

FOREIGN STUDENTS' OPINIONS ON TURKISH LESSONS STRUCTURED WITH CREATIVE DRAMA METHOD IN MUSEUM

OPINIÕES DE ESTUDANTES ESTRANGEIROS SOBRE AULAS DE TURCO ESTRUTURADAS COM O MÉTODO DE DRAMA CRIATIVO EM MUSEU

Koray Öz

Dokuz Eylül University Buca Faculty of Education, Turkish Language Teaching, İzmir, Türkiye

korayoz@windowslive.com

ABSTRACT

Qualitative research approach was adopted in this study, which was carried out in order to determine the views of higher education students within the scope of the Erasmus exchange program on Turkish learning comparatively according to the teaching method. The research data were collected through semi-structured interviews from 20 Erasmus exchange program students studying at a state university in the fall semester of the 2023-2024 academic year, which was determined through criterion sampling, one of the purposive sampling methods, and descriptive analysis technique was used to analyze the data. As a result of the research, it is clearly seen that the courses carried out by the exchange program students through creative drama in the museum contribute to the Turkish learning process, cultural awareness and comparisons with previous courses. Student views support the role of creative drama methods in improving language skills, acquiring cultural knowledge, and making the learning process more effective and enjoyable. In addition to supporting the language learning process, creative drama methods also play an important role in increasing cultural awareness and knowledge. These findings show that creative drama methods can be used as a powerful and effective tool in language education and cultural learning processes in the museum.

Keywords: Turkish as a Foreign Language, Erasmus student exchange program, Museum Education, Creative Drama, Turkish Education.

RESUMO

A abordagem de pesquisa qualitativa foi adotada neste estudo, que foi realizado para determinar as opiniões de estudantes do ensino superior dentro do escopo do programa de intercâmbio Erasmus sobre o aprendizado de turco comparativamente de acordo com o método de ensino. Os dados da pesquisa foram coletados por meio de entrevistas semiestruturadas de 20 estudantes do programa de intercâmbio Erasmus que estudam em uma universidade estadual no semestre de outono do ano acadêmico de 2023-2024, que foi determinado por amostragem de critério, um dos métodos de amostragem proposital, e a técnica de análise descritiva foi usada para analisar os dados. Como resultado da pesquisa, é claramente visto que os cursos realizados pelos alunos do programa de intercâmbio por meio de drama criativo no museu contribuem para o processo de aprendizagem de turco, consciência cultural e comparações com cursos anteriores. As opiniões dos alunos apoiam o papel dos métodos de drama criativo na melhoria das habilidades linguísticas, aquisição de conhecimento cultural e tornar o processo de aprendizagem mais eficaz e agradável. Além de apoiar o processo de aprendizagem de línguas, os métodos de drama criativo também desempenham um papel importante no aumento da consciência e do conhecimento cultural. Essas descobertas mostram que os métodos de drama criativo podem ser usados como uma ferramenta poderosa e eficaz na educação linguística e nos processos de aprendizagem cultural no museu.

Palabras clave: Turco como Língua Estrangeira, Programa de Intercâmbio de Estudantes Erasmus, Educação em Museus, Drama Criativo, Educação Turca.

Introduction

Education is a multifaceted process that supports both cognitive and emotional development of students. In recent years, the importance of creative teaching methods has gradually increased, and in this context, creative drama techniques have been accepted as an effective tool in education. Creative drama is considered as an effective and innovative teaching method in the field of education. While this method encourages students' active participation in learning processes, it also allows them to improve their language skills and increase their cultural knowledge. Creative drama activities, especially in museums, are considered as a powerful tool in language teaching and cultural education. In this context, the main purpose of this study is to examine in depth the contributions of creative drama methods applied in Flag Science and Turkish Flags Museum to Turkish language learning, cultural awareness development and comparison with existing teaching methods.

