

The Benefits Students can Acquire from the Teaching and Learning of Drama (A Psycholinguistic Approach)

MOHAMED AL BALULA ALTAYEB ABDALLA

Department of Languages

College of Languages

Sudan University of Science and Technology

Dr. MAHMOUD ALI AHMED

Sudan University

Abstract:

The purpose of this study is to investigate and explore the benefits that students can gain from studying and learning drama. Though some instructors express reservation over teaching drama to boost the standard of learning, it was found out that the inclusion of drama can help students improve quite considerably. They can develop self-identity, too. This study was carried out in Taif University where 50 students were given pre and post-test. A questionnaire was administered to the tutors. The conclusion has shown that students who were given a dose of drama teaching have improved noticeably.

Key words: explore, improve, self-identity

1. INTRODUCTION:

The modern concept of personality rests upon four major assumptions (Rodgers & Scott 2008, p: 733): the first one is that personality is dependent upon and formed within multiple contexts which bring social, cultural, political and historical

forces to bear upon that formation; the second, that personality is formed in relationship with others and involves emotions; while the third is that personality is shifting, unstable and multiple; and the fourth is that personality involves construction and reconstruction of meaning through stories over time.

That means, the personality meaning or containing is not restricted to the present. It includes past selves and future selves or “possible selves” represent individuals’ ideas of what they might become, what they would like to become, and what they are afraid of becoming. In general, in the researcher opinion personality is not fixed, its changeable state. They correspond to hopes, fears, standards, goals and threats. Possible selves may function as incentives for future behavior and they also provide an evaluative and interpretive context for the current view of self, refers to the global understanding a person has of themselves. Personality is composed of relatively permanent self-assessments, such as personality attributes, knowledge of one’s skills and abilities, one’s occupation and hobbies, and awareness of one’s physical attributes.

For example, the statement, “I am lazy” is a self-assessment that contributes to the self-concept. In contrast, the statement “I am tired” wouldn’t normally be considered part of someone’s self-concept, since being tired is a temporary state that means when you take a portion of relaxation; actually you are going to be an active again. In a nutshell, who you are is your personality, the way you look at yourself and your relationship to the world.

Traditionally, personal identity is considered to be important for psychological health and adaptive functioning. Identity diffusion and other more severe forms of disturbance associated with personal identity are regarded as being essential parts of the borderline personality disorder. Moreover, disturbance in identity are seen as being part of the dynamic

background for many of the symptoms and maladaptive behaviors found in borderline patients. The development of personal identity is ultimately related to, and indeed dependent on, elements of modern culture, with significant cultural changes having affected the conditions under which human identity develops. Therefore, the identity diffusion seen in patients with borderline disorders must be understood in relation to not only the individual patient's personal history and inner structures but also contemporary late modern culture and social organization. (Carsten, Rene. 2009, pp: 6-9).

The problem of personality (identity) is based on the more fundamental problem of subjectivity. The more subjectivity is lost, the more acute the problem of personality (identity) is, that means losing the group of beliefs, values, emotions and principles and mottos that individual regards it as a ground from/on which he can look at himself and deal with other, no doubt cause great crisis to individuals. But the lost of subjectivity is one of the main trends of our time. Both problems are rooted in no humanistic orientation of modern globalization and they are rather social than psychological. Generally speaking, personality (identity) is a capacity of man to identify him (her) self with somebody or some something to feel his (her) belonging to something bigger or more important than an individual. In short personality (identity) is the ability of individual to evaluate himself and reflect it in his dealing with other.

2. STUDY PROBLEM:

The problem of this study is represented in, there is great problem that most students suffering from it, which is losing personality or identity. What are the benefits and advantages those students can acquire from studying and learning drama to develop their personalities. How the contributions' of drama

could help students to improve and foster their personality crisis.

Nonattendance or ignorance of the understanding and evaluating from the students to their capabilities, powers and skills inside everyone, which could enhance in self-identity improving, there will be misuse to these strengths, and here the role of drama shows its value and importance to guide students for enhancing self-identity.

3. STUDY QUESTIONS:

For the purpose of this study tries to answer the following questions:

- 1-What are the benefits and advantages students could acquire from studying and learning drama?
- 2- What are the sources that could shape the students personality?
- 3-What is the positive role drama could play in developing students' personality?

4. HYPOTHESES OF THE STUDY:

In this study the following hypotheses have been formed:

- 1- There are many benefits and advantages students could acquire from studying drama.
- 2- The sources that shape students personality are various.
- 3- There is not any role drama could play in developing students' personality.

