

# EFFECT OF DRAMATIZATION ON SPEAKING SKILLS AND ACADEMIC ACHIEVEMENT IN ENGLISH AMONG PRIMARY STUDENTS

Amit Kauts and Monika

*The present study intends to examine the effect of dramatization on speaking skills and academic achievement in English among primary students. The sample consisted of 240 fifth class students from four co-educational private schools of district Fazilka. The sample was divided into two groups randomly. One of the two groups was designated as Experimental Group and the other as Control Group. Experimental group was taught through Dramatization and the control group was taught through traditional method. The obtained data was analysed using two way Analysis of Variance. The results revealed that (i) Teaching through dramatization was found effective than traditional method with respect to achievement of students in English and gain scores in speaking skills (ii) Boys outperformed girls in case of achievement gain scores (iii) Girls outperformed boys in case of gain scores of speaking skills.*

**KEYWORDS:** Dramatization, Speaking Skills, Academic Achievement in English

## INTRODUCTION

The historical circumstances of India (having been ruled by the British for over two centuries) have given Indians an easy access to mastering English language, and innumerable opportunities for advancement in the field of science and technology. English is no longer a language of the colonizers. We no longer consider ourselves as the Macaulay's 'cursed' children. English with

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Amit Kauts ✉

Principal, MGN College of Education, Jalandhar, India

Email: amitkauts@yahoo.com

Monika

Research Scholar, Dept. of Education, Punjab University, Chandigarh

Email: monadec2@gmail.com

a capital 'E' is an integral component of today's life and a vital component of the 'e-world'. The marvels of Information Technology has shrunked the huge universe into a small 'global village' where China is no far from India or Uganda via internet. There was an age when English was considered to be a 'status' quo and the prerogative property of the intellectual elite. English is the buzzword which has conquered all the major fields of the world and sometimes is described as the first global lingua franca, it is regarded as a dominant International language in Communications, Science, Business, Aviation, Entertainment, Radio and Diplomacy, Medicine, Commerce and all fields which we can possibly think off.

Generally, People going from North to South for education or business mostly communicate in English and it is used among Indians as a 'Link Language' and it is the first language for many well-educated Indians. It is also the second language for many who speak more than one language in India. The English language is a tie that helps bind the many segments of our society together. Keeping this in mind, our Parliament has also recognised English as an official language in addition to Hindi. All the facts of history and developments in present day India has underlined the continued importance of learning English in addition to the vernaculars.

Generally, standard English today does not depend on accent but rather on shared educational experience, mainly of the printed language. Present-day English is an immensely varied language, having absorbed material from many other tongues. It is spoken by more than 300 million native speakers, and between 400 and 800 million foreign users. It is the official language of air transport and shipping; the leading language of science, technology, computers and commerce; and a major medium of education, publishing, and international negotiation. For this reason, scholars frequently refer to its latest phase as 'World English'.

### **WHAT IS WRONG WITH THE TEACHING OF ENGLISH IN PRESENT SCENARIO?**

The way we teach English to today's students must change. It is no longer acceptable, effective, or ethical to use skill and drill practices on a generation of students that requires and demands a new approach to learning of English. No longer will the "traditional" way of teaching suffice. Students today are less and less responsive to the 30 or 40 minute lectures delivered in one classroom, by one teacher, on a daily basis across the nation. Moreover, they are even less interested in acquiring knowledge from the traditional state-mandated textbooks provided for them to explore, discover, comprehend, and regurgitate on demand. A new way of teaching English is required to reach the vast and diverse group of students that sit in our classrooms every day. So the

question is posed. What alternative instructional strategies and techniques can we use as educators, administrators, school districts, and policy makers to put into action for this new generation of learners?

The overall goal is to take the instructional strategies and the concept used to teach through dramatization and integrate it into core subject teaching area of English Language. With these strategies the students may come to know about the applications of conventions of English classroom to improve their academic achievement and sustain their interest in English language learning and using the appropriate speaking skills to convey information. Furthermore, these drama strategies give students a break from the monotonous traditional teaching.

## DRAMATIZATION

'Drama!' The very word, with its theatrical associations, may put you off. But this is "classroom drama", rooted in education, remote from stages and actor skills. This is not about "casting parts", "dressing up", play acting" or "learning lines". This is about signalling an alternate context within which children may learn.