Museums offer various advantages as educational environments. Firstly, they provide opportunities for experiential learning (Falk & Dierking, 2018), allowing students to interact with real objects and historical artifacts, thus making abstract

information more tangible and facilitating more enduring learning. Additionally, museums offer interdisciplinary learning opportunities, enabling students to explore subjects such as history, art, and science simultaneously (Hooper-Greenhill, 2018). Furthermore, museums create an environment where students can enhance their critical thinking and analytical skills through inquiry-based learning (Addis & etc, 2020). In language education, the use of museums supports contextual and multi-sensory learning, where students expand their vocabulary not only by listening but also by observing and experiencing (Black, 2021).

Creative drama activities conducted in museums contribute to language learning within a cultural context (Batiste, 2022). For instance, the Turkish Flags and Flag Science Museum offers foreign students the chance to learn Turkish while simultaneously exploring the history and cultural heritage of Turkey. In this context, museums provide students with opportunities for social learning, cultural awareness, and interdisciplinary exploration, enhancing their motivation for learning and fostering creative thinking skills (Kaufman & Kaufman, 2024).

Creative drama encourages students' active participation by offering an experiential and interactive approach to the learning process. McCaslin (1996) defines creative drama as an effective method in improving students' language skills and increasing their social skills. Dewey (1938), on the other hand, states that creative drama methods provide students with real-life experiences and meaningful learning opportunities. This method allows students in language teaching not only to acquire theoretical knowledge, but also to apply this knowledge in real-life contexts, thus making language learning more meaningful and effective.

The use of creative drama methods in Turkish language teaching allows students to develop their language skills in a concrete and interactive way. Harmer (2015) emphasizes that creative drama techniques play an important role in increasing students' motivation in language teaching and understanding the social contexts of language. Creative drama methods help students develop their language skills not only in the academic context but also in social and cultural contexts (Richards, Panahi, & Mohebbi, 2023). In the creative drama activities held at that

university, students had the opportunity to learn Turkish culture in an interactive and practical way.

In addition to acquiring cultural knowledge, creative drama activities held in museums play an important role in increasing students' cultural awareness. Çelik (2018) emphasizes the importance of creative drama methods in teaching cultural knowledge in a concrete and interactive way. Museums are places created to protect and present cultural heritage, and with creative drama methods, this heritage is learned in a more meaningful way. In this context, it can be stated that creative drama activities applied in museums contribute to students' in-depth understanding of Turkish culture and increase their cultural awareness. According to San (2021), creative drama increases students' motivation in language teaching and plays an important role in understanding the social contexts of language.

The advantages of creative drama methods compared to previous teaching methods are also important. The effect of applied and interactive teaching methods emphasized by Ellis (2023) and Assalamah (2024) will be evaluated within the scope of this study. While traditional teaching methods often focus on theoretical knowledge, creative drama methods enable students to learn this knowledge in a hands-on and interactive way. Evaluations of how these methods make a difference compared to in-class lessons and in which areas they provide additional benefits constitute an important part of this study.

Creative drama activities held at Flag Science and Turkish Flags Museum contributed significantly to the learning of Turkish culture. Creative drama activities in museums allow students to learn cultural heritage and language skills in an interactive way (Çelik, 2015). These activities deepen students' perspectives and understanding of Turkish culture and increase their cultural awareness. In addition, the advantages of creative drama methods in this process provide important information about how these methods can be integrated in educational processes.

In conclusion, this study aims to comprehensively examine the effects of creative drama methods in language teaching and cultural awareness development and to evaluate how these methods make a difference in educational processes. Understanding the role and potential of creative drama methods in education will

provide important information on how these methods can be integrated into educational processes.

Problem Sentence / Sub-Problem Sentences

The problem statement of this research is *'How are the students' opinions about the Turkish lessons carried out in the museum with creative drama method?'*.

The sub-problems for the problem of the research are as follows:

- 1) In what way did the drama lessons held in the museum with the creative drama method contribute to the students?
- 2) Is there a difference between the Turkish lessons held in the museum with the creative drama method and the Turkish lessons held in the classroom environment?
- 3) Do the drama lessons held in the museum with the creative drama method have an effect on introducing Turkish culture?
- 4) Do the drama lessons held in the museum with the creative drama method have an effect on learning Turkish?

