



Comprehensive Review Of Drama Method Teaching Studies In Turkey

¹Dipika Das, ²Dr. Priyan K. M., ³Sharmistha Chakraborty

¹Research Scholar, ²Research Supervisor Assistant Professor, ³Faculty Associate

¹Faculty of Education, ²Faculty of Education, ³Department of Liberal Arts

¹The ICFAI University, Tripura, India, ²The ICFAI University, Tripura, India, ³The ICFAI University, Tripura, India

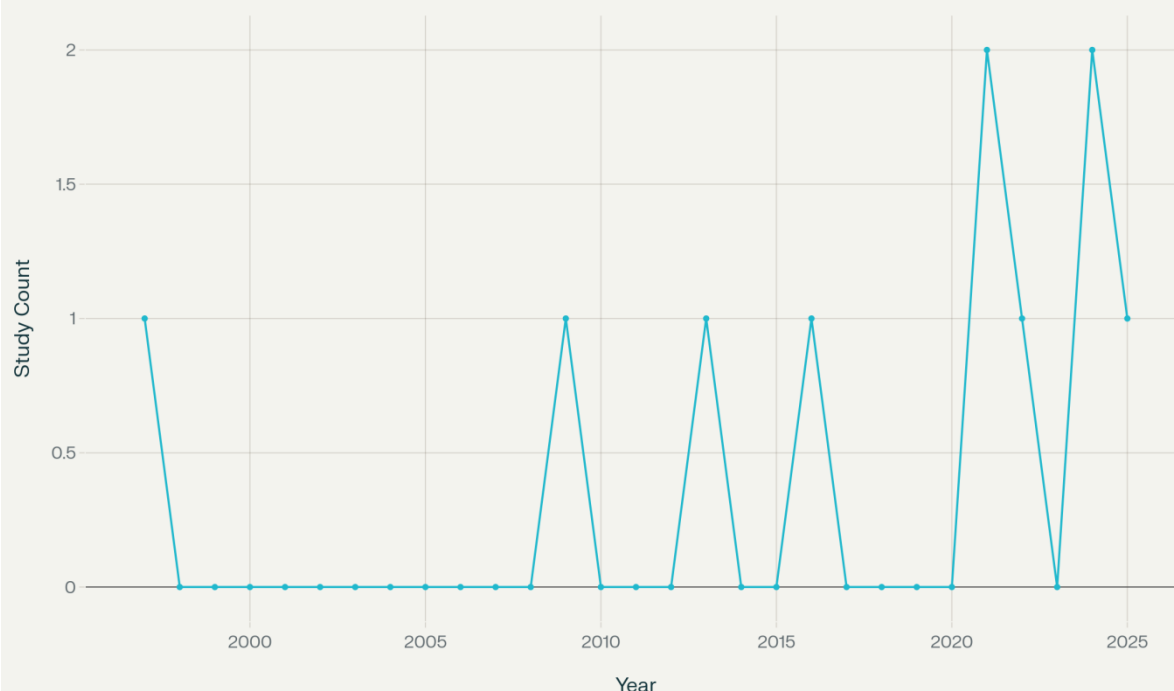
Abstract: This comprehensive review analyzes ten research studies on drama method teaching in Turkey, spanning from 1997 to 2025. The studies collectively demonstrate the effectiveness and versatility of drama-based pedagogical approaches across various educational contexts in Turkish schools.

Index Terms - Comprehensive Review, DramaMethod, Studies in Turkey.

I. INTRODUCTION

The examination of drama method teaching in Turkey reveals a research tradition that has evolved significantly over nearly three decades. The temporal distribution shows consistent interest in drama-based education, with notable peaks in research activity during 2021 and 2024, suggesting renewed scholarly attention to this pedagogical approach.