Dramatization comes under the category of "Play-Way Method". In play, a person experiences the pleasures of performing a task for its own sake. When enjoyment is introduced to any activity, it is said to be done in a play way method and it is the most important teaching strategy especially for those students whose native language is not English. Play way makes the difficult and boring task delightful. This method for the first time was introduced by Caldwell (1985), University of California.

Dramatization means some person plays the role and there we have dramatic view of the situation. Through dramatization the child gathers the concept more easily and dull and boring concepts become real and interesting.

'I hear and I forget, I listen and I remember, I do and I understand'. This is the essence why drama is a powerful classroom tool. It works through our "experimental senses". The student is not a passive recipient but an active meaning maker. The student engages on a much deeper and personal level than simply being given information. In drama the student demonstrates his understanding by acting out or being what 'Boal' refers to as a "spect-actor". This 'acting out' is not prescribed but comes through personal internalisation, context and group dynamics. The student develops Speaking Skills, Leadership, Teamwork, Compromise, Listening Skills, Presentation Skills, Self Esteem, Self Confidence, Creativity, Self Acceptance, Acceptance of others, Empowerment, Pride in work, Responsibility, Problem Solving, Management, to name a few. Drama in the classroom makes the classroom a place where teachers and students meet as fellow players, involved with one another, ready

to connect, to communicate, to experience, to respond, to experiment and discover.

Holden (1981) defined 'Drama' as “any activity which asks the students to portray himself in an imaginary situation or another person in an imaginary situation”. He further says that 'Drama' is about the world of “Let's Pretend”. It requires students to put themselves into someone else's shoes.

Drama covers a wide range of techniques which incorporates interaction, movement, vocal action and mental concentration (Booth, 1994). It stimulates the process of learning by experience (Boal, 1993). Drama in education therefore employs the use of drama games, role play, improvisation, mime, script writing, devising and reflecting, dialogues, puppeteering, story making, telling and dramatizing. Dougill (1987) explained it as an educational tool; he further says that 'Drama fosters the linguistic, intellectual and social development of the learner'.

### **Drama in English Language Learning**

Drama integrates language skills in a natural way. Careful listening is a key feature. Spontaneous verbal expression is integral to most of the activities; and many of them require reading and writing, both as part of the input and the output. Drama integrates verbal and non verbal aspects of communication, thus bringing together both mind and body, and restoring the balance between physical and intellectual aspects of learning. It draws upon both cognitive and affective domains, thus restoring the importance of feeling as well as thinking. By fully contextualizing the language, it brings the classroom interaction to life through an intensive focus on meaning. The emphasis on whole-person learning and multi-sensory inputs helps learners to capitalize on their strength and to extend their range. In doing so, it offers unequalled opportunities for catering to learner differences. There is a transfer of responsibility for learning from teacher to learners which is where it belongs. It encourages an open, exploratory style of learning where creativity and the imagination are given scope to develop. This, in turn, promotes risk-taking, which is an essential element in effective language learning. It has a positive effect on classroom dynamics and atmosphere, thus facilitating the formation of a bonded group, which learns together.

Bolton (1984) and Healthcote (1985) emphasized the recognition of drama as a teaching instrument. According to them drama works best when it is a part of the learning process. Thus, they believe in the importance of drama for language teaching. According to Bolton, drama is a 'unique teaching tool, vital for language development'. So drama works best when it is a part of the learning process and each teacher should make use of drama in language education to promote the educational development of the students, namely, the communication, linguistic, intellectual and social development. With

drama we can play, move, act and learn at the same time (Philips, 2003).

Fleming (2006) stated that drama is inevitably learner-centred because it can only operate through active cooperation. It is therefore a social activity and thus embodies much of the theory that has emphasized the social and communal, as opposed to the purely individual, aspects of learning. The use of drama techniques and activities in the classroom provides exciting opportunities for foreign language learners to use the language in concrete 'situations'.