Methodology

This study involved 20 Erasmus exchange students (13 female, 7 male) at university during the 2023-2024 academic year. The applications lasted for 8 weeks. Two hours of lessons were held each week. Criterion sampling was used to select participants, requiring them to be exchange students for at least one semester (Yıldırım & Şimşek, 2005). The purpose of working with these students was their exposure to Turkish language courses at the university. Data was collected through a semi-structured interview form developed with expert input, consisting of 6 questions focusing on Turkish lessons using creative drama in a museum setting.

The qualitative data was analyzed using a descriptive analysis method, organizing responses under predetermined themes (Yıldırım & Şimşek, 2008). Common expressions were coded and categorized. To ensure reliability, a second

Turkish teacher reviewed the data, and the reliability of the data was calculated using Miles and Huberman's (1994) formula, yielding a high reliability score of 0.94 overall. This confirms the data analysis is reliable based on accepted standards (Yıldırım & Şimşek, 2008).

Findings

The problem statement of this research is *"What are the opinions of the students about the Turkish lessons held in the museum with the creative drama method?"* the findings obtained as a result of the analysis of the quantitative and qualitative data made for the solution of the problem sentence and the comments related to them are included. The data collected for the sub-problems of the research are given in tables under the relevant heading. Descriptive analysis was used to analyze the qualitative data of the research.

1. Findings and comments on the sub-problem

The first sub-problem of the research is *"In what ways did the drama lessons held in the museum with the creative drama method contribute to you?"* skill area for monitoring and listening?" The answers given by the participants to this question are divided into categories and the frequency and percentage values of these categories are given in Table 1.

Table 1 – Student opinions on Turkish lessons carried out by creative drama method in the museum

Contribution of the creative drama method	Codes	Number of Repetitions		
		<i>f</i>	%	
<i>Impact</i>	Positive	Language skills	17	85
		Cultural awareness	14	70
		Communication Skills	12	60
		Creativity	10	50
		Entertaining	20	100

Students' views in Table 1 The creative drama lessons held at Flag Science and Turkish Flags Museum show that students make progress in many areas from language skills to cultural awareness, from communication to creative thinking. Similarly, the statement of student number 5, *"The drama activities at the Flag Museum have made a great contribution to my understanding of Turkish culture and history,"* shows that this method also plays an important role in raising cultural awareness.

The words of student number 11, *"Drama activities have enabled me to communicate better within the group,"* remarkably highlight how drama lessons contribute to improving communication skills. Student number 15 states that *"The courses with drama methods improved my creative thinking ability"* and that these courses support creative thinking skills.

Finally, the statement of the student number 20 *"These lessons were both fun because they were held in a museum environment and I was much more motivated while learning Turkish"* shows that the creative drama activities held in the museum environment make the education more enjoyable and motivating. These statements emphasize how the creative drama method benefits students in various ways and reveal that this method is an effective educational tool.

2. Findings and comments on the sub-problem

Is there a difference between the Turkish lessons held in the museum with the creative drama method and the Turkish lessons held in the classroom environment? skill area for monitoring and listening?" The answers given by the participants to this question are divided into categories and the frequency and percentage values of these categories are given in Table 2.

Table 2 – Student opinions on Turkish lessons held in the museum with the creative drama method and Turkish lessons held in the classroom environment

Creative drama method and lessons in the classroom	Codes	Number of Repetitions		
		f	%	
<i>Comparison</i>	Positive	Learning by doing.	15	75
		Learner oriented	17	85
		Atmosphere	10	50
		Attractive	19	95

When Table 2 is examined, the creative drama lessons held at Flag Science and Turkish Flags Museum reveal quite striking results in terms of comparing the language learning experiences of the students with the lessons they attend in the classroom environment. This suggests that learning is not limited to theoretical knowledge but becomes more permanent when supported by active participation and practice. Similarly, the comment of student number 4, *'In the classroom, the lessons could be a bit monotonous, but thanks to the drama activities in the museum, every lesson was fun and different'*, shows that the museum environment made learning more interesting and fun. The fact that students participate actively in the lessons without getting bored is an important factor that increases the efficiency of the learning process.

