Chapter 5

Conclusion
5.1 Summary

The researcher has worked on effectiveness of drama based activities to develop speaking skills of ESL learners at secondary level. Drama has been an important tool for researches worldwide for teaching language skills. It has been practiced widely nowadays. Unlike the previous researches, the researcher, being a professional actor and director, involved activities which purely focused on an actor’s development. And being a student of language, he has to follow the pedagogical techniques. In a way, the researcher tried to combine both his forte for the research. Keeping in mind the hypothesis, the researcher had designed a set of 15 different tasks which help learners to think out of the box. At the same time, the activities allowed learners to be innovative and creative.

Findings of the study in terms testing of hypothesis are as under.
5.2 Testing of Hypothesis and Findings:

**H\(_{01}\)** There will be no significant difference between the mean scores of Pre-test and Post-test of experimental group.

The overall pre-test mean score and the overall post-test mean score have T-value of 11.710 and P-value of 0.000, at the level of 0.04 also shown by the paired T-test analysis. This clearly indicates that overall pre-test means scores and overall post-test mean scores are remarkably like chalk and cheese. The mean 10.217 of the paired difference shows that the overall post-test mean score was higher than overall pre-test mean score. That indicates that the drama based activities are proved effective because of the significant difference in pre-test and post-test scores of the learners of the experimental group. Therefore, the researcher rejects H\(_{01}\).

**H\(_{02}\)** There will be no significant difference between the mean scores of Pre – test and Post – test regarding language skills of experimental group.

Regarding Grammar, the overall pre-test mean score and the overall post-test mean score have T-value of 10.314 and P-value of 0.000, at the
level of 0.04 also shown by the paired T-test analysis. While Regarding Fluency, the overall pre-test mean score and the overall post-test mean score have T-value of 9.630 and P-value of 0.000. Regarding Accuracy, the overall pre-test mean score and the overall post-test mean score have T-value of 11.389 and P-value of 0.000. And regarding Vocabulary, the overall pre-test mean score and the overall post-test mean score have T-value of 10.357 and P-value of 0.000 at the level of 0.04.

This clearly indicates that overall pre-test means scores and overall post-test mean scores regarding grammar, fluency, accuracy and vocabulary are widely divergent. Thus, the researcher can claim that drama based activities are effective. Therefore, the researcher rejects H02.

**H03** There will be no significant difference in the mean scores of the Pre-test and the Post-test with respect to gender in experimental group.

The overall pre-test mean score and the overall post-test mean score of female learners have T-value of 2.912 and 6.757, at the same time 9.800 and 5.986 in male learners, and P-value of 0.000 and 0.027, at the level of 0.05 also shown by the paired T-test analysis.
This clearly indicates that overall pre-test means scores and overall post-test mean scores of female learners and male learners are worlds apart. That points out that the drama based activities are proved effective because of the significant difference in pre-test and post-test by female and male learners of the experimental group. Therefore, the researcher rejects H03.

H04: There will be no significant difference between the mean scores of the Pre-test and the Post-test in experimental group regarding gender and language skills.

Regarding Grammar, the overall pre-test mean score and the overall post-test mean score of female learners have T-value of 3.873 and 5.729 and P-value of 0.008, at the level of 0.06 and 0.000 at the level of 0.01, while the overall pre-test mean score and the overall post-test mean score of male learners have T-value of 7.330 and 4.158, and 0.000 at the level of 0.01 and 0.053 at the level of 0.02 also shown by the paired T-test analysis. Regarding Fluency, the overall pre-test mean score and the overall post-test mean score of female learners have T-value of 1.890 and 5.130 and P-value of 0.108 and 0.000, while the overall pre-test mean score and the overall post-test mean score of male learners come
with T-value of 9.104 and 5.292 and P-value of 0.000 and 0.034.

Regarding Accuracy, the overall pre-test mean score and the overall post-test mean score of female learners have T-value of 2.714 and 6.628 and P-value of 0.035 and 0.000, while the overall pre-test mean score and the overall post-test mean score of male learners come with T-value of 10.321 and 6.928 and P-value of 0.000 and 0.020. And regarding Vocabulary, the overall pre-test mean score and the overall post-test mean score of female learners have T-value of 2.294 and 5.871 and P-value of 0.062 and 0.000, while the overall pre-test mean score and the overall post-test mean score of male learners come with T-value of 8.008 and 6.928 and P-value of 0.000 and 0.020.

