 and the mean (M) for experimental group was .7247; the standard deviations were .06726 for the control group and .10474 for experimental group.

Table 4.2.: Paired Samples Correlations

<table>
<thead>
<tr>
<th>Pair 1</th>
<th>Control group &amp; experimental group</th>
<th>N</th>
<th>Correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>15</td>
<td>.214</td>
<td>.445</td>
</tr>
</tbody>
</table>

Here correlation for two groups was .214. It shows that there is a weak correlation between these two groups. In addition, sig. was .445. It shows that correlation is meaningless.

Table 4.3.: Paired Samples Test

<table>
<thead>
<tr>
<th>Pair 1</th>
<th>control group - experimental group</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>.05133</td>
<td>.11173</td>
<td>.02885</td>
<td>-.1132</td>
<td>.01054</td>
<td>-1.779</td>
<td>14</td>
</tr>
</tbody>
</table>

T observed = -1.779, in degree of freedom (df) = 14, in confidence interval of the differences = %95 and sig = 0.09 shows that null hypothesis in pre-test is confirmed and the alternative hypothesis is
A STUDY OF THE EFFECTIVENESS OF USING DRAMA FOR THE ENHANCEMENT OF THE ACCURACY AND FLUENCY IN EFL LEARNERS

rejected. In other words, in pre-test one would be unable to find a notable contrast between two parts oral accuracy (control and experimental group).

Accuracy (post-test)
To estimate the influence of drama on EFL learners’ oral accuracy in post-test, the researcher submitted the data obtained from the oral post-test to an independent t-test. Table 4.4 shows means (M) and standard deviation (SD) for fluency. According to the following table, the mean (M) for control group is .7787 and the mean (M) for experimental group is .8627; the standard deviations were .06379 for the control group and .04334 for experimental group.

Table 4.4: Descriptive statistics for the participant's accuracy in experimental group and control group in post-test

<table>
<thead>
<tr>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>Control group</td>
<td>.7787</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>Experimental group</td>
<td>.8627</td>
<td>15</td>
</tr>
</tbody>
</table>

Table 4.5.: Paired Samples Correlations

<table>
<thead>
<tr>
<th>N</th>
<th>Correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>Control group &amp; experimental group</td>
<td>15</td>
</tr>
</tbody>
</table>

Here, correlation is -.513. It shows that there is a weak correlation between these two groups. In addition, sig is .051. It shows sig is meaningful.

Table 4.6.: Paired Samples Test

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>Lower</th>
<th>Upper</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1</td>
<td>Control group &amp; experimental group</td>
<td>-.08400</td>
<td>.09372</td>
<td>.02420</td>
<td>-.13590</td>
<td>-.03210</td>
<td>-3.471</td>
<td>14</td>
<td>.004</td>
</tr>
</tbody>
</table>

T observed= -3.471 at α = 0.05, degree of freedom (df) = 14, in confidence interval of the differences = %95 and sig= 0.00 shows that null hypothesis (Ho) in post-test is rejected and the alternative hypothesis (H1) is confirmed. In other words, post-test shows that after using drama in experimental group, a clear distinction can be created between two groups' oral accuracy (control and experimental group).

Result: Results of pre-test and post-test show that using drama in EFL classrooms have positive effect on EFL learners' oral accuracy. This is in line with Lua (1996). He believes that" drama can help EFL students to focus on the procedures of language as well as the linguistic and conceptual concepts of target language". 
A STUDY OF THE EFFECTIVENESS OF USING DRAMA FOR THE ENHANCEMENT OF THE ACCURACY AND FLUENCY IN EFL LEARNERS

Fluency (pre-test)
Research question 2: What effects does drama have on the oral fluency of adults L2 learners' production?
Students’ responses on interviews’ questions were statistically evaluated, and the outcomes are mentioned in the following section:

Table 4.7.: Paired Samples Statistics

<table>
<thead>
<tr>
<th>Pair</th>
<th>Control group</th>
<th>Experimental group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>49.4220</td>
<td>58.0207</td>
</tr>
<tr>
<td>N</td>
<td>15</td>
<td>15</td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>7.09135</td>
<td>9.81385</td>
</tr>
<tr>
<td>Std. Error Mean</td>
<td>1.83098</td>
<td>2.53392</td>
</tr>
</tbody>
</table>

Table 4.7 shows that the mean (M) for control group was 49.4220 and the mean (M) for experimental group was 58.0207; the standard deviations were 7.09135 for the control group and 9.81385 for experimental group.

