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DRAMA METHOD APPLICATION IN LANGUAGE EDUCATION: EXAMPLE OF ARABIC PRONOUNS

Abstract

In Turkish, Personal Pronouns, Possessive Suffixes, and Genitive Suffixes are derived from the common root. However, in Arabic, they come in different forms. For this reason, students have difficulties in learning the subject. Socio-cultural differences, individual differences, and readiness affect the education and training process.

To minimize these differences in individuals learning Arabic and to increase the class level, it is aimed to use creative drama as a method, to affirm this process and to shorten the education process.

Keywords: *Drama in education, Arabic teaching, personal pronouns, possessive suffixes, genitive pronouns*

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Dil tədrisində dram idarəsinin tətbiqi: ərəb dilində əvəzlilik örnəyi

Xülasə

Türk dilində şəxs əvəzlilikləri, yiyəlik şəkilciləri, əlaqə şəkilciləri ortaq kökdən gəlir. Ərəb dilində isə fərqli formalarda gəlməkdədir. Tələbələr də bu baxımdan mövzunu öyrənməkdə çətinliklərlə qarşılaşmaqdadırlar. Sosyo-mədəni fərqliliklər, şəxsi fərqliliklər və hazırlıqlar tədris prosesinə təsir etməkdədir.

Ərəb dilini öyrənən tələbələrdə bu fərqlilikləri ən aza endirib sinfin səviyyəsini yüksəltmək üçün yaradıcı dramın metod olaraq istifadə edilib bu prosesi müsbət şəkllə gətirmək və tədris müddətini qısaltmaq hədəflənmişdir.

Açar sözlər: *dram, ərəb dili tədrisi, şəxs əvəzlilikləri, yiyəlik şəkilciləri, əlaqə şəkilciləri*

Introduction

Languages have been the most important communication tool of humanity throughout history, and since languages are a special agreement system shaped according to the social structure of each tribe, there are as many languages as the number of tribes in the world (Korkmaz, 2009: LXII).

Turkish is a member of the Ural-Altaic language family in terms of origin and is an agglutinative language in terms of structure. In related languages, word roots remain unchanged and suffixes are added to the root and stem end. However, Arabic is one of the inflective languages belonging to the Semitic languages (Korkmaz, 2009: LXIII).

In these languages belonging to different families, the pronouns also differ. For instance: personal pronoun, possessive suffix, and genitive suffix cases of “ben” (I) are as follows in both languages.

	Turkish	Arabic
Personal Pronoun	Ben (I)	أنا
Possessive suffix	Ben-im kitab+ı+m (my book)	كتاب+ي
Genitive suffix	Ben-im-ki (mine)	لي

This change can cause problems for Arabic learners. The use of classical methods in language teaching takes time to feel these differences.

To accelerate this process, it is necessary to apply new methods. One of these methods is the “Drama” method.

Drama is improvisational animations created by the participants without binding to any text in the light of their creativity, original thoughts, subjective memories, and knowledge (San, 1998: 267). It is the act of improvising a purpose or an idea by using the methods such as improvisation, role playing (taking a role), etc., based on the life experiences of the members of a group (Adıguzel, 2014: 43).

Due to the physical or cultural, cognitive, affective, and psychomotor distinctions that occur in the individuals as a result of heredity characteristics and individuals' interaction with their environment (Ustundagh, 2010: 145) individual differences between students are also minimized and brought together at a common point.

Pronouns

The pronouns are grammatical categories that take the place of nouns and represent or point to people and objects (Korkmaz, 2009: 399; Meral, 2019: 190). With Vardar's definition, the pronouns are morphemes that indicate a previously mentioned element, person, and object, and grammatical relations formed by morphemes that have this characteristic (Vardar, 1998: 15).

Pronouns in Arabic are not classified according to their functionality as in Turkish, but according to whether they are attached to a word or not. Pronouns that attach to a noun or a verb are called “Muttasil Pronouns” (Contiguous Pronouns) and they act as a possessive when attached to a noun and as an object/complement when attached to a verb. The pronouns that do not attach to any noun and have meanings on their own are also called “Munfasil Pronouns” (Unattached Pronouns) (Ibn Hisham 1993: 105; Akshit, 2018: 47). These are the equivalents of personal pronouns in Turkish.

The forms of contiguous and unattached ones are different from each other.

For instance:

Sen (You): أنت

Senin kalemin (Your pen): قلمك (ك+قلم)

Seni seviyorum (I love you): أحبك (ك+أحب)

In general, pronouns are classified as personal pronouns, reflexive pronouns, demonstrative pronouns, possessive pronouns, indefinite pronouns, interrogative pronouns, and relative pronouns (Korkmaz, 2009: 399-450). Although the classification is like this, we applied the drama method for the following pronouns.