This clearly indicates that overall pre-test means scores overall post-test mean scores of female and male learners, regarding grammar, fluency, accuracy, vocabulary, are significantly different.

The mean of paired difference with respect to grammar was 1.429 and 2.353 in female learners and 2.737 and 3.667 in male learners, fluency was 1.286 and 1.941 in female learners and 3.105 and 4.667 in male learners, accuracy was 1.571 and 2.118 in female learners and 3.474 and 4.000 in male learners; and vocabulary was 1.571 and 2.294 in female
learners and 3.000 and 4.000 in male learners shows that, in both female and male learners in the research, the overall post-test means scores was higher than overall pre-test means score.

Thus, the researcher can once again claim that the treatment, drama based activities to develop speaking skills of ESL learners, given to the learners during the experiment was proved effective in bringing the notable difference in the overall pre-test mean scores and overall post-test mean scores of female and male learners regarding grammar, fluency, accuracy and vocabulary. The difference in the mean score was visible. Therefore the researcher rejects H04.

H05 There will be no significant difference in the overall mean scores of the Post–test of experimental group and controlled group.

According to the analysis of the experimental group’s post-test score and control group’s post-test score, the P-value proportionate to F-test of equal variances assumed was 0.002. This determines that, to compare the experimental group’s post-test mean score with the control group’s post-test mean score, the independent two-sample T-test with unequal variance was incorporated. The P-value of t-test with unequal variance
was 0.000. This declares that the experimental group’s post-test mean score and the control group’s post-test mean score are notably unlike.

Since the difference was found in the experimental group’s post-test mean score and control group’s post-test mean score, it can be said that the discrepancy occurred because of the treatment, drama based activities to develop speaking skills of ESL learners, given to the learners of the experimental group during the experiment. Therefore the researcher rejects the H05.

H06 There will be no significant difference in the overall mean scores of the Post – test of experimental group and controlled group regarding language skills.

According to the analysis of the experimental group’s post-test score and control group’s post-test score regarding Grammar, the P-value proportionate to the F-test of equal variances assumed was 0.002. This determines that, to compare the experimental group’s post-test mean score with the control group’s post-test mean score regarding Grammar, the independent two-sample T-test with unequal variance should be incorporated. The P-value of T-test with unequal variance was 0.000. This declares that the experimental group’s post-test mean score
and the control group’s post-test mean score of are notably different regarding Grammar.

According to the analysis of the experimental group’s post-test score and control group’s post-test score regarding Fluency, the P-value proportionate to the F-test of equal variances assumed was 0.005. This determines that, to compare the experimental group’s post-test mean score with the control group’s post-test mean score regarding Fluency, the independent two-sample T-test with unequal variance should be incorporated. The P-value of T-test with unequal variance was 0.000. This declares that the experimental group’s post-test mean score and the control group’s post-test mean score of are notably different regarding Fluency.

According to the analysis of the experimental group’s post-test score and control group’s post-test score, regarding Accuracy, the P-value proportionate to the F-test of equal variances assumed was 0.001. This determines that, to compare the experimental group’s post-test mean score with the control group’s post-test mean score regarding Accuracy, the independent two-sample T-test with unequal variance should be incorporated. The P-value of T-test with unequal variance was 0.000.
This declares that the experimental group’s post-test mean score and the control group’s post-test mean score of are notably different regarding Accuracy.

According to the analysis of the experimental group’s post-test score and control group’s post-test score, regarding Vocabulary, the P-value proportionate to the F-test of equal variances assumed was 0.003. This determines that, to compare the experimental group’s post-test mean score with the control group’s post-test mean score regarding Vocabulary, the independent two-sample T-test with unequal variance should be incorporated. The P-value of T-test with unequal variance was 0.00. This declares that the experimental group’s post-test mean score and the control group’s post-test mean score of are notably different regarding Vocabulary.

The above mentioned data clearly states that the experimental group’s post-test mean scores and the control group’s post-test mean scores are conspicuously poles apart regarding grammar, fluency, accuracy and vocabulary. Thus, it can be said that, drama based activities to develop speaking skills of ESL learners has proven to be effective in developing
speaking skills of learners keeping in view grammar, fluency, accuracy and vocabulary. Therefore the researcher rejects the H06.