Drama Method Studies Turkey 1997-2025

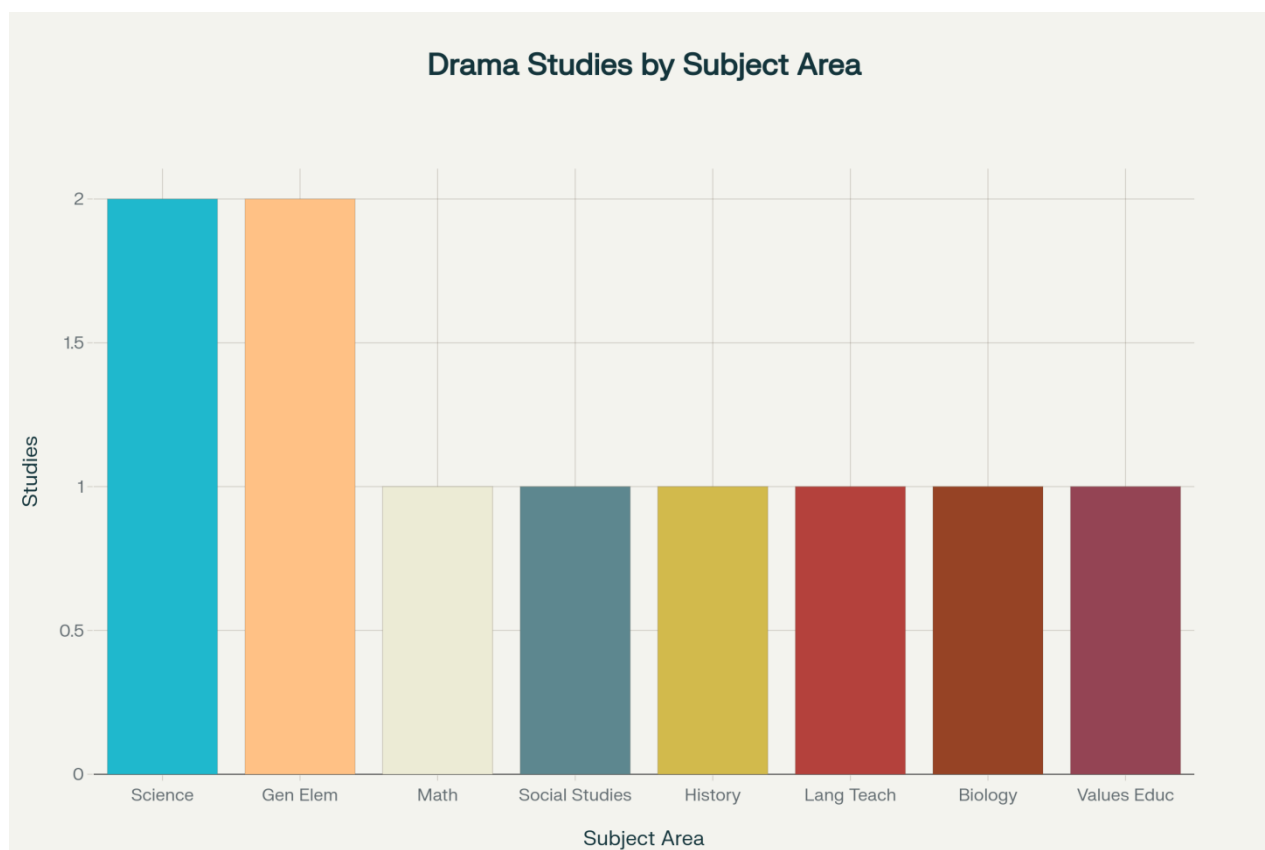


Temporal distribution of drama method studies in Turkey showing research activity from 1997 to 2025

The landscape demonstrates sustained academic interest in drama methods, with studies distributed across different educational levels and subject areas. This temporal pattern indicates that drama method teaching has maintained relevance in Turkish educational research, adapting to contemporary educational needs and theoretical frameworks.

Subject Area Distribution and Versatility

The studies examined cover a diverse range of subject areas, demonstrating the versatility of drama methods across the curriculum. Science education and general elementary education emerge as the most frequently studied areas, each represented by two studies, while mathematics, social studies, history, language teaching, biology, and values education each have one dedicated study.