Drama activities can provide students with an opportunity to use language to express various emotions, to solve problems, to make decisions, to socialize. Drama activities are also useful in the development of speaking skills, interest and reading and writing as well. Drama activities help students to communicate in the foreign language including those with limited vocabulary. (Aldavero, 2008)

To sum up, every teacher regardless of the subject can make use of the drama in his lessons and make the lessons more meaningful, clear and enjoyable. Using drama in education also furthers the educational development of the learner.

## **SPEAKING SKILLS**

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information (Brown, 1994). Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes for speaking.

Speaking requires that learners not only know how to produce specific points of language such as grammar, pronunciation, or vocabulary (linguistic competence), but also they understand when, why and in what ways to produce language (sociolinguistic competence) (Cunningham, 1999).

Speaking in a second language involves the development of a particular type of communication skill. Because of its circumstances of production, oral language tends to differ from written language in its typical grammar, lexical & discourse patterns

Brown and Yule (1983) described the nature of spoken language by distinguishing between spoken and written language. They pointed out that for most of its history; language teaching has been concerned with the teaching of written language. This language is characterized by well- formed sentences which are integrated into highly structured paragraphs. Spoken language, on the other hand, consists of short, often fragmentary utterances, in a range of

pronunciations. There is often a great deal of repetition and overlap between one speaker and another, and speakers frequently use non-specific references. They also drew a useful distinction between two basic language functions. These are the transactional function, which is primarily concerned with the transfer of information, and the interactional function, in which the primary purpose of speech is the maintenance of social relationships.

An important contributor of immersion- based evidence, was led to consider whether other factors beside input might affect language competence Swain (1985). In particular she proposed the “comprehensible output hypothesis”, that is, to learn to speak we have actually to speak. Swain argued that knowing what one will need to speak makes one more likely to attend to syntax when one is listening.

Nunan (1992) mentioned another basic distinction when considering the development of speaking skills: distinguishing between dialogue and monologue. The ability to give an uninterrupted oral presentation is quite distinct from interacting with one or more other speakers for transactional and interactional purposes. While all native speakers can and use Language interactionally, not all native speakers have the ability to extemporise on a given subject to a group of listeners.

The interactional nature of language was examined by Bygate (1996). Bygate distinguished between motor-perceptive skills, which are concerned with correctly using the sounds and structures of the language, and interactional skills, which involve using motor-perceptive skills for the purposes of communication. Motor-perceptive skills are developed in the language classroom through activities such as model dialogues, pattern practice, and oral drills and so on. Bygate (1996) suggested that, in particular, learners need to develop skills in the management of interaction as well as in the negotiation of meaning. The management of the interaction involves such things as when and how to take the floor, when to introduce a topic or change the subject, how to invite someone else to speak, how to keep a conversation going and so on. Negotiation of meaning refers to the skill of making sure the person you are speaking to has correctly understood you and that you have correctly understood them.

Nunan (1996) added that one can apply the bottom-up/top- down distinction to speaking. The bottom up approach to speaking suggests that speakers start with the smallest unit of language, i.e. individual sounds, and move through mastery of words and sentences to discourse. The top down view, on the other hand, suggests that speakers start with the larger chunks of language, which are embedded in meaningful contexts, and use their knowledge of these contexts to comprehend and use correctly the smaller elements of language.

Wilson (1997) claimed that children who can translate their thoughts and ideas into words are more likely to succeed in school. Students who do not develop good listening and speaking skills will have life-long consequences because of their deficit. He also pointed out that speaking skills do not need to be taught as a separate subject. These skills can easily be integrated into other subject matter. This is because, students learn talking, clarify thoughts by talking, comprehend better with discussion of reading, write better after talking during writing conferences, develop confidence by speaking in front of peers, and provide a window to their own thinking through their talk.

Bygate (2002) argues that the second language has occupied a peculiar position throughout much of the history of language teaching, and only in the last two decades has it begun to emerge as a branch of teaching, learning and testing in its own right, rarely focusing on the production of spoken discourse.

Graham- Marr (2004) mentioned many reasons for focusing on listening and speaking when teaching English as a foreign language, not least of which is the fact that we as humans have been learning languages for thousands upon thousands of years, far longer we as humans have been able to read. Although not a set curriculum in most schools, speaking skills have been found to be a fundamental skill necessary for a child success in life.