Table 4.8.: Paired Samples Correlations

<table>
<thead>
<tr>
<th>Pair 1</th>
<th>control2 &amp; exprimental2</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>15</td>
</tr>
<tr>
<td>Correlation</td>
<td>.239</td>
</tr>
<tr>
<td>Sig.</td>
<td>.392</td>
</tr>
</tbody>
</table>

Here correlation for two groups was .239. It shows that there is a weak correlation between these two groups. In addition, sig. was .392. It shows that correlation is meaningless.

Table 4.9.: Paired Samples Test

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
</table>

T observed = -3.128, in degree of freedom (df) = 14, in confidence interval of the differences = %95 and sig= 0.00 illustrates that null assumption (H0) in pre-test is nullified and the substitute hypothesis (H1) is reconfirmed.

Fluency (post-test)
To estimate the influence of drama on EFL learners' oral fluency in post-test, the researcher submitted the data obtained from the oral post-test to an autonomous t-test.

Table 4.10.: Depictive statistics for the participant's fluency in experimental group and control group in post-test

<table>
<thead>
<tr>
<th>Pair 1</th>
<th>control3</th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>exprimental3</td>
<td>67.7340</td>
<td>15</td>
<td>12.28776</td>
<td>3.17269</td>
</tr>
</tbody>
</table>
A STUDY OF THE EFFECTIVENESS OF USING DRAMA FOR THE ENHANCEMENT OF THE ACCURACY AND FLUENCY IN EFL LEARNERS

Table 4.10 shows that the mean (M) for control group was 54.2193 and the mean (M) for experimental group was 67.7340; the standard deviations were 10.70594 for the control group and 12.28776 for experimental group.

<table>
<thead>
<tr>
<th>N</th>
<th>Correlation</th>
<th>Sig.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 control3 &amp; experiment3</td>
<td>15</td>
<td>.116</td>
</tr>
</tbody>
</table>

Here correlation for two groups was .116. It shows that there is a weak correlation between these two groups. In addition, sig. was .681. It shows that correlation is meaningless.

Table 4.12: Paired Samples Test

<table>
<thead>
<tr>
<th>Paired Differences</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
<th>95% Confidence Interval of the Difference</th>
<th>t</th>
<th>df</th>
<th>Sig. (2-tailed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 control3 - 1 experimental3</td>
<td>1.35147E1</td>
<td>15.33342</td>
<td>3.95907</td>
<td>-22.00603 - 5.02330</td>
<td>3.414</td>
<td>14</td>
<td>.004</td>
</tr>
</tbody>
</table>

T observed= -3.414 at α 0.05, degree of freedom (df) = 14, in confidence interval of the differences = %95 and sig= 0.00 shows that null hypothesis (Ho) in post- test is rejected and the alternative hypothesis (H1) is confirmed. In other words, post- test shows that after using drama in experimental group, a clear distinction can be created between two groups' oral fluency (control and experimental group).

Result: Results of pre- test and post- test show that using drama in EFL classrooms have positive effect on EFL learners' oral fluency. This result is in line with Sam (1990); Scrivener, 1994). They believed that using drama in EFL classes can help learners to speak fluently. They believe that drama can help EFL learners to use language creatively. By using drama in EFL classes, EFL learners can experience a real context in classroom. In addition, they can speak with their classmates and their teachers improve their oral fluency.

As a result, using drama in EFL classes have positive effect on conversational skills. On the other hand, a statistical analysis of student results shows a noted advancement in inquiry outcomes for the learners who took part in the drama while the learners the comparison parts that were instructed as always in the English courses, signaled no change.

Discussion

The purpose of this article was to analyze the various impacts of drama on conversational skills (fluency and accuracy) of average students' verbal performance. Dependent variables measured were fluency (number of words per minute) and accuracy (error- free t-units).

The first research hypothesis claimed that, using drama in EFL / ESL classrooms will have a positive effect on intermediate students' oral fluency. The results obtained from this study indicated that when the learners are given drama, there is a statistically significant improvement concerning fluency. Thus, this study replicates the findings of almost all the previous studies (Maley & Duff, 1988; Sam, 1990; Sarac, 2007). It should be noted that there is a strong theoretical base for the influence of drama on fluency.
A STUDY OF THE EFFECTIVENESS OF USING DRAMA FOR THE ENHANCEMENT OF THE ACCURACY AND FLUENCY IN EFL LEARNERS

According to Maley & Duff, 1988 “drama allows opportunities for invention just because the language it employs is so much broader than the routine language of the classroom, particularly, so when compared with the formal written tasks. It can help learners to use language in different situation. So, it can help them to use language fluently.”