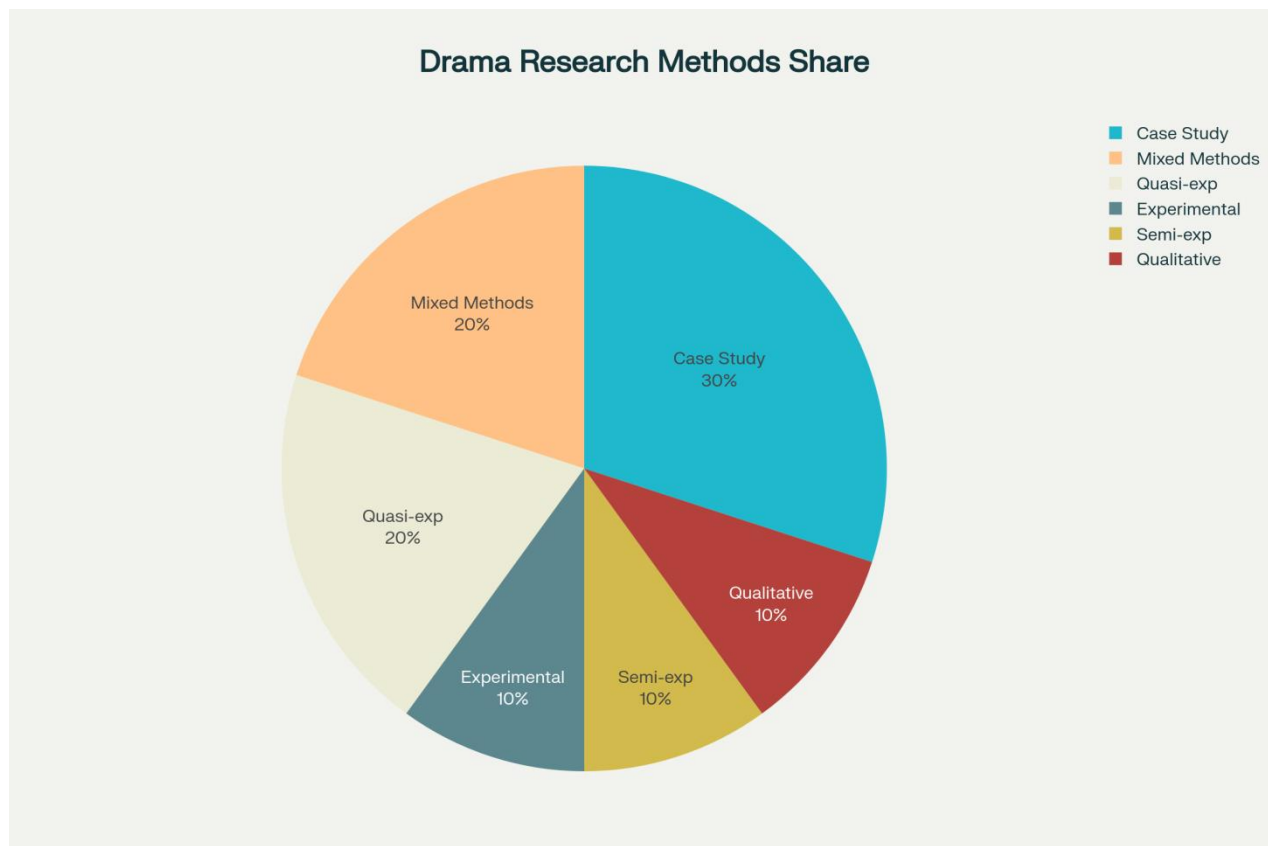
Distribution of drama method studies by subject area in Turkey showing Science and General Elementary as the most studied areas

This distribution reveals several important insights about the application of drama methods in Turkish education:

- **Science Education:** Two studies (2013, 2025) focus on using dramatic activities to enhance science process skills and scientific understanding
- **General Elementary Education:** Two studies (1997, 2021) examine broader applications of drama in primary education contexts
- **Specialized Subject Areas:** Individual studies demonstrate successful implementation across diverse disciplines including mathematics, history, social studies, language teaching, biology, and values education

II. METHODOLOGICAL APPROACHES AND RESEARCH QUALITY

The methodological distribution of the studies reveals a balanced approach to investigating drama method effectiveness. Case studies represent the most common methodology (30%), followed by mixed methods and quasi-experimental designs (20% each).



Research methodology distribution showing Case Study as the most common method used in drama studies

Methodological Strengths

The diversity of research approaches provides comprehensive evidence for drama method effectiveness:

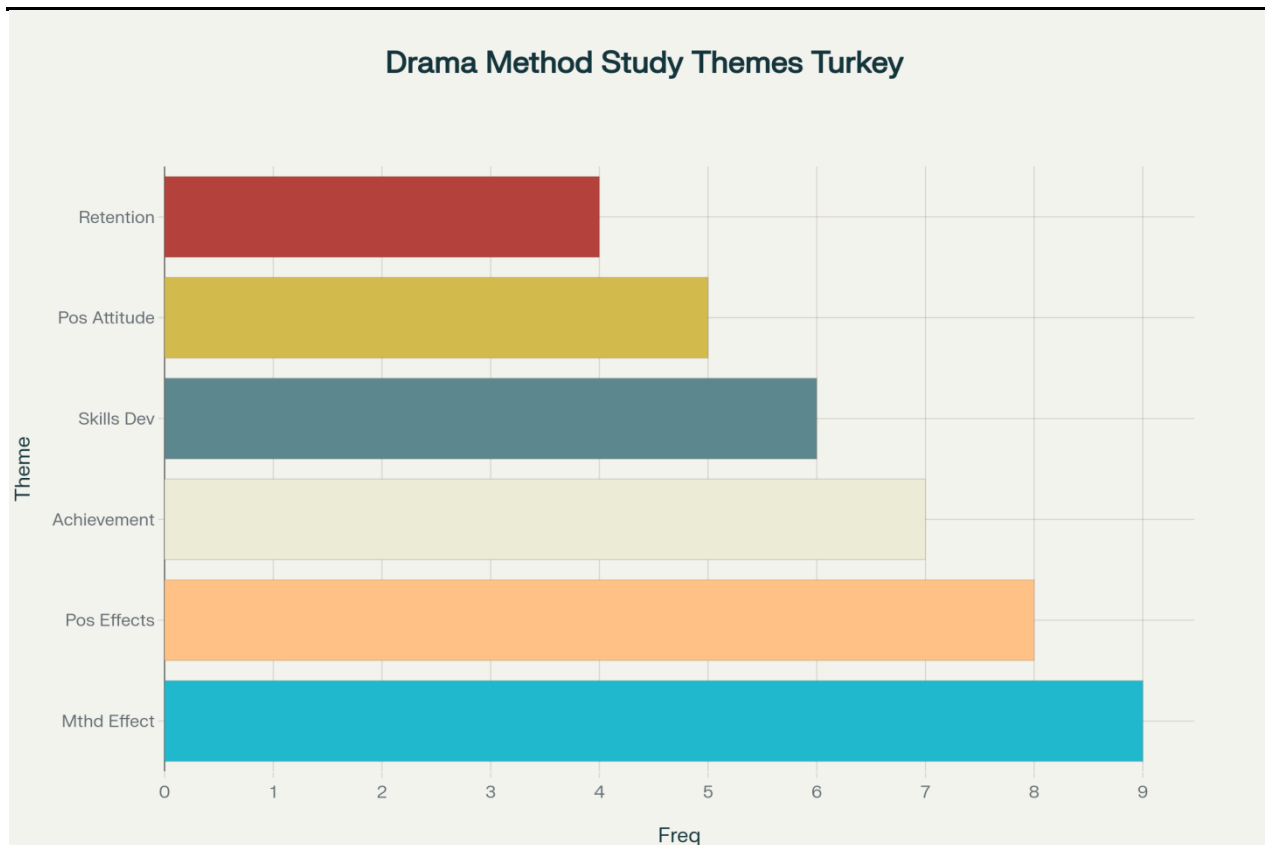
- **Case Studies** (3 studies): Provide in-depth, contextual understanding of drama implementation
- **Mixed Methods** (2 studies): Combine quantitative outcomes with qualitative insights
- **Quasi-experimental** (2 studies): Offer controlled comparisons with traditional teaching methods
- **Experimental, Semi-experimental, and Qualitative** (1 study each): Contribute specialized methodological perspectives

Sample Characteristics

The studies demonstrate considerable variation in sample sizes, ranging from single-case studies to investigations involving 120 participants. The average sample size of 54 participants (where reported) suggests moderate-scale investigations that balance feasibility with statistical power.

III. KEY FINDINGS AND THEMES

The analysis of findings reveals consistent positive outcomes across all studies, with method effectiveness being the most frequently reported theme. The findings demonstrate remarkable consistency in supporting drama method benefits.



Key finding themes showing Method Effectiveness as the most frequently reported outcome in drama studies

Primary Finding Themes

- **Method Effectiveness** (9 occurrences): Consistent evidence that drama methods outperform traditional approaches
- **Significant Positive Effects** (8 occurrences): Statistically significant improvements in various educational outcomes
- **Improved Achievement** (7 occurrences): Enhanced academic performance across subject areas
- **Enhanced Skills Development** (6 occurrences): Development of cognitive, social, and communication skills
- **Positive Attitude Changes** (5 occurrences): Improved student attitudes toward learning and subject matter
- **Knowledge Retention** (4 occurrences): Better long-term retention of learned material

Individual Study Analysis

Historical Development Studies

The earliest study by Üstündağ (1997) established foundational understanding of drama benefits in elementary education, emphasizing self-actualization and personal development. This seminal work laid the groundwork for subsequent research developments.

Subject-Specific Applications

Mathematics Education: The 2009 study by Şengül and Örnek demonstrated that dramatization methods effectively improved both mathematical achievement and student attitudes in 8th-grade trigonometry instruction.

Science Education: Two studies (2013, 2025) provide particularly strong evidence for drama effectiveness in science education. Taşkın-Can's 2013 study showed that creative drama significantly outperformed traditional lecture methods in 5th-grade science, while İncesu, Güney, and Çakmak's 2025 research demonstrated lasting effects on preschool science process skills.

Social Studies and History: Recent studies (2021, 2022) by Karabag and Aydogan, and Zengin and Ulaş respectively, confirm drama's effectiveness in social science education, particularly for knowledge retention and permanence.