## **ACADEMIC ACHIEVEMENT**

In modern times there has been a growing concern about the effectiveness and efficiency of teaching learning outcome of a system of education, which can be assessed in terms of students' achievement. Academic achievement is one part of the wider term of educational growth. It refers to what a student has achieved in different subjects of studies during the course of academic year. Academic achievement is affected largely due to the intra individual differences (differences within the individual from time to time) or within individual differences i.e between one individual and another). Besides, area of functioning individuals of same group, same grade and same potential ability may differ in their academic proficiency due to many factors.

Achievement is the varying outcome of the students. It is the competence of the students shown in the school subjects for which they have been given instructions. Achievement may be academic, personal and social.

Achievement is a state or level of persons personal learning and ability to apply what he has learnt. It is reflected in the test scores, marks, grades attained in different examinations. The word achievement is a wider term; it includes many dimensions of accomplishment in a given area as well as in different areas in terms of speed, accuracy, quality and level of difficulty with which an individual can perform a task to present achievement. So, achievement is the



accomplishment, proficiency or performance in the given skill or body of knowledge.

Academic achievement is important as it helps the students to understand the hierarchy based academic achievement i.e higher the achievement more are the openings for the students and they can go for better lives and better jobs in all fields like science and technology, medicine and management, literature, education etc. Higher scholastic achievement is of paramount importance for progress and promotion in any field. It is generally perceived that students with a higher level of achievement have a better chance of getting a higher level of job and would get better growth opportunities in their profession. Academic achievement also is an indicator of the level of intelligence. The world is becoming more and more competitive and the quality of performance has become the key factor for personal progress and as such parent's desire that their children climb the ladder of performance as high as possible. This desire for a high and said level of achievement shapes their attitude towards the educational system.

Page and Thomas (1979) defined achievement as a performance in school or college, in standardized series of educational tests. The term is used more generally to describe performance in subjects of the curriculum. On the basis of the achievement of the individual he/she can be broadly classified under categories such as over achiever, average achiever and under achiever.

Kumari (2001) defined academic achievement as the sum total of information gained after completing the course of instruction, partly or fully in a particular grade that he has obtained on academic tests.

So, Academic Achievement is the point and the centre of educational growth and development. Despite, many varied statements about aims of education; the academic achievement of the pupil continues to be the primary and most important goal of education. It depends on many variables cognitive and non cognitive.

## **REVIEW OF RELATED LITERATURE**

### **Dramatization and Communication Skills**

Roger (1989) presents a methodology of teaching language and literature through role playing in the classroom and demonstrates to teachers the link that exists between effective communication and techniques used in the class to achieve it. He explains that the language programme views language as an instrument of communication, a concept that implies that students will experience many different kinds of communication activities in the classroom. Thus, students will have to act in skits, give concrete forms to their ideas, make informational presentations etc. The training puts at the students disposal a



powerful tool of expression, while the positive experience that occurs during the dramatization process not only provide individual validation but fosters awareness to both individual and collective identity.

Akoguz (2002) in his study examined the effect of drama on developing speaking skills. This study was carried out with voluntary students, who participated in the creative drama workshop in educational parks of Turkey Association of Education Volunteers. The sample of the study involved two groups, the first group consisted of 22 students, who were aged 9 to 11 years and the second group were aged 11 to 13 years. Throughout the creative drama workshop of 12 weeks, the development in the students' speaking skills was observed, and these observations were registered regularly on the observation forms, and the video records were checked to prove their accuracy. The research results showed that compared to the observations made about each subject at the beginning of the experiment, creative drama caused a remarkable difference in development of speaking skills at the end of the experiment. It was found out that especially the female students aged 9 to 11 years used exaggerated sentences at "frequently" level much more than the boys did in the following weeks; that they were more interested in their environment than the boys were at "usually" level and that they listened to the others silently and by demonstrating that they were listening.

Murillo (2007) conducted a 12-class program at a private, catholic boys' school in Santiago Chile (grade level of students is not provided). He describes the class he will be teaching drama as "elective," so the students participating have chosen to be there. He does note though, that despite the success ("high marks in achievement test") of most of the 17 students in the class, several had "learning difficulties" or other disorders that made school difficult for them. The students were comfortable with safe, mechanical methods of language instruction; however, this had not developed their communicative skills to the point where they could answer the basic questions Murillo asked during an evaluative interview. As a result, the researcher decided to deliver instruction from the opposite approach.