**H07** There will be no significant difference in the overall mean scores of the Post – test of experimental group and controlled group regarding gender.

According to the analysis of the experimental group’s post-test score and control group’s post-test score of female learners the P-value proportionate to the F-test of equal variances assumed was 0.102. This determines that, to compare the experimental group’s post-test mean score with the control group’s post-test mean score of female learners, the independent two-sample T-test with unequal variance should be incorporated. The P-value of t-test with unequal variance was 0.000. This declares that the experimental group’s post-test mean score and the control group’s post-test mean score of are notably different in female learners.

Similarly, According to the analysis of the experimental group’s post-test score and control group’s post-test score of male learners the P-value proportionate to the F-test of equal variances assumed was 0.001.
This determines that, to compare the experimental group’s post-test mean score with the control group’s post-test mean score of male learners, the independent two-sample T-test with unequal variance should be incorporated. The P-value of t-test with unequal variance was 0.000. This declares that the experimental group’s post-test mean score and the control group’s post-test mean score of are notably different in male learners.

Above mentioned data and the analysis clearly signify that there was definitely a noteworthy dissimilarity between the experimental group’s post-test mean score and the control group’s post-test mean scores in both, female and male learners. Thus, the researcher’s treatment of drama based activities was found highly effective in developing speaking skills of female and male learners at secondary level. Therefore the researcher rejects the H07.

\textbf{H08} There will be no significant difference in the overall mean scores of the Post – test of experimental group and controlled group regarding gender and language skills.

According to the analysis of the experimental group’s post-test score and control group’s post-test score of female learners, regarding
Grammar, the P-value proportionate to the F-test of equal variances assumed was 0.171. This determines that, to compare the experimental group’s post-test mean score with the control group’s post-test mean score of female learners regarding Grammar, the independent two-sample T-test with unequal variance should be incorporated. The P-value of T-test with unequal variance was 0.000. This declares that the experimental group’s post-test mean score and the control group’s post-test mean score of female learners are notably different regarding Grammar.

According to the analysis of the experimental group’s post-test score and control group’s post-test score of female learners, regarding Fluency, the P-value proportionate to the F-test of equal variances assumed was 0.043. This determines that, to compare the experimental group’s post-test mean score with the control group’s post-test mean score of female learners regarding Fluency, the independent two-sample T-test with unequal variance should be incorporated. The P-value of T-test with unequal variance was 0.000. This declares that the experimental group’s post-test mean score and the control group’s post-test mean score of female learners are notably different regarding Fluency.
According to the analysis of the experimental group’s post-test score and control group’s post-test score of female learners, regarding Accuracy, the P-value proportionate to the F-test of equal variances assumed was 0.026. This determines that, to compare the experimental group’s post-test mean score with the control group’s post-test mean score of female learners regarding Accuracy, the independent two-sample T-test with unequal variance should be incorporated. The P-value of T-test with unequal variance was 0.000. This declares that the experimental group’s post-test mean score and the control group’s post-test mean score of female learners are notably different regarding Accuracy.

According to the analysis of the experimental group’s post-test score and control group’s post-test score of female learners, regarding Vocabulary, the P-value proportionate to the F-test of equal variances assumed was 0.135. This determines that, to compare the experimental group’s post-test mean score with the control group’s post-test mean score of female learners regarding Vocabulary, the independent two-sample T-test with unequal variance should be incorporated. The P-value of T-test with unequal variance was 0.000. This declares that the experimental group’s post-test mean score and the control group’s post-
test mean score of female learners are notably different regarding Vocabulary.

According to the analysis of the experimental group’s post-test score and control group’s post-test score of male learners, regarding Grammar, the P-value proportionate to the F-test of equal variances assumed was 0.000. This determines that, to compare the experimental group’s post-test mean score with the control group’s post-test mean score of male learners regarding Grammar, the independent two-sample T-test with unequal variance should be incorporated. The P-value of T-test with unequal variance was 0.000. This declares that the experimental group’s post-test mean score and the control group’s post-test mean score of male learners are notably different regarding Grammar.