5. LITERATURE REVIEW:

The modern concept of personality rests upon four major assumptions (Rodgers & Scott 2008, p: 733): That personality is dependent upon and formed within multiple contexts which

bring social, cultural, political and historical forces to bear upon that formation; That personality is formed in relationship with others and involves emotions; That personality is shifting, unstable and multiple; and That personality involves construction and reconstruction of meaning through stories over time.

The problem of personality (identity) is based on the more fundamental problem of subjectivity.

The more subjectivity is lost, the more acute the problem of personality (identity) is, that means losing the group of beliefs, values, emotions and principles and mottos that individual regards it as a ground from/on which he can look at himself and deal with other, no doubt cause great crisis to individuals. But the lost of subjectivity is one of the main trends of our time.

5.1 Self-identity

Understanding the Question... Who am I? A question everyone at some point will ask themselves, certainly a question many organizations, religions and self help Guru's have attempted to provide an answer to on your behalf. It is very clear that our understanding of our roles in the world and universe has come a long way in the last few thousand years of humanity. The ability to comprehend and formulate practical ways to accept or change who you are at your core self, this is the real understanding and main constructs. In a nutshell, who you are is you're Self Identity,(personality)the way you look at yourself and your relationship to the world, understanding this, allows you to examine who you are and more importantly create who you want to be. Here are some basic definitions of some of the key players, might help the learners (students) to create themselves.

5.2 What is Self-identity (Personality):

Refers to the global or holistic understanding a person has of themselves. Personality or self Identity is composed of relatively permanent self-assessments, such as personality attributes, knowledge of one's skills and abilities, one's occupation and hobbies, and awareness of one's physical attributes. For example, the statement, "I am lazy" is a self-assessment that contributes to the self-concept. In contrast, the statement "I am tired" would not normally be considered part of someone's self-concept, since being tired is a temporary state. The Self Identity is not restricted to the present. It includes past selves and future selves. Future selves or "possible selves" represent individuals' ideas of what they might become, what they would like to become, and what they are afraid of becoming. They correspond to hopes, fears, standards, goals, and threats. Possible selves may function as incentives and motivations for future behavior and they also provide an evaluative and interpretive context for the current view of self.

5.3 Boundary:

Your boundary is a much the same as the boundary lines of a property. It is the clear and defined border that surrounds the house with all its treasures (your Self Identity can be thought of as your house or property). The boundary lines let others know how far the ownership of the property goes. In a personal development sense the boundaries are more difficult to see and be aware of. Your principles, basic ideas, moral rules and mottos and concepts that you apply and follow them in your life, can help you to deal easily with yourself and make the others also behave smoothly with you.

5.4 How do you look to the world?

Refers to the structure or framework that a person uses to organize and define what the world is to them. It means how do

you evaluate the world in which you are living and share a lot of things and what is your role and responsibility in it? The World evaluation should allow us to understand how the world functions and how it is structured. The totality, everything that exists around us, includes the physical universe, the Earth, life, mind, society and culture. We ourselves are an important part of that world. Therefore, a world evaluation should also answer the basic question: "Who are we?"

The World evaluation is our standard of how things are or should be in the world we live in. It is a global concept that makes up our values and morals, our rules of how we and others should act, relate and operate within the world. People adopted from their friends, family religious groups, and society, seldom making an active process of creating their own. Generally speaking it is an emotional measure of how well people are living up to their world evaluation.

5.5 Self-esteem:

Refers to a person's overall evaluation or appraisal of one's own worth at any one point in time ,Self Esteem is perhaps the single most important emotional gauge of people ability to feel almost all other positive emotions and beliefs about themselves. It affects people measure of happiness, success, well being, confidence, assurances etc, and is made up of all of these feelings in a combined sensation called Self Esteem.

While Self Esteem is a general state of mind, it is affected by changes in any one of the various feelings that make it up. A drop in confidence will lower Self Esteem in the short term. It means, the context and an environment that you are in or surrounds around you can shape the state of your self-esteem.

5.6 Character Model

Now, there are basic definitions of the various components of Character (Self Identity, Boundaries/World evaluation & Self Esteem); how people model fits together. Self Identity, (the core of who you are) is surrounded by boundary which filters both outward and inward experience one have to the world. In addition because he does not living up to his own standards, he feels bad and loses more self esteem. He might like to think of the boundary as being a container that surrounds him; it not only protects his self Identity, but also acts much like a gas tank to hold his self Esteem. It is determined by one action and reactions to the world around him as determined by the rules that he has, of how the world should be. One self Identity constructs and is made up from his experience through the boundaries of how well he measures up to his world view. Self Identity becomes a long lasting definition of his character.