The statement of student number 3, *"There was usually a teacher-centered approach in the lessons held in the classroom, but we all actively participated in the museum,"* emphasizes that museum lessons are more student-centered and students are more involved in the learning process. This situation increases students' motivation to learn and contributes positively to the development of language skills.

Student 14's view that *"The lessons at the museum were more impressive because we were learning languages in a historical and cultural environment. There was no such atmosphere in the classroom"* reveals the effect of the learning environment on education. Learning a language in a historical and cultural context

not only gives students language skills, but also cultural awareness and in-depth understanding.

"Classes at the museum were more fun because studying on historic flags was much more engaging than ordinary classes in the classroom," student number 17's statement highlights the positive impact of the engaging content of the classes on students. It is clearly seen that the creative drama lessons held in the museum offer a more lively, participatory and impressive learning experience compared to the lessons in the classroom environment. These statements reveal the power of the museum environment and creative drama method in education and how it deepens students' learning processes.

3. Findings and comments on the sub-problem

The third sub-problem of the research is "Does the drama lessons held in the museum with the creative drama method have an effect on introducing Turkish culture? skill area for monitoring and listening?" The answers given by the participants to this question are divided into categories and the frequency and percentage values of these categories are given in Table 1.

Table 3 – Students' views on the effect of Turkish lessons carried out with the creative drama method in the museum on recognizing Turkish culture

The effect of Turkish lessons carried out by creative drama method in the museum on getting to know Turkish culture	Codes	Number of Repetitions		
		f	%	
<i>Contribution</i>	Positive	Longer lasting learning	16	70
		Awareness	12	55
	Understanding	18	80	

According to Table 3, the answers given by the students about the effect of creative drama lessons held in the museum on their recognition of Turkish culture clearly reveal the effects of these lessons on the cultural learning process. Student number 8 said, *"Thanks to the lessons in the museum, I got to know Turkish culture*

more closely. It was very instructive to learn the historical and cultural importance of the flags, " emphasizing how the museum courses strengthened the process of acquiring cultural knowledge. Student number 19 stated that "I remember better what I learned while doing drama in the museum and I can use Turkish culture in my daily life" and stated the permanence of the information learned in the museum and its contribution to practice.

Student number 7 said, "The activities held in the museum to get to know the Turkish culture were very effective. Learning the history of flags and symbols has increased my cultural awareness," emphasizing the effect of the works carried out in the museum on increasing cultural awareness. In addition, student number 11 reveals how museum courses have increased the level of *cultural interest and knowledge* with his opinion that "our studies on the historical and cultural importance of Turkish flags have increased my understanding of Turkish culture and my interest in this culture". "The lectures in the museum allowed me to learn various aspects of Turkish culture and helped me to better comprehend this knowledge," student number 5 said, expressing the contribution of the museum lectures in understanding cultural knowledge. In general, the students clearly stated how effective and meaningful the creative drama lessons held in the museum were in the process of recognizing Turkish culture.

4. Findings and comments on the sub-problem

The fourth sub-problem of the research is "Does the drama lessons held in the museum with the creative drama method have an effect on learning Turkish? " skill area for monitoring and listening?" The answers given by the participants to this question are divided into categories and the frequency and percentage values of these categories are given in Table 1.

Table 4 – Students' views on the effect of Turkish lessons carried out by creative drama method in the museum on Turkish learning

The effect of Turkish lessons carried out by creative drama method in the museum on learning Turkish	Codes	Number of Repetitions		
		f	%	
<i>Contribution</i>	Positive	Vocabulary	15	75
		Practical	17	85
		Fluent speech	10	50
		Proper using,	19	95

Table 4 shows the important role of these courses in the language learning process by the answers given by the students to the question they asked about the contribution of creative drama lessons in the museum to their Turkish learning. Student number 1 shows that museum activities contribute to the *language learning process and expand the vocabulary with the words "Working on flags and cultural issues while teaching Turkish in the museum helped me improve my grammar and vocabulary."* In addition, the answer of student number 2 is quite remarkable. The student expresses his/her views as follows. *"By practicing speaking Turkish with drama methods, I have improved my language skills and can express myself better."* This view emphasizes that the creative drama lessons held in the museum are effective in practicing speaking Turkish and increasing expression skills.

