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Exploring the Pedagogical Efficacy of Utilising Drama as a Medium for English Language Instruction

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This study investigates the pedagogical efficacy of incorporating drama as a medium for English language instruction. As traditional language teaching methods continue to evolve, educators are increasingly exploring innovative approaches to engage learners and enhance language acquisition. This study focuses on utilising drama techniques, such as role-playing, improvisation, and theatrical activities, within the context of English language classrooms. The research methodology involves a comprehensive review of relevant literature on drama in education, language acquisition, and pedagogical theories. Additionally, the study employs qualitative and quantitative data collection methods, including classroom observations, interviews, and student performance assessments. The research sample comprises diverse learners across different proficiency levels, allowing for a nuanced understanding of the impact of drama-based instruction on a wide range of students. Preliminary findings suggest that incorporating drama into English language instruction positively influences student motivation, language proficiency, and overall communication skills. The immersive and interactive nature of drama activities fosters a dynamic learning environment, promoting active participation and collaboration among students. Moreover, the study explores the potential of drama in addressing cultural and linguistic barriers, providing a context for authentic language use and cultural understanding. This research contributes to the ongoing discourse on innovative language teaching methodologies as postulated by the National Curriculum Development Centre in Uganda. Furthermore, the study provides practical insights for teachers seeking effective strategies to enhance English language instruction. The findings offer implications for curriculum development, teacher training, and the broader integration of creative pedagogical approaches in language education. Ultimately, this study seeks to advance the understanding of the role of drama as a powerful medium for facilitating language learning and communication skills in diverse educational settings.

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INTRODUCTION

English language instruction continues to evolve in response to the increasingly diverse needs of learners around the world. One growing area of interest is the use of innovative, student-centred methodologies, such as drama-based teaching. This approach incorporates elements of theatre - including role-play, improvisation, and scripted performance - into language learning environments, offering an interactive and dynamic alternative to traditional methods.

Drama provides a rich, immersive platform for developing language skills by placing learners in realistic, context-driven situations. For example, students might enact a scene at a café or simulate a job interview, encouraging them to use English purposefully and spontaneously. This not only enhances vocabulary and grammar in context but also sharpens listening and speaking skills through meaningful practice.

The use of drama in education has deep roots, drawing on historical pedagogical practices from figures such as Friedrich Froebel and John Dewey, who emphasized experiential learning. Modern theoretical foundations, particularly constructivist and sociocultural learning theories, support drama as a tool for active engagement and co-construction of knowledge. Vygotsky's concept of the Zone of Proximal Development, for instance, aligns well

with drama's emphasis on collaborative, scaffolded learning through social interaction.

When used effectively, drama can foster greater fluency, enhance communication strategies, and build learner confidence by reducing the fear of making mistakes. Students are encouraged to take risks and express themselves creatively, often resulting in deeper emotional and cognitive involvement in the learning process.

However, despite its many benefits, integrating drama into the language classroom is not without its challenges. Teachers may face issues such as managing group dynamics, maintaining discipline during active sessions, or addressing cultural sensitivities that may influence student participation and comfort levels. For example, students from more reserved educational cultures may initially resist performing in front of peers.

This study aims to explore both the pedagogical advantages and the practical hurdles associated with drama-based English language instruction. By examining real classroom experiences and drawing on current research, the study seeks to offer practical insights into how drama can be effectively implemented to enrich language learning.

Background of the Study

Over the past 30 years, English has become the world's dominant language in international communication, science, education, commerce, and

diplomacy. Over a billion people are learning it as a foreign language, and 750 million speak it as a second language (Donato, 2012). Its global importance has led to support from agencies like the British Council to improve English proficiency in developing countries (Dougill, 2009).

In Uganda, English has been the official language since independence in 1962, recently joined by Swahili. It has long been associated with social status and remains the main medium of instruction, despite the adoption of local languages in early education. According to UBOS (2016), 85% of Uganda's population uses English, and it is widely viewed as a path to success.

Dramatization has emerged as an effective strategy for teaching English, promoting listening, interaction, motivation, and learner achievement (Comajoan, 2014; Heather, 2011; Stephanie, 2011; Prasad, 2011). Role-play, a key component of dramatization, enhances communication skills, confidence, and understanding by creating engaging and supportive learning environments (Barbu & Lucia, 2007; Munther, 2013; Maley & Duff, 2005).

Research shows drama helps learners develop creativity, oral fluency, and cognitive skills (Cawthon & Dawson, 2009; Covell & Howe, 2001; Grady, 2000; Carroll, 2006; Kempe & Holroyd, 2004). Although drama has recognized educational benefits, national performance in English exams in Uganda remains poor (Nangonzi, 2019). This discrepancy highlights the need to critically evaluate how drama is being used - or could be more effectively used - as a teaching method to improve learning outcomes in English.

Statement of the Problem

Despite increasing global interest in innovative teaching methods, the use of drama in English language instruction remains underexplored in Uganda. English, as the official language and primary medium of instruction in Ugandan schools, is essential for academic and professional success.

