

# THE EVALUATION OF THE TEACHERS' OPINIONS FOR LESSON PLANNING SAMPLES PREPARED BY USING CREATIVE DRAMA METHOD IN MATHEMATICS TEACHING

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## ABSTRACT

This research is made for indicating the overview of the teachers about the mathematics lesson plan application in mathematics teaching, which is prepared by using creative drama method by class and math teachers who are the officers in primary school education between terms 2010-2011. The working group of the research is consisted of 40 teachers in Afyon and in İzmir, who are the officers in 20 official primary schools and whom are selected randomly and as a volunteer. This research's data were collected by semi-structured interviews. The results obtained from analysis of the data are as follows: 45% of the teachers told that the planning is good. The lesson plan which is prepared by using creative drama method, is one of the ways that the teachers liked (35%) about attracting the students' attention. 25% of teachers have acclaimed of the applicableness of the lesson plan, 22.5% have acclaimed of detailed content, 20% acclaimed of the activities in lesson plan, that make students be active and the use of drama method. The ability of making the taught topic understand of the plan making the knowledge permanent, removing the monotonousness of the lesson, smooth and funny situation of the lesson are the actions that are liked by the teachers. The vast majority of the teachers told that the crowded classroom and inadequate time are the difficulties in creative drama in the lesson plan of the size of the application which is prepared by using creative drama method in teaching of math. As 42,5% of the teachers indicated that there is not a place to make changes in the plan and stated that it is applicable, 17,5% of them advised that the event in the plan must be less in terms of time and proposed to give examples from our country.

**Keywords:** *Creative Drama, Mathematics Teacher, Lesson Plan, Teachers' Opinions.*

## INTRODUCTION

Mathematics is a part of life. It helps to perceive the world and to improve our environment. A low success rate in this lesson, which has a great importance in our lives, mostly depends on the methods used to teach mathematics. (Baykul. 2005:3)

Researches carried on in primary and secondary schools reveal that the methods used in the lesson are lectures or question-answer ( Pesen, Odabaş, ve Bindak 2001:32). In our country, widely used narrative method makes the abstract concepts of the subject more difficult to understand. It is necessary to build up environments in which student based teaching-learning activities can be performed. (Şahin, 2005, Özsoy, 2003, 2004, 2010)

Aydin and his colleagues' (2000) research shows that teachers have difficulties' in explaining the concepts of math and describing them as concrete information which makes students unable to join the lesson actively. Besides, they explained that it is necessary to prevent students memorizing the information, give importance to group works. (Dursun and Peker, 2003:136)

Due to the contemporary approaches in education, creative drama method has been used to enable the person to be active, to learn by realizing, makes him/her a productive and creative person and also it helps the person to improve healthy social communication skills. (Kaf, 1999:2)

The results of the researches done on teaching and learning math revealed the encouraging effects of the creative drama on understanding the concepts, remembering them and supporting positive attitude to math. (Saab, 1987; Omniewski, 1999; Fleming et al. 2004; Duatepe, 2004, Kotarinov, 20109.

Studies are required to explain creative drama, inform teachers about the application prospects and motivate the professional improvement of teachers. Özgün-Koca and Temizöz (2009) proposed in their studies to enrich the quality and quantity of the periodicals including articles, sample lesson plans, teaching methods and approaches to inform teachers about the developments in education.

As Gerver and Syroi (2003) proposed in their articles, if every teacher works on six activities and prepare six lesson plans every year, the group of the teachers in a school will have a good document of lesson plans and activities at the end of the year, and every year the archive will be enlarged. Moreover, if it can be done not only in one school but in every school of the town, it might make the archives larger (Trans. Özgün-koca and Temizöz, 2009).

In respect of these proposals, lesson plans based on creative drama are prepared for the subject "Natural Numbers" in the mathematics curriculum of the primary school 4th class and "Integer Numbers" in secondary school 6th class.