This statement is quite remarkable in terms of showing the effect of creative drama methods on language learning as well as how they help students feel more confident. Student number 8 emphasizes that creative drama activities improve the ability to *communicate more comfortably and naturally in language learning with the statement "Thanks to drama activities, I can communicate more comfortably and naturally while speaking Turkish."* This view makes clear the role of drama-based studies in improving language skills.

This interpretation points to the permanence of language teaching studies in the museum and emphasizes the importance of being able to use what they have

learned in daily speaking practice. Student 10's statement, *"It was possible for me to learn the correct pronunciation and expressions while speaking Turkish thanks to the creative drama in the museum."* shows that creative drama activities reinforced the use of pronunciation and correct expression in language learning. This view clearly reveals not only the vocabulary but also the positive effect of the courses held in the museum environment on the correct use of language. Student number 20 draws attention to the effect of the dramatic activities carried out in the museum on language skills with the statement "Dramatic games and activities carried out in the museum to improve my Turkish language skills have been very beneficial." This view is an important example in terms of showing the contribution of creative drama activities to students' language development.

These statements clearly reveal how effective the lessons made with the creative drama method are in terms of improving students' language skills, gaining confidence and applying their language knowledge to daily life in the process of learning Turkish.

Discussion

There are several scientific and pedagogical reasons for teaching Turkish in the Turkish Flags and Flag Science Museum. Such an environment enriches the language learning process by going beyond the traditional classroom and enhancing student motivation. Multisensory learning plays a significant role in language acquisition. A museum like the Turkish Flags and Flag Science Museum offers students visual, tactile, and auditory stimuli. The flags and other displayed materials help learners engage multiple senses, making the language learning process more dynamic. Research has shown that multisensory learning accelerates learning and aids long-term retention (Mayer, 2014). In this context, Turkish can be taught more effectively as learners are exposed to interactive and engaging learning methods, which can enhance comprehension and memory retention.

One of the key benefits of museum-based learning is the ability to make abstract concepts more concrete. Flags represent a nation's identity, history, and

cultural values, and through these, learners can connect Turkish words and concepts to real-world objects and events. For instance, abstract terms like "independence," "sovereignty," or "national unity" can be made tangible by explaining their historical and symbolic significance through flags (Dierking & Falk, 2019). By contextualizing these concepts within the museum, learners grasp not only the definitions but also the deeper meanings embedded in Turkish culture and history.

Language learning is not only about grammar and vocabulary but also about understanding the social and cultural contexts of the language (Kramsch, 2013). Flags, as powerful national symbols, represent the social and political fabric of a country. The Turkish Flags Museum provides learners with the opportunity to understand Turkish language within the context of Turkish history, values, and identity. Learning a language through its cultural background fosters cultural awareness, which is crucial for more profound language mastery.

Museums naturally inspire curiosity and provide an engaging environment that enhances learning. Motivation is a critical factor in the success of language learning (Deci & Ryan, 2000). Teaching Turkish in a unique setting like the Turkish Flags Museum, different from a traditional classroom, captures the interest of learners and makes them more willing to participate. The historical and cultural richness of the exhibits creates a stimulating learning atmosphere that fosters a positive attitude towards language learning.

Teaching Turkish in the museum also provides interdisciplinary learning opportunities. The museum integrates history, sociology, and cultural studies, introducing students to a wide range of vocabulary related to various fields. This interdisciplinary approach allows students to build a broader lexicon and develop an understanding of how language is used in diverse contexts (Gardner, 2021). Learners can expand their knowledge beyond language mechanics to include historical and cultural terms associated with Turkish history and identity. Learning in a museum setting encourages group work, guided tours, and interactive activities, providing ample opportunities for social interaction. These collaborative learning experiences allow students to practice Turkish in a social context, promoting

communication and collaboration among peers (Vygotsky, 1978). The museum environment provides a natural context for language use, enhancing learners' understanding of Turkish as a functional social tool.

Conclusion

This study comprehensively discussed the contributions of Turkish lessons in terms of language learning, cultural awareness and comparison with previous lessons with the creative drama method carried out Flag Science and Turkish Flags Museum. The findings reveal that the creative drama method has significant effects on the development of language skills, the increase in cultural knowledge, and the advantages it offers compared to existing teaching methods.