Adomat (2010) the author explores how young readers build literary understanding and communication skills through per formative responses in picture book, these responses allows children to create and express meaning in ways that go beyond talk and that engage their creativity and imagination. They include varieties and modalities, such as gestures, mime, vocal, intonation, dialogues, characterization and dramatization. The author further explains that these per formative responses open up an imaginative world to children, allows communicating and actively contributing to the construction of meaning, giving children agency in creating their own curriculum and allowing for a collaborative environment that builds on the strengths of the students in group.

Most of the studies located by the researcher have been done in advanced countries; the researcher could not locate any study in Indian situations. So, there is a need to explore more on the effect of dramatization on speaking skills in Indian situations.

### **Dramatization and Academic Achievement**

Numerous studies have demonstrated a correlation between drama involvement and academic achievement. In addition to having higher standardized test scores than their peers who do not experience the arts, students who participate in drama often experience improved reading comprehension, maintain better attendance records, and stay generally more engaged in schools than their non-arts counterparts. Schools with arts-integrated programs, even in low-income areas, report high academic achievement.

Wynn and Laframboise (1996) reported that art in the classroom enriches the development of academic skills because it provides students with the first hand experiences. Thus, students have an opportunity to become actively involved, and to develop background knowledge through their experiences, the use of hands on and art based strategies provide meaningful language learning experiences. They help students develop and expand oral language competencies and in turn help them improve their academic achievement.

The study by the American Association of University Women, *Gender Gaps: Where Schools Still Fail Our Children* (2000) explains that on examining language arts scores, gender gaps exist on state wide, national and international basis with girls consistently outperforming boys on academic achievement.

Trust and Rosenthal (2000) reported that based on 80 reports, researchers found a link between classroom drama (acting out texts) and improvements in a variety of verbal areas including oral and written understanding and recall of stories, oral and written language development, and reading readiness and academic achievement. In all cases, students who enacted texts were compared to students who read the same texts but did not act them out. Drama not only helped children's verbal skills for the texts enacted; it also helped children's verbal skills when applied to new, non-enacted texts.

Elster (2001), Gardner (1973) and Robbins (1988) explain that as many as 80% of the students in some schools speak English as a second language. English Language Learners are classified according to their level of English language proficiency. These levels are Beginning, Early Intermediate, Intermediate, Early Advanced and Advanced. Each student in grades K-12 may be at different level in the areas of listening, speaking, reading and writing. To facilitate English language acquisition teachers are using artistic

expressions in the implementation of the curriculum. The inclusion of art and drama in the classroom meets the student's needs of all the learning styles and promotes the development of their academic skills.

Elster (2001) found that each student's learning style is different from one another. English language learners face more difficulties to succeed because of the language barrier, but theories of learning styles and intelligence helps educators reach all children. For example, Gardner's theory of multiple intelligences helps teacher understand why some students do not excel at school. As teacher becomes aware of the multiple- intelligence theory, they are stimulated to implement effective strategies to help all students succeed academically. These strategies may include shared singing of predictable songs, music, storytelling, drama and visual arts.

Elster (2001) further explains that Gardner's work has reinforced the value of drama as a “tool” for the teaching and learning of many skills. Arts based education can accomplish many goals including; facilitating the development of analytical and problem-solving skills, supporting connections between academic concepts and real life; stimulating natural curiosity; developing and cultivating creativity and other higher order thinking skills; serving as a mode of self expression; and helping students strengthen their ability to acquire and master different symbol systems along with their achievement in subject.

Chan (2006) conducted a case study to investigate Hong Kong secondary school students' attitudes towards language arts. In her study, she studied learners' attitude towards the use of poetry, film and drama. She found that students liked drama the most. She also found that students enjoyed learning through drama which provided those ways to express themselves in different forms and it even improved their academic achievement.

The trend is inconclusive. The conflicting findings of the past investigation makes it desirable to study the effectiveness of dramatization on academic achievement; the researcher could not locate much studies in relation to academic achievement of the students; so, there is a need of lot of exploration in this field. Moreover, this technique is now widely acclaimed in different art forms (dance, drama, music etc) and in different subject areas like (English, history, maths etc). So, extensive research needs to be done in the field of application of dramatization in English language learning.