Personal Pronouns

These are pronouns that represent entities as persons and replace personal names. These are divided into 3 groups as singular forms and plural forms (Korkmaz, 2009: 405).

The definition of the pronoun in Arabic sources is “*The words indicating Theologian (first person), Collocutor (second person) and Absentee (third person)*” (Ibn 'Aqil, 1974: 104). These form the group called Munfasil (Unattached).

In addition, in Arabic, persons and their pronouns consist of a total of 14 persons, including masculine and feminine in terms of gender; and singular, dual, and plural in terms of number (Ekinci, 2017:134; Tayfur, 2022: 259).

	Singular	Dual	Plural
First-person masculine+feminine	Ben (I)/أنا	Biz (We)/نحن	Biz (We)/نحن
Second-person masculine	Sen (You)/أنت	İkiniz (Both of you)/أنتم	Sizler (You)/أنتم
Second-person feminine	Sen (You)/أنت	İkiniz (Both of you)/أنتم	Sizler (You)/أنتم
Third-person masculine	O (He)/هو	İkisi (Two of them)/هما	Onlar (They)/هم
Third-person feminine	O (She)/هي	İkisi (Two of them)/هما	Onlar (They)/هن

Possessive Suffix

The possessive suffixes are also considered possessive pronouns and these are suffixes that indicate who or what the object corresponds to the noun belongs to, show possession, and establish a connection between nouns and nouns (Korkmaz, 2009: 259-260; Erten, 2007: 225). For instance:

What is meant by the phrase “*aklım eriyor*” (my mind can understand) is that the mind belongs to “me”.

“*Dün akşam mektubunu aldım.*” (I received your letter last night.) Wherein, it means that the letter belongs to “you”.

These form the group called Muttasil (Contiguous) in Arabic. They attach to the end of the noun as in Turkish, but their forms are different.

	Singular	Dual	Plural
First-person masculine+feminine	Kitap+ım/كتاب+ي (My book)	Kitap+ımız/كتاب+نا (Our book)	Kitap+ımız/كتاب+نا (Our book)
Second-person masculine	Kitap+ın/كتاب+ك (your book)	Kitap+ınız/كتاب+كما (Your book)	Kitap+ınız/كتاب+كم (Your book)
Second-person feminine	Kitap+ın/كتاب+ك (Your book)	Kitap+ınız/كتاب+كما (Your book)	Kitap+ınız/كتاب+كن (Your book)
Third-person masculine	Kitap+ı/كتاب+ه (His book)	ikisinin Kitap+ı/كتاب+هما (Book of two of them)	Onların Kitap+ı/كتاب+هم (Their book)
Third-person feminine	Kitap+ı/كتاب+ها (Her book)	ikisinin Kitap+ım/كتاب+هما (Book of two of them)	Onların Kitap+ı/كتاب+هن (Their book)

Genitive Suffix

The genitive case is the case of possession and establishing a possessive connection between the name to which it is attached and another name. This suffix corresponds to a concept in the nominative case with which it relates (Korkmaz, 2009: 268; Erten, 2007: 222). These are the pronouns formed by removing the defined items in noun phrases formed with personal or demonstrative pronouns and replacing them with the suffix “-ki” (-s) (Korkmaz, 2009: 430).

For instance: Hasanın arabası - Hasanınki (Hasan’s car - Hasan’s)

Genitive suffixes also form the group called Muttasil (Contiguous) in Arabic. They attach to the end of the noun as in Turkish, but their forms are different from personal pronouns.

	Singular	Dual	Plural
First-person masculine+feminine	Benimki (Mine)/ل+ي/ل	Bizimki (Ours)/ل+نا	Bizimki (Ours)/ل+نا
Second-person masculine	Seninki (Yours)/ل+ك/ل	İkinizinki (Yours)/ل+كما	Sizinki (Yours)/ل+كم
Second-person feminine	Seninki (Yours)/ل+ك/ل	İkinizinki (Yours)/ل+كما	Sizinki (Yours)/ل+كن
Third-person masculine	Onunki (His)/ل+ه	İkinizinki (Of the two)/ل+هما	Onlarinki (Theirs)/ل+هم
Third-person feminine	Onunki (Hers)/ل+ها	İkinizinki (Of the two)/ل+هما	Onlarinki (Theirs)/ل+هن

Drama application in teaching pronouns

Method

First of all, the subject of pronouns was taught in general in the lesson. At the end of the subject, the papers on which the pronouns were written and the subject cards were provided and the drama method was used to reinforce the learning.