#### **The aim of the research.**

The aim of the research is to present the lesson plans prepared to teach the subject "Natural Numbers" in the mathematics curriculum of the primary school 4th class and "Integer Numbers" in secondary school 6th class. Besides, it includes the evaluation of the plans according to the opinions of the class and mathematics teachers.

#### **The Problem Of The Research**

What are the opinions of the class and mathematics teachers about the lesson plans prepared by the researchers and based on the creative drama method?

#### **The Sub-problems of The Research**

Considering the lesson plans prepared by the researcher and based on the creative drama method;

\*What are the aspects which the class and mathematics teachers liked? / disliked?

\*What are the changes which the class and mathematics teachers want to do?

#### **METHOD**

In this part, there is information about the model of the research, study group, data collecting instruments, collecting and analyzing the data.

#### **The Research Model**

As it aims at revealing a real situation, scanning method is used and it has narrative quality.

#### **Study Group**

The research which was made in the term of 2010-2011 was carried on by 40 teachers who were chosen at random from the public schools in İzmir and Afyon and joined the research volunteer. There were 27 women and 13 men

teachers in the group, and 28 of them were primary school class teachers, 12 of them were secondary school mathematics teachers.

#### Data Collecting Instruments

Data of the research were collected by semi-structured interviews. After the lesson plans were examined by the teachers, the questions on the form were answered. Each interview took about 15 minutes.

#### Data Analysis

Qualitative methods have been used to analyze the data through an interpretative approach. To analyze the interview questions, video records have been printed and formed teacher files. Then, after analyzing the questions one by one, question files have been formed. Lastly, category files were formed by analyzing the question files.

While forming the categories, same or similar answers were collected in a group. Check list matrixes were used to form category files. In forming category files, first the answers of the teachers were classified, numbers were calculated by using the registers, and then some interesting or explaining answers were selected in order to be quoted. In each category, numbers of the teachers were used to calculate the percentage of the teachers. Numbers and percentages are used to explain categories.

### FINDINGS

In this part, data collected during the interviews with the teachers were given through each sub- question.

#### What aspects of the lesson plans researchers prepared by using creative drama method are liked by primary and secondary school teachers?

This part includes the views of the teachers and the aspects they appreciated about the lesson plans prepared by using creative drama method. The frequency and percentage rates of the appreciated aspects which were chosen by the primary school class teachers and the secondary school mathematics teachers are shown on the table below.

Table 1. The appreciated aspects of the creative drama based lesson plans, their frequency and percentage rates.

The appreciated aspects of the creative drama based lesson plans,	f	%
It has a good planning	18	45
It attracts the attention of the students	14	35
It is usable	10	25
It has a detailed content	9	22.5
It makes students active	8	20
It uses creative drama	8	20
It enables the teachers to fulfill the objectives	7	17.5
It prevents the lessons being monotonous	5	12.5
It is entertaining	4	10
It makes concepts easy to remember	3	7.5
It is fluent	1	2.5

Some views of the teachers on the lesson plans prepared by using creative drama are as follows,

I think it is very good. Shortly, it is good to reinforce all the things learnt. It includes every objective needed to be taught. Although I have been teaching for 20 years, of course I sometimes use drama, I have never thought about it before and I want to use it from now on.( T1-14 ) We know that the realized concepts are more permanent. If the

students are curious instead of being dictated they keep the information longer. This method is better for both the teachers and the students. (T2-8) It is a good plan. It makes students curious. (T2-9) That's good. Using drama is good, I mean. It attracts their attention so they can join the lesson. It is a good plan.

Then which aspects do you like most?

It includes drama. It's not monotonous. (T1- 2) It is quite good. It has a rich content. So it reaches the goals. Students are in the activity together. It sounds good that they are all active in the drama. Evaluation is planned well at the last step. It is a good plan to use creative drama. (T1-10)

**What aspects of the lesson plans researchers prepared by using creative drama method are disliked by primary and secondary school teachers?**

This part includes the views of the teachers and the aspects they disliked about the lesson plans prepared by using creative drama method. The frequency and percentage rates of the disliked aspects which were chosen by the primary school class teachers and the secondary school mathematics teachers are shown on the table below.