## **EMERGENCE OF THE PROBLEM**

Over the years, there had been a growing concern in the development of oral communication and different literary skills among the second language learners with regards to deterioration of their oral English skills and

academic abilities. Many have voiced their sentiments on the needs to strengthen every student's grasp of the English language.

The approach to language instruction that students had grown accustomed to (worksheets and copying) limited actual interaction and communication. Such approach mars their creativity in using the language for communication inside and outside the class. Such situations, Murillo (2007) argues, do not allow 'for real communication and language acquisition to take place'. Students had a firm theoretical knowledge of the language (thus, the 'high marks') but their practical abilities were still lacking; they had no experience of actually applying the language they were being given.

One of the biggest challenges teachers face in today's classrooms is instructing students who are non-native English speakers. It is observable on many different occasions that learners find themselves unable to effectively partake and be involved in classroom activities, particularly those that require the learners to speak in English such as asking questions during lectures, sharing their opinions and interpretations as well as oral presentations. This reluctance to participate in classroom discussions is very clearly exhibited at the primary school level. It is not uncommon for the teachers teaching these courses to find themselves in situations whereby students do not respond to questions or other forms of prompting, resulting in a lengthy period of silence, especially if the question is directed to no one in particular. While there are times when students genuinely do not have anything to ask the teacher or that they really are unable to respond to the teacher's query due to not knowing the answer, most of the time it would seem like the students would rather not ask or answer questions.

Student's poor command of the English language has challenged many language teachers to continue redefining or elaborating methods systematically trying them out and judging the results to come up with novel ways of developing student's interest and competence in the spoken language and improvement of their academic achievement.

To achieve this end, the researcher felt the need to develop and study the effectiveness of drama based strategy as a means to improve speaking skills and Academic Achievement of students in English. Research supports the use of drama to enhance the literacy development of English language learners. Regardless of the purpose for studying English as a course subject, students find that using the strategies of drama in the classroom opens up a communicative side (Adomat, 2010) and meet the academic needs of the students.

Drama deepens students' learning experiences with hands-on experiences that help them respond in all academic subject areas with higher levels of

cognition (Wynn and Laframboise, 1996). It also motivates students to be engaged in school, and helps them retain more knowledge (Winner, 2001). Therefore, it provides scaffolding for all students through different artistic expressions like music, storytelling, and drama (Elster 2001; Gardner 1973; Robbins, 1988). Many researchers speak in varying degrees to the importance of 'meaningful' dialogue, 'genuine' communication, and 'social interaction' (Holden, 1982). Besides being 'fun' learning experiences for children, drama and movement have proven to assist with developing decoding skills, fluency, vocabulary, syntactic knowledge, discourse knowledge and meta cognitive thinking and interest in language (Philips, 2003).

Most of the studies located by the researcher have been done in advanced countries. The researcher observed a dearth of studies in the field of dramatization and communication skills and interest. The researcher could not locate any study in Indian conditions, which leaves a scope for the researcher to explore in this area in Indian conditions.

Despite the inconclusive results, efforts are being made by the different researchers to explore in this area at different places. So, it leaves much scope for the researcher to explore in this area in Indian conditions.

## **OBJECTIVES OF THE STUDY**

The objectives of the study are:

1. To identify and select the content from 5th Class English course for giving treatment i.e. teaching through dramatization and traditional method of teaching.
2. To develop and standardize a Rating Scale for measurement of Speaking Skills in English.
3. To prepare and standardize Academic Achievement test on selected content from English course to measure academic achievement of students in English.
4. To study whether groups taught through dramatization and traditional method of teaching differ significantly in mean gain scores on speaking skills in relation to the sex of the students.
5. To study whether groups taught through dramatization and traditional method of teaching differ significantly in mean gain scores on academic achievement in English in relation to the sex of the students.

## HYPOTHESES

1. There will be no significant difference between groups taught through dramatization and traditional teaching method in mean gain scores on communication skills.
2. There will be no significant difference between groups taught through dramatization and traditional teaching method in mean gain scores on Academic Achievement in English.
3. There will be no significant difference between mean gain scores on speaking skills in relation to the sex of the students.
4. There will be no significant difference between mean gain scores on academic achievement in English in relation to the sex of the students.