According to the analysis of the experimental group’s post-test score and control group’s post-test score of male learners, regarding Fluency, the P-value proportionate to the F-test of equal variances assumed was 0.045. This determines that, to compare the experimental group’s post-test mean score with the control group’s post-test mean score of male learners regarding Fluency, the independent two-sample T-test with
unequal variance should be incorporated. The P-value of T-test with unequal variance was 0.000. This declares that the experimental group’s post-test mean score and the control group’s post-test mean score of male learners are notably different regarding Fluency.

According to the analysis of the experimental group’s post-test score and control group’s post-test score of male learners, regarding Accuracy, the P-value proportionate to the F-test of equal variances assumed was 0.000. This determines that, to compare the experimental group’s post-test mean score with the control group’s post-test mean score of male learners regarding Accuracy, the independent two-sample T-test with unequal variance should be incorporated. The P-value of T-test with unequal variance was 0.000. This declares that the experimental group’s post-test mean score and the control group’s post-test mean score of male learners are notably different regarding Accuracy.

According to the analysis of the experimental group’s post-test score and control group’s post-test score of male learners, regarding Vocabulary, the P-value proportionate to the F-test of equal variances assumed was 0.010. This determines that, to compare the experimental
group’s post-test mean score with the control group’s post-test mean score of male learners regarding Vocabulary, the independent two-sample T-test with unequal variance should be incorporated. The P-value of T-test with unequal variance was 0.000. This declares that the experimental group’s post-test mean score and the control group’s post-test mean score of male learners are notably different regarding Vocabulary.

As presented in the above mentioned details and the analysis of the hypothesis, it is clear that the experimental group’s post-test mean scores and the control group’s post-test mean scores are remarkably like chalk and cheese in both female and male learners of the experiment regarding grammar, fluency, accuracy and vocabulary. Thus, the research can say that the treatment of drama based activities is proved highly effective for both, female and male learners in developing speaking skills of ESL learners regarding grammar, fluency, accuracy and vocabulary. Therefore the researcher rejects the last hypothesis, H08, as well.

The finding shows all the Hypothesises are rejected as the significant difference is there in the result. Thus, the researcher says that drama
based activities are really effective to develop speaking skills of ESL learners.

5.3 Suggestions:

Suggestions to the Policy- makers

1. The policy makers shall incorporate drama and drama based activities as one of the components of regular teaching to ESL learners at secondary level.

2. The gender differences are socially absorbed and for its removal such an approach is very important. It is observed during the study.

3. The parents should be oriented to the importance and need of school activities related to drama and drama based activities.

4. Policy makers should communicate to practiceners in this regard.
5.4 Recommendations for Further Studies:

This research opens the possibility of many more research works that can be made to carry forward the study made by the researcher. The recommended research works are mentioned below.

5.4.1 This research work dealt with ESL learners at secondary level. The similar research can be undertaken in at primary level, higher secondary level and even at university level.

5.4.2 This research dealt with only one aspect of the study that is speaking skills of one subject. Similar research can be done in other aspects of the study and can be used in other subjects as well.

5.4.3 This experiment was undertaken on the Gujarati Medium Secondary Schools of Navsari only. The similar study can be made in English Medium Schools, at primary, secondary and higher secondary levels of different cities as well.

5.4.4 Neither in control group nor in experimental group was a special student in this research. So there is a scope of making the similar
research on students with special needs in socio-psychological perspectives.

5.4.5 At the time of the experiment, the researcher observed that drama based activities along with the speaking skills of the learners influence various facets which are directly or indirectly related to one’s being. So, further study can be taken to measure the effect of drama based activities on personality aspects like confidence level, creative writing skills, creative thinking, management skills, social development, development of emotional quotient, etc.

5.5 Conclusion:

Though it has been generally used for entertainment, drama is an influential medium of expression, proving itself over decades to be the combination of many skills. An actor, more than a common man, possesses all such skills and his personality is noticeably developed. Along with the entertainment, Drama has also been a great motivating factor of social reformations and mass education. Using drama in education is not really a new thought but its genuine use in classroom is infrequently observed. The present study has proved how effective drama based activities could be, if used properly in the classroom.
teaching. It surely develops the speaking skills of students similarly it also develops students’ personality, increases students’ interest in the subject that they study and helps solve many personality problems. If the education system, not only of Gujarat but also of our country considers the facts observed by this study and follows the suggestions, there are bright chances to bring about a great change in teaching and learning experiences.