5.7 Where problems arise in personality?

Each person view of the world is unique to them, and no one has a perfect world evaluation. In fact most people do not have a clear or conscious understanding of what their world evaluation is, they are vague on their rules to live a good and productive life. This vagueness about their rules of how to live a good and productive life is reflected in broken boundaries or a lack of preference for which they are, what they like and what is appropriate behavior. Sometimes there is no preference at all which creates gaps in the boundary. He has no clear cut, when he can accept and refuse. A vague preference or rule is something that he is a little wishy-washy on. It is a concept or situation where he has an idea of what is acceptable to him (in his world evaluation).

Controlling the Controllable:

When one has a clearly define world view, one where his rules are known to him he can create preferences or boundaries around himself. That means, he follows a certain and obvious lines and principles in his life. Then as life experiences come around him make decisions based on his boundaries, it increases his sense of self esteem and makes a stronger character of who he is in his personality and self identity. He is able to clearly define the limits of the extent of his control. He understands that things outside of his personality, can only affect him with the gap in his boundary about a world evaluation rule. He will know how to act to has integrity with his personality and character. Dr: Andrew Dobson (with some modifications and additions) (2011, pp. 40-9)

6. LEARNING DRAMA:

Education is concerned with individuals, drama with the individuality of individuals, with the uniqueness of each human essence. All students are required to learn aspects of drama throughout their education as part of English and literacy and it is a key part of school provision for the arts. The study emphasizes on its encouragement to students to participate and makes an important contribution to the development of personality, thinking skills. Meanwhile, drama's popularity continues to grow as its value in education becomes increasingly understood, many factors helped in this point like the social media and spreading of the educational channels and understanding of curriculum designers, educators and even ordinary people by the importance and value of drama to students for demonstrating their competences and abilities. A drama education, which begins naturally with learning through dramatic play, will eventually include many elements of theatre. Through engagement in drama, students apply their

imaginations and draw upon their own personal experiences. Their increasing knowledge and understanding of how the elements of drama work enables them to effectively shape, express and share their ideas, feelings and response, making use of language, space, symbol, allegory and metaphor. The language of theatre is international, understood by everyone. Three interrelated activities characterize the subject of drama at all levels: **making, performing** and **responding**. Students working in drama will be constantly involved in theatre activities and may participate in more than one at any time. Performing takes place in many different spaces from the infant, imaginative role-play area to the secondary school drama studio, where it may involve students as technicians as well as actors. Beside it makes students to be others in imagined situations and acting out side situations or stories and this gives students chances to experience and develop their early drama skills, knowledge and learn to make sense about the world. Students can be found responding to drama in many settings, including classrooms, when watching film, video or television, as well as in theatre and schools/universities halls.

6.1 What is the drama?

Do you think that to believe in the imaginative fiction of another person, and bring it to life, is a trifle? Drama is an art form, a practical activity and an intellectual discipline. . That is what we do to the work of the dramatist; we bring to life what is hidden under the words; we put our own thoughts into the author's lines, and we establish our own relationships to other characters in the play, and the conditions of our lives; we filter through ourselves all the materials that we receive . . . we work over them, supplementing them out of our own imagination.

The material becomes part of us, spiritually, and even physically; our emotions are sincere, and as a final result we have truly productive activity. (Stanislavsky 1936, p: 52).

A great deal of our everyday learning is acquired through experience, and in the language classroom drama fulfills that experiential need” (p.110).. (14Polyglossia Volume 26, March 2014). Under the label of dramatic activities are a few techniques that are also valuable to define at this point: simulation and role-playing.

7. STUDY METHODOLOGY:

The researcher used the Statistical Analytical Method and (SPSS) program to analyze the data of this study.

Sampling:

The target population of this study was English Language university students 3rd year of English Language in Taif University in Saudi Arabia. One questionnaire was administered to the target population.

Instruments of the study:

The researcher used one questionnaire to collect the data of this study, for some 3rd year students in Taif University in Saudi Arabia and the.

Reliability and Validity of the study tools:

Concerning the reliability and validity of the research, the researcher conducted four Ph.D. holders are consulted who teach English as a foreign Language in different universities in Saudi Arabia. The researcher gave them the tools and their comments, suggestions, recommendations and judgment about the construction and content of the tools were taken into consideration. In this study Alpha Cronbach program is used to calculate the person correlation and coefficient to show statistically the validity and reliability of the study tools. The researcher used Alpha Cronbach program to show the

reliability and validity of the research tools and students' questionnaire.