Values Education: The 2024 study by Barcın Kara KuşdemirKayıran represents an innovative application of creative drama to values education, showing high success rates in teaching responsibility, respect, and patience.

Teacher Development Research

The 2021 qualitative study by AkkocaoğluÇayır and Yolcu provides crucial insights into teacher implementation challenges, emphasizing the need for extensive hands-on training and ongoing support.

IV. THEORETICAL FRAMEWORK AND PEDAGOGICAL IMPLICATIONS

The studies collectively support a constructivist approach to drama education, aligning with contemporary educational theories that emphasize active learning and student-centered pedagogy. The research demonstrates that drama methods effectively:

- **Activate Multiple Learning Domains:** Engaging cognitive, affective, and psychomotor learning areas simultaneously
- **Promote Active Learning:** Transforming students from passive recipients to active participants
- **Enhance Social Development:** Fostering cooperation, communication, and interpersonal skills
- **Support Inclusive Education:** Accommodating diverse learning styles and needs

Strengths and Limitations

Research Strengths

1. **Consistent Positive Outcomes:** All studies report favorable results for drama methods
2. **Methodological Diversity:** Multiple research approaches provide comprehensive evidence
3. **Subject Area Versatility:** Successful applications across diverse curriculum areas
4. **Developmental Range:** Effective from preschool through secondary education
5. **Cultural Relevance:** Integration with Turkish educational contexts and values

Research Limitations

1. **Sample Size Constraints:** Many studies utilize relatively small sample sizes
2. **Limited Longitudinal Research:** Insufficient long-term follow-up studies
3. **Teacher Training Gaps:** Inadequate research on teacher preparation and professional development
4. **Implementation Challenges:** Limited examination of practical implementation barriers
5. **Assessment Standardization:** Lack of standardized evaluation instruments for drama method effectiveness

International Context and Comparative Perspectives

Meta-analytical research indicates that drama method effectiveness in Turkey aligns with international findings. Studies show effect sizes comparable to or exceeding those found in other educational contexts, suggesting that drama methods are particularly well-suited to Turkish educational culture.

The research reveals that creative drama has been successfully integrated into various educational systems internationally, with Turkey demonstrating particularly strong outcomes in mathematics and social studies applications.

V. IMPLICATIONS FOR EDUCATIONAL PRACTICE

Curriculum Integration

The studies support systematic integration of drama methods across the Turkish curriculum, with particular emphasis on:

- **Science Education:** Utilizing dramatic activities to enhance scientific process skills and conceptual understanding
- **Language Arts:** Implementing drama techniques for vocabulary development and communication skills
- **Social Studies:** Employing dramatization for historical understanding and civic engagement
- **Mathematics:** Using drama to improve problem-solving and mathematical reasoning

Teacher Professional Development

The research emphasizes the critical need for comprehensive teacher training programs that include:

- **Hands-on Drama Experience:** Practical engagement with drama techniques
- **Theoretical Foundation:** Understanding of drama pedagogy and educational theory
- **Subject-Specific Applications:** Training in discipline-specific drama integration
- **Ongoing Support:** Continuous professional development and mentoring

Recommendations for Future Research

Based on the comprehensive analysis of existing studies, several research priorities emerge:

1. **Large-Scale Experimental Studies:** Conducting rigorous randomized controlled trials with larger sample sizes
2. **Longitudinal Impact Assessment:** Investigating long-term effects of drama education on student development
3. **Teacher Preparation Research:** Examining effective models for drama method teacher training
4. **Technology Integration:** Exploring digital drama applications and online implementation
5. **Cross-Cultural Studies:** Comparing Turkish drama education outcomes with international contexts
6. **Assessment Tool Development:** Creating standardized instruments for evaluating drama method effectiveness

VI. CONCLUSION

The comprehensive review of drama method teaching studies in Turkey reveals a robust body of research supporting the effectiveness of drama-based pedagogical approaches across diverse educational contexts. The studies demonstrate consistent positive outcomes in student achievement, skill development, attitude enhancement, and knowledge retention across multiple subject areas and grade levels.

The research tradition, spanning from 1997 to 2025, shows sustained scholarly interest and evolving methodological sophistication. While the studies collectively provide strong evidence for drama method effectiveness, future research should address current limitations through larger-scale studies, longitudinal investigations, and comprehensive teacher development programs.

The Turkish experience with drama education offers valuable insights for international educational practice, demonstrating that culturally responsive implementation of drama methods can significantly enhance educational outcomes. The continued development and refinement of drama-based pedagogical approaches represents a promising direction for Turkish educational innovation and reform.

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