Population and Sample

The population of the research consists of the first-year students of Kırıkkale University, Department of Arabic Translation and Interpreting, who take the “*Lexicology*” lesson in the fall semester of the 2022-2023 academic year. The sample, on the other hand, consists of students in the same class, who were chosen according to the principle of voluntariness. Three groups of ten people were formed from these students. One of these groups was randomly determined as the control group and the others as the experimental group.

A. Preparation-Warm-up:

Before starting the activities related to the pronouns taught in the previous lesson, the leader distributes papers on which various pronouns are written to the students. The leader asks students to read them in 5 minutes and change them with their friends' papers. The leader also asks students to guess the meaning of the pronoun they read. After the time is up, the activities begin.

Activity 1: The name of the game is “find the match”. The students are given papers on which various pronouns are written. Everyone tries to find the pronoun that matches the one they have. The game continues until all pronouns match. Each matched pair is asked to hold the papers together and say its meaning and a sample sentence containing this pronoun.

Activity 2: The “gossip ring” game is played. The class is divided into three groups. The leader says a sentence containing a pronoun to the student in the first row, and this pronoun is whispered from ear to ear until the end of the row. The group that correctly reaches the given sentence to the end of the row wins.

Activity 3: The class is divided into groups of three. Written texts are distributed to students, and the fields where the pronouns are written are left blank. The leader reads the text and the students are asked to write the correct pronouns in the blanks. The group that writes correctly wins.

Activity 4: The students are given small papers on which various pronouns are written and A4 paper with the same pronouns and the students are asked to put the pronouns belonging to the same group together on the A4 paper and put them in order.

B. Animation:

The students are divided into three groups. Each group is given subject cards to animate and is given 10 minutes to animate.

1. Worker, chief: In the factory, the department chief tells the work to be completed on time. The worker states that he/she is tired and has a headache and wants the work to be finished early.

During the animation, the words (ben/أنا (I), yorgun/متعب (tired), baş ağrısı/صداع (headache), benim/عندي (my)) are used.

2. Cashier-customer: The customer waiting in a line asks the cashier to act faster in order not to be late in the evening hours. The cashier shows the people waiting in line and the full shopping carts and asks her/him to wait in the line silently.

During the animation, the words (sıra/دور (line), onlar/هم (they), onların/لهم (their), sen/أنت (you), senin/لك (your)) are used.

3. Coach-female athlete: Because she is late, the coach does not want to take the female athlete to training. The female athlete says that she is late because of the traffic jam and wants to join the training.

During the animation, the words (antrenman/تدريب (training), onlar/هن (they), onların/لهن (their), sen/هي (you), senin/لها (your)) are used.

C. Evaluation:

Activity 5: Students are asked to write a slogan sentence in which at least one of these pronouns is used.

Criteria: The student recognizes, knows, and uses all forms of pronouns in a text they read.

Results and interpretation

The subject of pronouns in Arabic was taught in 4 lesson hours in the two weeks before the drama is applied with the direct instruction method. In the next week, the subject of pronouns was taught again with the drama technique during the lesson hour and it was determined that the rate of participation in the lesson increased with the desire to take part in the drama. As a result of the application, the rate of understanding the subject in the lesson hour in which the drama technique was used was found to be higher than the lesson hours in the previous two weeks in which the direct instruction method was used. With the drama technique, rote learning was prevented in language teaching, and academic success was increased. This result showed that new teaching methods and techniques should be used in language teaching.

The use of a different technique in the lesson motivated the students towards the lesson by providing a different experience and increased the level of participation in the lesson, as well as breaking the prejudices of the students against grammar issues. They felt that pronouns are used in every moment of life. By participating in the lesson, their self-confidence increased, they had the courage to speak freely in society, and they were encouraged to participate in teamwork.

Drama activities should be included in language teaching books where traditional methods are used commonly.

Conclusion

Positive developments were observed in the behavior of students with a shy attitude in lessons taught with traditional methods such as direct instruction, rote, and question-answer to work together in the game process and develop group dynamics. It had an effect to facilitate learning for students who had difficulties in participating in lessons before.

In the lessons in which creative drama is used as a method of teaching Arabic as a second foreign language, the students actively participated in the lesson both mentally and physically. This situation has been a facilitating factor in reaching the objectives of the lesson.

The use of creative drama as a teaching method has decreased the academic anxiety of the students by feeling themselves in a more free environment in Arabic education and has had positive results on the students by keeping the permanence of the acquired knowledge alive for a longer period.

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