Reliability and Validity of the Research Tool

University Students'	Questionnaire	Reliability	Validity
54	20 items	89.12%	80%

8. DATA ANALYSIS AND DISCUSSION

Questionnaire data analysis:

The researcher did twenty statements in the questionnaire on July 20th 2015 here were some data results and discussions.

Table (4.3) Students' questionnaire data analysis

Part: A Personal Skills

No	Variables	choices	Control Group			Experimental Group		
			N= 25			N=29		
			f	%	M	f	%	M
1	Drama helps you to develop your thoughts and enhance self-identity, this describe you as ...	<i>Thinker</i>	10	40.0	1.60	21	72.4	1.28
		<i>Skillful</i>	15	60.0		8	27.6	
2	Drama helps to create, adapt and sustain works, individually and in groups to enhance self-identity, this requires from you to be...	<i>Wiser</i>	7	28.0	1.72	13	44.8	1.55
		<i>Firm</i>	18	72.0		16	55.2	
3	Role-Play in drama builds self confidence and enhance self-identity, but you must be..	<i>Developed</i>	9	36.0	1.64	16	55.2	1.45
		<i>Open-minded</i>	16	64.0		13	44.8	
4	Participating in drama draws your attention to recognize your personal development potential and enhance self-identity, beside to be ...	<i>Clever</i>	13	52.0	1.48	16	55.2	1.45
		<i>Motivator</i>	12	48.0		13	44.8	
5	Teaching drama support you to plan for your future to enhance self-identity, this requires you to be....	<i>Planner</i>	12	48.0	1.52	19	65.5	1.34
		<i>Organizer</i>	12	48.0		10	34.5	
6	Participating in drama gives you a chance to benefit from your peers to enhance self-identity, through to be....	<i>Helper</i>	18	72.0	1.28	16	55.2	1.45
		<i>Organizer</i>	7	28.0		13	44.8	

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7	Taking part in drama helps you to know your strengths and weakness points to enhance self-identity, but compel you to be.	<i>accurate</i>	15	60.0	1.40	20	69	1.31
		<i>crafty</i>	10	40.0		9	31	

Part B: Character Skills

8	Drama provides an opportunity for you to be leader and enhance self-identity, this requires you to be ...	<i>Wiser</i>	10	40.0	1.60	14	48.3	1.52
		<i>Firm</i>	15	60.0		15	51.7	
9	Teaching drama teaches you to be excellent negotiator and to enhance self-identity, you must be ...	<i>Educated</i>	21	84.0	1.16	17	58.6	1.41
		<i>Brave</i>	4	16.0		12	41.4	
10	Through drama you learn to be patient character and enhance self-identity, this demanding you to be ...	<i>Well-knit</i>	11	44.0	1.56	15	51.7	1.48
		<i>Flexible</i>	14	56.0		14	48.3	
11	Role-Play gives you an opportunity to understand, solve society issues and enhance self-identity, through to be ...	<i>Provider</i>	12	48.0	1.52	17	58.6	1.41
		<i>Strong</i>	13	52.0		12	41.4	
12	Through drama you develop formal and informal relationships and enhance self-identity, but you need to be...	<i>Helpful</i>	16	64.0	1.36	20	69	1.31
		<i>Dependable</i>	9	36.0		9	31	
13	Teaching drama lets you to develop you understanding towards the world and enhance self-identity, this requires you to be .	<i>cultural</i>	17	68.0	1.32	18	62	1.38
		<i>changeful</i>	8	32.0		11	38	
14	Taking role in dram helps you to set clear goals and enhance self-identity, through to be...	<i>Arranger</i>	7	28.0	1.72	19	65.5	1.34
		<i>Escort</i>	18	72.0		10	34.5	

