

CHAPTER V

FINDINGS,
SUGGESTIONS
AND
CONCLUSION

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5 Findings, Suggestions and Conclusion

The present study aimed to investigate the attitudes of four-year B.A. B.Ed. students at the Regional Institute of Education, Bhopal, towards the use of dramatization for learning English. Analysis of data from 75 students across all four years led to the following key findings:

1. Strong Positive Attitudes:

The majority of students expressed positive opinions on the use of dramatization, with agreement levels ranging from 68% to 85% across items assessing general attitudes. Notably, 81.3% of students felt dramatization helped them learn vocabulary better, and 85.3% agreed it develops teamwork skills.

2. Enhanced Language Learning:

Students widely perceived dramatization as beneficial for English acquisition. High percentages agreed that dramatization helps gain fluency (77.3%), motivates use of English outside class (72%), and builds confidence (81.3%). These findings highlight dramatization's role in promoting active language use and communicative competence.

3.Improvement of Class Engagement:

Items such as making grammar lessons less boring (69.3%) and providing opportunities for creativity (78.7%) indicate that dramatization contributes to increased engagement and interest in English learning.

4. Recognition of Challenges:

Despite overall positive attitudes, students also identified specific challenges. 42.7% agreed dramatization makes them anxious about performing in front of others, while 34.7% felt it was difficult for students with weaker English skills. However, disagreement outweighed agreement on items suggesting dramatization wastes time (45.3% disagreed) or causes discipline issues (45.3% disagreed), showing that most students do not see these as

major obstacles.

5. Need for Clear Guidance:

Although benefits were emphasized, 26.7% of students agreed that dramatization sometimes lacks clear instructions, indicating a need for teachers to provide explicit guidelines to maximize effectiveness.

This study concludes that four-year B.A. B.Ed. students at RIE Bhopal hold predominantly positive attitudes towards the use of dramatization in learning English. They recognize dramatization as an effective approach that enhances vocabulary, fluency, pronunciation, motivation, and confidence while promoting teamwork and creativity. While some students experience anxiety or find it challenging without clear instructions, these issues are relatively minor compared to the strong overall support for dramatization. Therefore, integrating dramatization regularly into English pedagogy, along with proper planning, supportive environments, and clear instructions, can significantly improve students' language learning experiences.

5.1 Suggestions for Further Research

- A study on this line could also be carried out among primary, secondary, B. Ed., and M.Ed. students and university teachers.
- This could be repeated over a large sample by including other variables, such as locality, socio-economic context, etc.
- Comparative studies may be undertaken with different professional courses.
- Comparative studies may be taken up on on-line and off line learning with use of dramatization.