## RESEARCH METHODOLOGY

### SAMPLE

All the students of class 5th studying in co- educational private schools of district Fazilka and affiliated to CBSE board will be the population for the present study. For the present study, four co-educational private primary schools were selected randomly from District Fazilka. From each school, two intact sections consisting of approximately 30 students were taken. One section was considered as control group that was taught by the investigator through traditional method and other as experimental group that was also taught by the investigator through dramatization. In total, the sample was restricted to 240 primary students i.e. 120 girls and 120 boys.

### TOOLS

The following tools were employed in the present study for data collection:

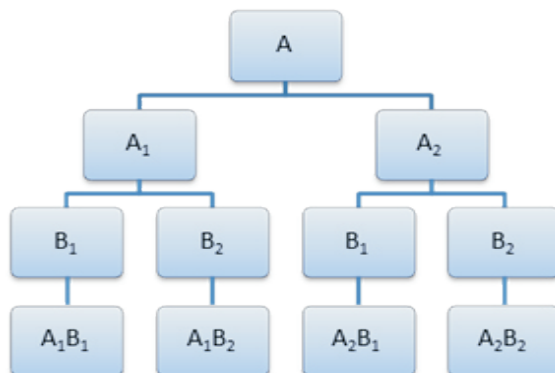
1. Lesson plans on dramatization and traditional teaching method were prepared by the investigator.
2. Rating scale for the assessment of speaking skills was prepared and standardized by the investigator.
  - a) The items in the rating scale were so designed so as to cover almost all aspects of speaking which were stress and intonation, non hesitant speech, proper pronunciation and accent, display of emotions, proper actions and body movements, unrestricted actions.

- b) Content validity of the scale was found and the reliability through Rulon's formula was calculated to be 0.898. So, the researcher could say that the rating scale was highly reliable.
3. Achievement test to measure the academic achievement of students in English was prepared and standardized by the investigator.
- a) The reliability of the scale was calculated through KR21 Formula which came out to be 0.79, which stated that the tool was highly reliable. Content validity was also found for the academic achievement test.

### DESIGN AND PROCEDURE

2×2 factorial design was employed on the scores of academic achievement and speaking skills. The instructional treatment i.e. teaching through Dramatization was studied as independent variable. The effect of dramatization was studied in comparison to the traditional method, whereas, on the other hand sex of the students was also studied as an independent variable and was used for the purpose of classification viz a viz boys and girls. Speaking skills and academic achievement was studied as dependent variable. Experimental method of research was used to conduct the present study. To study the main effects of independent variables of methods of teaching on dependent variables of speaking skills, and academic achievement in English, 2×2 analysis of variance was used.

The variable of teaching strategy will be coded as A and the two methods namely Dramatization and Traditional Teaching method will be coded as A1 and A2 respectively. The variable of sex of the students will be coded as B, boys being coded as B1 and girls as B2 respectively. The layout of the design is presented below in Figure 1.



**Figure 1. Diagrammatic layout of the 2×2 factorial design for the variables of Teaching Method and Sex of the Students.**



The same design will be replicated for Speaking Skills and Academic Achievement in English. After the selection of the sample and identification of the students for control group and experimental group, achievement test and scale for assessing speaking skills was administered on both experimental and control groups. The investigator taught through dramatization in experimental group and through traditional method in control group. After the experiment was over, post test of the achievement and speaking skills was again administered. The collected data was scored and statistical treatment was given to the data.

## ANALYSIS

The analysis of the results related to each objective is given below:

**Table 1**

**Means of Sub Sample Groups for 2×2 factorial design for Achievement Gain Scores and Gain Scores of Speaking Skills.**

		ACADEMIC ACHIEVEMENT		SPEAKING SKILLS	
TRADITIONAL METHOD		Boys	Girls	Boys	Girls
	Mean	3.1	1.97	8.51	6.41
	SD	2.5	1.7	14.3	7.5
DRAMATIZATION		Boys	Girls	Boys	Girls
	Mean	4.15	2.93	13.8	18.86
	SD	3.1	3.0	14.3	16.1

In order to analyze the variance, the obtained scores are subjected to ANOVA. The results are presented in Table 2.