The first sub-problem of the research is *"In what ways did the drama lessons held in the museum with the creative drama method contribute to you?"* was evaluated on the basis of the question. According to student opinions, it is seen that the creative drama method contributes the most in terms of language skills (85%), cultural awareness (70%), communication skills (60%), creativity (50%) and a fun learning environment (100%). The answers given by the students emphasize the effect of this method. For example, a student highlighted the development of language skills with the statement "Drama lessons at the Flag Science and Turkish Flags Museum enabled me to learn Turkish by practicing". Another student pointed out the effect of creative drama method in terms of cultural awareness by saying "It contributed greatly to my understanding of Turkish culture and history". These results show that the creative drama method makes education more effective and engaging. Another student emphasised the importance of applied learning in language development by saying, *'Working on flags and cultural issues during Turkish lessons in the museum helped me improve my grammar and vocabulary'*. This result supports the positive effects of applied and experiential learning methods on language skills emphasized by Harmer (2015) and (Richards, Panahi, & Mohebbi, 2023). This finding confirms the positive effects of drama methods on language skills in the studies conducted by Brumfit (1987). In addition, the effectiveness of

creative drama methods in developing correct pronunciation and communication skills in Turkish is also supported by Türkel (2012). In support of the finding that students improve in the fields of language skills, cultural awareness, communication and creativity, Maley and Duff (2001) state that creative drama techniques are especially effective in developing language skills and creating cultural awareness. The statements that students get a fun and motivating experience from lessons are also supported by Güngör & Önder (2023); they emphasize that drama techniques make language teaching more motivating and fun.

The second sub-problem of the research was 'Is there a difference between Turkish lessons conducted in the museum with creative drama method and Turkish lessons conducted in the classroom environment?' was shaped by the question. According to the findings, the courses held in the museum were found to be learning by students (75%), student-oriented (85%), impressive atmosphere (50%) and interesting (95%). Students stated that they usually took more theoretical lessons in the classroom environment, but the lessons held in the museum were practical and more interesting. "Classes in the classroom could be more monotonous, but thanks to the drama activities in the museum, each class was fun and different," one student made that distinction clear. In addition, it was emphasized that the courses held in the museum were more student-centered, increased active participation and strengthened students' motivation. The fact that the students compared the Turkish lessons held in the museum with the lessons of the previous class revealed the additional advantages provided by creative dramas. Student no. 2 stated how the museum courses differed from other courses in terms of *applied learning with the statement "While doing Turkish lessons in the museum, it was much more effective to learn my grammar practically"*. This view is in line with the findings highlighted by Ellis (2008) and Assalamah (2024) on how applied teaching methods support effective learning processes. In addition, student number 8 stated that "Learning Turkish through drama has helped me learn the language in a fun way and improve my language skills," and that museum courses offer a fun and productive learning environment. This statement shows how creative teaching methods make the language learning process more effective, emphasized by Bailey & Nunan (2023)

and Aronsson (2024). Research by Öz and others (2022) also supports the advantages of creative drama methods in language teaching. Dodson (2002) supports the views that the museum courses conducted with the creative drama method of students are more interesting and student-oriented than the courses in the classroom environment. Dodson states that classes in the classroom environment are usually teacher-centered, but creative drama activities ensure active participation of students. Kolb's (1984) theory of experiential learning also reinforces this finding. Since the courses that students actively participate in the learning process by doing provide a more permanent and effective learning, the courses in the museum environment were found to be more effective.