"Drama allows participants the opportunity to act out roles and to use all the media communication, the voice, the gesture and movements. It emphasizes on developing the means of communication, and extends these means to include all the paralinguistic aids to meaning which take communication beyond the two dimensional writing and talking to involve the third dimension of gesture and physical interaction, thus encouraging active observation and listening, which true communication always demands" (Sarac,2007).

Moreover, Sam (1990) refers to “drama as a fluency activity where opportunities arise for the learner to use language freely and creatively. Drama focuses on using language as a conversational resource.”

The second hypothesis predicted that using drama in EFL/ ESL classrooms will have a good impact on EFL learners’ verbal accuracy.

The results also revealed that drama increased the oral accuracy of learners ’ L2 production. Some studies (e.g. Lua, 1996) found improvement in accuracy as a result of using drama. According to the results obtained for accuracy in this study, it could be assumed that drama permits students to concentrate on form and increase the precision of L2.

"Drama does not only enable learners to concentrate on the mechanics of language but also to explore the linguistic and conceptual aspects of the target language. Moreover, learners are able to develop a sense of awareness of putting himself in the character’s shoes in a context in which it is possible for the learners to feel less self-conscious and more participation in expressing themselves through the various voices of the differing characters in the drama "(Jia Lua, 1996).

Chapter four presented the data measurement, and the outcomes of the research, and discussion of the findings. The final chapter will present summary, pedagogical implication and suggestions for further research.

Pedagogical Implication

This study realized that drama permitted students to enhance their interactive abilities particularly verbal accuracy and eloquence. It can be advantageous for tutors or other individuals fond of using drama in instructing English. However, tutors must find out the students basic knowledge before they apply drama that is proper for the students’ performance.

Drama can improve learners’ active cooperation in the EFL courses. It can give learners: a) a chance for a more individual and complete relationship among learners and tutors, b) an opportunity for learners to understand themselves in a more appropriate manner, i.e., their strong as well as weak points, and, as the result, control their practices in future, and c) a chance for learners to connect their ideas to ideas of other people. Furthermore, drama practices require the learners to accept responsibility for programming, controlling, and assessing their own education.

Another implication of this study can be helpful for the use of teacher trainers, who can inform teachers of the usefulness of drama and instruct them to use drama in their teaching process.

Theoretical Implication

The findings of the study are congruent with the outcomes of the former researches accomplished on the impacts of drama on EFL learners' oral production. The findings indicate that by providing appropriate drama, the learner's oral production can be improved. The studies that have been carried out in this field show the importance of drama on EFL/ ESL learners' conversational skills. All the
A STUDY OF THE EFFECTIVENESS OF USING DRAMA FOR THE ENHANCEMENT OF THE ACCURACY AND FLUENCY IN EFL LEARNERS

studies emphasize the fact that drama can improve EFL learners' conversational skills. This implies that tutors must accomplish more than merely give students linguistic knowledge. They should act as a facilitator. In this situation, learners can learn in groups. As a result, their speaking will be improved. Since, they can speak with their classmates in their group. Thus, in these groups students must be given the chance to apply language for interaction in a proper situation in the classroom. Drama can provide such a meaningful context for learners. Therefore, it could be advantageous for students and can enhance their speaking especially oral accuracy and fluency.

Suggestions for Further Research
According to limitation of the study, the researcher recommends the following suggestions for future research:
First of all, in order to make the study more representatives, further research should be done with participants from different grades. In other words, the present research can be replicated with students at other levels of language skill.
Second, multiple instruments are needed to elicit more information about effect of drama on Iranian EFL learners' oral production.
Third the degree to which the outcomes gained generalize to other students in various learning areas remains to be studied. So, care must be observed not to over- construe the outcomes.
Fourth, in order to choose an appropriate kind of drama in other contexts, there is a need for more investigations.

References
A STUDY OF THE EFFECTIVENESS OF USING DRAMA FOR THE ENHANCEMENT OF THE ACCURACY AND FLUENCY IN EFL LEARNERS


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