**Table 2**

**Analysis of Variance of the Obtained Scores.**

Sources of Variance	ACADEMIC ACHIEVEMENT					SPEAKING SKILLS				
	df	SS	MSS	F-ratio	Sig	df	SS	MSS	F-ratio	Sig
Method (A)	1	60	60	8.77**	0.01	1	4717.06	4717.06	25.85**	0.01
Sex of the Students (B)	1	82.8	82.8	12.1**	0.01	1	770.4	770.4	4.22**	0.01
Interaction (A×B)	1	0.06	0.06	0.008	n.s	1	132.02	132.02	0.72	n.s
WSS	236	1614.3	6.84	1	n.s	236	43060.12	182.45	1	n.s
Total	239					239				

\*\*Significant at 0.01 level of confidence

## INTERPRETATION

### Method (A)

It is revealed from Table 2 that the F-ratio for the difference between the means of the two groups namely, Control Group (Traditional Method) and Experimental Group (Dramatization) is found to be significant at the 0.01 level of confidence. Hence, the Hypothesis (1) namely, "There will be no significant difference between groups taught through dramatization and traditional teaching method in mean gain scores on communication skills", is rejected. It means that the two groups differ significantly on mean gain scores in speaking skills. From the examination of their corresponding group means from Table 1, it suggests that teaching through dramatization is found to be more effective than traditional method. It is also revealed from Table 2 that the F-ratio for the difference between the means of the two groups namely, Control Group (Traditional Method) and Experimental Group (Dramatization) is found to be significant at the 0.01 level of confidence. Hence, the Hypothesis (2) namely, "There will be no significant difference between groups taught through dramatization and traditional teaching method in mean gain scores on Academic Achievement in English", is rejected. It means that the two groups differ significantly on mean achievement gain scores. From the examination of their corresponding group means from Table 1, it suggests that teaching through dramatization is found to be more effective than traditional method.

### Sex of the Students (B)

It is observed from Table 2 that the F-ratio for the difference in gain scores in relation to the sex of the students is found to be significant at 0.01 level of confidence, which indicates that the achievement gain scores of boys and girls are significantly different from each other. Hence, the Hypothesis (3) namely, "There will be no significant difference between mean gain scores on speaking skills in relation to the sex of the students", is rejected. The examination of the corresponding group means from Table 1 suggests that girls performed better than boys in case of gain scores of speaking skills.

Results in Table 2 reveal that the F-ratio for the difference in mean achievement gain scores in relation to the sex of the students is found to be significant at 0.01 level of confidence, which indicates that the achievement gain scores of boys and girls are significantly different from each other. Hence, the Hypothesis (4) namely, "There will be no

significant difference between mean gain scores on academic achievement in English in relation to the sex of the students", is rejected. The examination of the corresponding group means from Table 1 suggest that boys performed better than girls in case of achievement gain scores.

### **Two Order Interaction**

#### **Method and Sex of the Students (A×B)**

From Table 2, it can be seen that the F-ratio for interaction between method and sex of the students is not significant at the 0.05 level of confidence. It suggests that there is no interaction effect between methods and sex of students on achievement gain scores.

It is also observed from Table 2 that the F-ratio for interaction between method and sex of the students is found to be not significant even at the 0.05 level of confidence. It suggest that there is no interaction effect between the methods and sex of students on mean gain scores of speaking skills.

### **DISCUSSION OF RESULTS**

In the present investigation, it was found that teaching through dramatization was more effective than traditional method of teaching with respect to achievement of students in English. It was further found that boys performed better than girls in case of achievement gain scores in English. The present finding is in tune with the findings of Chan (2006). It was also found that teaching through dramatization was more effective than traditional method with respect to gain scores in speaking skills and girls performed better than boys in case of gain scores in speaking skills. The present finding is in tune with the findings of Akoguz (2002) that achievement gain scores of boys and girls are significantly different from each other. Hence, the Hypothesis (4) namely, "There will be no significant difference between mean gain scores on academic achievement in English in relation to the sex of the students", is rejected. The examination of the corresponding group means from Table 1 suggests that boys performed better than girls in case of achievement gain scores.

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