Table 2. The disliked aspects of the creative drama based lesson plans, their frequency and percentage rates.

The disliked aspects of the creative drama based lesson plans.	f	%
Inadequate time to apply the plan	13	32.5
Inapplicable in crowded classes	8	20
Not useful	6	15
Not including different samples	5	12.5
Probability of causing trouble to maintain order in the class	4	10
It has no aspects I disliked	15	37.5

Some views of the teachers are as follows;

Number of the students must be limited. For example, there are 40 students in our 5th classes. I mean it is difficult to use it in such classes (T1- 30). I use it, but not in every lesson. We can't complete the program me as we have to study for the level tests (T2-6). Lesson hours are not enough for these kind of activities. Population and the environment of the classes are not suitable to use these methods (T2 – 11). ... For example for a problem I give some examples. But in this activity the number of the samples is not enough. I think we should do more. Another point is time. It is a problem. It might not be enough. Well, three hours for it is not bad but if you don't separate them (T1 – 23).

**What are the changes the primary school class teachers and the math teachers want to make in the lesson plans which the researchers prepared by using the creative drama method?**

In this part the opinions of the primary school class teachers and the math teachers about the lesson plans which the researchers prepared by using the creative drama method are included

Table 3. The frequency and the percentage rates of the changes wanted to be made in the lesson plans

The changes wanted to be made in the lesson plans	f	%
It might be shorter considering the lesson hours.	7	17.5
It might include examples from daily life	7	17.5
Improvisations might be shorter	3	7.5
It should be practiced in smaller classes	3	7.5
It should be applied to the other subjects of math	2	5
There is no change I want to do	18	45

Some changes the primary school class teachers and the math teachers want to make in the lesson plans which the researchers prepared by using the creative drama method:

As we always try to explain it is a great trouble to carry out such plans in crowded classes. It is just trouble. If you do it with the teachers it can be good but it is not possible with students. Or, in other words, it depends on the class, for example, the place the students live in or the environment (T1-8). I think if it has examples from daily life, it works better (T2-3). No, I think it is pretty good. It is really applicable as it uses imagination and the concrete objects at the same time (T2-5). It is not bad but maybe there should be fewer games. It has a lot of games. While playing and doing all these games and activities, the classroom will turn to be a hullabaloo. There will be a lot of noise and disorder. In order to prevent that there maybe shorter games and activities so it becomes easy to control. It might be more useful (T1-23).

*It is quite suitable for the primary school but if I consider my classes and the subject it is inadequate (T2-12).*

## RESULT

The results of the survey which was about the evaluation of the lesson plans prepared to use creative drama method for the primary school 4th class mathematics curriculum subject "Cardinal Numbers" and the 6th class subject "Whole numbers are as follows;

45% of the teachers told that the plan is good. 35% of them liked the planning as it attracts the attention of the students. 25% liked its being applicable, 22.5% found it detailed in content, 20% told that the aspects they liked are its including creative drama and activating the students. It is also said that it makes the subjects easy to comprehend, the information given remains permanent, it doesn't have a monotonous process, it is fluent and entertaining. Majority of the teachers explained that one of the difficulties in using the plans is crowded classes (20%) and the other is inadequate time (32.5%). 45 % of the teachers said that there is no point needs to be changed. 17.5% of the teachers who want to change the plans proposed to limit the time of the plan predicted to use creative drama. The teachers also expressed that the activities should be chosen from daily life, there should be less improvisation, the method can be used to teach the other subjects and it is suitable for small classes.

## Proposal

Considering the opinions of the teachers participated we can do the following proposals:

- It is essential to arrange the time of the lesson plans.
- The facilities and the conditions of the classroom has to be defined and the environment has to be re arranged to be suitable for creative drama
- Planning and the activities should suit the level of the students.
- New lesson plans should be prepared considering the opinions of the teachers and the changes they want to make in the plans.
- Researchers should improve new lesson plans for different subjects of the mathematics to use creative drama method and submit them to the teachers to be used

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