The third sub-problem of the research is "*Does the drama lessons held in the museum with the creative drama method have an effect on introducing Turkish culture?*" was evaluated with the question. According to Table 3, students' responses had positive effects on the dimensions of permanent learning (70%), awareness (55%), and comprehension (80%). For example, one student emphasized that creative drama lessons left lasting effects on recognizing Turkish culture with the expression "*Learning the historical and cultural importance of flags was very instructive*". Similarly, another student stated that the drama activities she did in the museum allowed her to use cultural information better in daily life. These results show the potential of the creative drama method to increase cultural awareness and provide an in-depth look at cultural knowledge. The effects of the creative drama method on recognizing Turkish culture were also strongly expressed by the students. Student number 7 said, "*The activities held in the museum to get to know the Turkish culture were very effective. Learning the history of flags and symbols has increased my cultural awareness,*" Emphasizing how cultural learning is reinforced through creative drama. This finding, supported by Dewey (1938) and McCaslin (1996), reveals the importance of creative drama methods in the process of acquiring cultural knowledge. In addition, student number 15 emphasized the impact of museum activities on cultural knowledge by saying, "*Our studies on the historical and cultural importance of Turkish flags have increased my understanding of Turkish culture and my interest in this culture.*" This view is in

line with the research conducted by Dorn & Johns (2023) and shows the contribution in the processes of acquiring cultural knowledge and awareness. The effectiveness of creative drama practices to teach Turkish culture is also supported by Çelik (2018). Tsang, Paran, & Lau (2023) and Lua & others (2024) state that drama activities are effective in raising cultural awareness and providing culturally in-depth learning.

The fourth sub-problem of the research was evaluated within the framework of the question 'Do the drama lessons carried out in the museum with the creative drama method have an effect on learning Turkish?'. According to Table 4, the students stated that the lessons conducted with the creative drama method expanded their vocabulary (75%), provided practice (85%), improved their fluent speaking skills (50%), increased their ability to use the language correctly (95%) and gave them self-confidence. Student number 17 emphasised the contribution of museum lessons to language development by saying 'Working on flags and cultural issues helped me improve my vocabulary'. Another student stated that the creative drama method was effective in terms of practising language and developing language skills with his opinion, 'By practising speaking Turkish with drama methods, I improved my language skills and I can express myself better'. The findings on the effect of drama activities on Turkish language learning show that students especially benefit in terms of practising and developing vocabulary. In parallel with this finding, Lighthill (2023) state that drama methods are effective in improving students' vocabulary and speaking practice. In addition, Krashen's (1985) 'i+1 hypothesis' supports this finding. Krashen argues that in language learning, learning is faster and more effective when students engage with content that is one step beyond their current language level.

As a result, the contributions of the creative drama method carried out at Flag Science and Turkish Flags Museum in the Turkish language learning process, cultural awareness and comparisons with previous lessons are clearly revealed. Student opinions support the role of creative drama lessons in developing language skills, acquiring cultural knowledge and making the learning process more effective and fun. In addition to supporting the language learning process, creative drama

methods also play an important role in increasing cultural awareness and knowledge. These findings suggest that creative drama methods can be used as a powerful and effective tool in language education and cultural learning processes.

Recommendations

These recommendations provide viable strategies to strengthen the role and impact of creative drama methods in education. Taking steps towards these suggestions in the field of practice and research will enable creative drama methods to be used more effectively in educational processes.

1. The study findings revealed the effect of creative drama method on language learning and cultural awareness. In this context, it is recommended to apply the creative drama method more widely in Turkish lessons. The use of creative drama techniques, especially in language teaching, can be effective in improving students' language skills and increasing cultural knowledge.

2. Considering the positive effects of creative drama activities held in museums on learning Turkish culture, it is recommended that such activities be organized more frequently and in various museums. Such activities increase students' cultural awareness and strengthen their interest in Turkish culture.

3. In line with the advantages of the creative drama method compared to the previous class lessons, it is recommended to review the existing teaching methods and develop comparative education models. In order to increase the effectiveness of practical and fun teaching methods, it can be considered to integrate drama-based learning methods with other teaching methods.

4. In order for the creative drama method to be applied effectively, it is important for teachers to receive training on this subject. The inclusion of creative drama techniques in teacher training programs will enable teachers to use these methods more effectively. This proposal is important to support teachers' professional development and strengthen the integration of creative drama methods into educational processes.

5. In order for creative drama methods to be effective, appropriate educational tools and resources must be provided. In this context, enriching the materials and resources used in museums can make students' learning experiences more effective. Diversification of educational tools will support students to benefit more from creative drama processes.

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