Part C: Social Skills

No	Variables	choices	Control Group			Experimental Group		
			N= 25			N=29		
			<i>f</i>	<i>%</i>	<i>M</i>	<i>f</i>	<i>%</i>	<i>M</i>
15	Drama teaches you to cooperate/respond to other characters, peers and enhance self-identity, but you need to be...	<i>Cooperator</i>	12	48.0	1.52	19	65.5	1.34
		<i>Creator</i>	13	52.0		10	34.5	
16	Teaching drama helps you to explore, interpret ideas, issues and relationships and enhance self-identity, through to be ...	<i>Thoughtful</i>	15	60.0	1.40	16	55.2	1.45
		<i>Interpreter</i>	10	40.0		13	44.8	
17	Drama provides an opportunity for you to be leader and enhance self-identity, this from requires you to be ...	<i>Wiser</i>	12	48.0	1.52	19	65.5	1.34
		<i>Firm</i>	13	52.0		10	34.5	
18	Teaching drama shows you the structure, crises; the ways people live and enhance self-identity, through to be ...	<i>Carful</i>	17	68.0	1.32	21	72.4	1.28
		<i>Friendly</i>	8	32.0		8	27.6	
19	Through drama you could be member in many organizations, unions and societies	<i>Coexist</i>	11	44.0	1.56	14	48.3	1.52
		<i>Forgivable</i>	14	56.0		15	51.7	

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	to enhance self-identity, this requires you to be ...							
20	Taking ole in drama provides to you an opportunity to understand language society and enhance self-identity, through to be ...	<i>Learned</i>	16	64.0	1.36	16	55.2	1.45
		<i>Coeval</i>	9	36.0		13	44.8	

Twenty questions in students’ questionnaire are grouped under three parts, the first two parts consist of seven questions to each one and the third part consists of six questions. The first part tried to investigate students’ opinions about the personal skills that students could acquire from studying, practicing or participating in drama and how it could describe their characters, as it was indicated above that the students distributed into two groups, control group and experimental group.

The results obtained from the analysis of 54 students’ questionnaire revealed that the most majority in the two groups their choices were agreed on more than twelve questions, that studying drama, practicing, participating in drama or taking role in drama could add great benefits to students in form of personal skills, character skills and social skills to enhance students’ personality (self-identity). Also from the analysis of students’ questionnaire the choices of these two groups in table (4.3) stated that the majority numbers in both groups were identical in twelve statements and different in eight statements only, this means that the experimental group through their studying to drama in tertiary level made a remarkable progress, development and understanding to the benefits, advantages that could make on the personal skills, character skills and social skills to students. The study can summarize these benefits and advantages in:-

A- Developing personality:

- A- Want to make friends.
- B- Develop personal skills.
- C- Identify personal strength/weaknesses.

- D- Prepare for leadership.
- E- Build self confidence.
- F- Recognize personal development potential.
- G- Motivation to change something.

B- Provide students' indicators of ability:

- A- Develop skills associated with each other.
- B- Provide recognition of responsibilities through formal roles, portfolio projects, and increased involvement and cooperation.
- C- Practice through peer development, mentoring, and student assistant roles.
- D- Teach the language that enhance identify stages and behaviors.

C- Vicarious Experience Observations that allow students to compare self with others:

- A- Learn from case studies.
 - B- Watch stories of success on YouTube, videos, film, and TV.
 - C- Identify with advisors through advisors' own development stories.
 - D- Gather development learners together to learn from each other;
 - E- Connect with an individual mentor.
 - F- Develop formal and informal relationships across organizational involvement;
 - G- Engage and react to faculty, class, staff, community guests at organizational meetings; and
 - H- Use social networking sites to reinforce learning
- Physiological and Effective States Emotional cues shape students' judgment about their capability to be successful.

9. CONCLUSION AND FINDINGS OF THE STUDY:-

The results of this study revealed that some students in Taif University have acquired many benefits and advantages from learning and studying drama.

Also the outcomes have shown that the students' personalities have developed in three aspects which are personal skills, character skills and social skills.

Meanwhile the word personality can be synonym or gives the same meaning of character or self-identity, in other words there are strong relationships between these three (personality, character and self-identity) and it's too difficult to distinguish between them.

THE MAIN FINDINGS OF THIS STUDY:

- 1- There are many useful benefits and advantages students can acquire from learning and studying drama.
- 2- The importance of teaching drama to students for enhancing them to develop or contribute in shaping personalities is very essential thing in curriculum.
- 3- The great similarity or coincidence between these words personality, character and self-identity.

RECOMMENDATIONS:

The following recommendations and suggestions are set out accordingly to the findings of the research:-

- 1- Curricula designers need to pay great attention for teaching drama in all university levels.
- 2- There must be great role for theater in schools and universities in all stages of learning.
- 3- Literature examinations are to include drama and theater items.

4 - Students must be involved in selection drama content and they should be given a chance to set/ design activities from their culture or heritage.

5- In some stages there should be examinations about drama for those who want to specialize in drama.

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