Attitude and Anxiety of Teacher Candidate on the Methods of Creative Drama

Esen Ersoy, Belgin Bal İncebacak

Creative Drama Course, one of the active teaching methods, has been used in the study by the aim of determining which aspects might affect perspectives, concerns and attitudes of the students towards mathematics. In this study, we aimed to determine the attitudes and concerns of pre-service teachers towards mathematics who take Creative Drama course. As a data collection tool, “Creative Drama Attitude Scale” developed by Okvuran (2000) and “Mathematics Anxiety Scale” developed by Biber (2012) have been used in the study. We determined that the levels of attitude and anxiety of pre-service teachers did not suggest any significant difference in terms of gender factor. Besides, it has been concluded that the performed process with creative drama decreases the level of student’s anxiety on Mathematics and positively affects their attitudes towards Mathematics as well. In conclusion, It can be said that the teaching method we used can be efficient in teaching.

Keywords:
Creative Drama, Attitude, Anxiety, Classroom Teaching, Mathematics Teaching.

© 2016 IJESIM. All rights reserved