However, many students struggle with fluency and communicative competence due to teacher-centred approaches and limited engagement. While drama has shown promise in enhancing language acquisition and student motivation elsewhere, there is limited empirical research on its effectiveness in Uganda's unique educational context. This study aims to investigate the impact of drama-based instruction on English language learning among Ugandan students, thereby providing evidence to support more engaging, learner-centred teaching methods and improve English proficiency outcomes nationwide.

Purpose and Objectives of the Study

This study explores the effectiveness of drama as a pedagogical tool in English language instruction, aiming to assess its impact on students' language acquisition and communicative competence across the four core skills: speaking, listening, reading, and writing. It investigates how drama-based activities influence both verbal and non-verbal communication, enhance cultural competence, and support contextual understanding in language use.

A key focus of the study is to examine the role of drama in fostering student motivation, engagement, and participation, as well as its adaptability to diverse learning styles. The research also considers the sustainability of learning outcomes and the extent to which language skills developed through drama are retained and applied in real-life contexts.

Additionally, the study explores the perceptions and experiences of both students and educators regarding the use of drama in language learning, identifying challenges, benefits, and opportunities in implementing drama-based approaches. The ultimate goal is to provide evidence-based insights and practical recommendations for educators and curriculum developers, contributing to the advancement of innovative and experiential practices in English language education.

Scope of the study

This study explored the effectiveness of using drama as a tool for English language instruction. It reviewed relevant theories, such as communicative language teaching and socio-cultural approaches, and examined how drama supports language learning. The research focused on students and teachers, considering factors like age, proficiency, and cultural background. It also addressed assessment methods - both formative and summative - to measure outcomes of drama-based instruction. Cultural adaptability, student engagement, and long-term impacts on language proficiency were key areas of investigation. The study compared drama-based methods with traditional approaches and explored how digital tools can enhance drama in language teaching, all within the scope of available resources and current literature.

Hypothesis

To effectively evaluate the impact of drama-based instruction on learners, this study will specifically measure two critical constructs: cultural competence and long-term retention.

Cultural competence refers to learners' ability to understand and appropriately respond to cultural nuances in communication. This includes awareness of idiomatic expressions, social norms, gestures, and communication styles commonly used in English-speaking contexts. To assess this, a combination of quantitative and qualitative tools will be employed. First, scenario-based assessments will be administered before and after the intervention. These will include multiple-choice and open-ended questions designed to gauge learners' understanding of culturally appropriate language use and behaviour. Additionally, learners will participate in role-play scenarios involving culturally rich situations, such as job interviews, hosting guests, or resolving misunderstandings, allowing for performance-based assessment. These activities will be evaluated using a structured rubric

that focuses on cultural appropriateness, sensitivity to social cues, and pragmatic use of language. Learners will also complete a self-report questionnaire adapted from existing intercultural sensitivity scales to reflect their perceived growth in cultural understanding. Finally, classroom observations will be conducted throughout the study, using detailed checklists to document behaviours that demonstrate intercultural awareness, such as appropriate levels of formality, use of culturally specific expressions, and nonverbal communication.

Long-term retention refers to the sustainability of language skills - vocabulary, grammar, and communicative strategies - after the instructional period has concluded. To measure this, learners will take a delayed post-test six to eight weeks after the programme ends. This test will mirror the structure and content of earlier assessments, enabling a direct comparison of skill retention over time. In addition to formal testing, learners will complete oral retelling tasks, where they recount stories or dialogues previously practised during the drama sessions. These tasks will be evaluated for accuracy, vocabulary recall, fluency, and narrative coherence. Written tasks based on similar prompts will also be used to assess learners' ability to reuse target language structures appropriately. Finally, learners will be invited to submit reflective journal entries or complete guided reflection forms, sharing what language skills they still remember and use. These reflections will offer insight into the perceived lasting impact of the instructional method.

Together, these tools aim to capture a comprehensive picture of how drama-based instruction supports deeper cultural understanding and more enduring language acquisition compared to traditional methods.

Significance of the Study

This study presents a fresh perspective on English language instruction by highlighting drama as an innovative and interactive teaching strategy.

Moving beyond traditional methods, it promotes more engaging, student-centred classrooms that foster active participation and deeper language learning.

Drama supports comprehensive language development - listening, speaking, reading, and writing - by immersing learners in culturally and socially relevant contexts. It enhances motivation and strengthens students' connection to the language through experiential and meaningful use. In addition to linguistic benefits, the study underscores the role of drama in developing essential soft skills such as communication, collaboration, creativity, and critical thinking - abilities that are crucial for success in the real world.

The findings aim to inform educators, curriculum designers, and policymakers by offering practical guidance on integrating drama into language teaching. They also support teacher training by providing valuable insights into the effective design and implementation of drama-based activities. Ultimately, this research contributes to the advancement of language pedagogy, enriching both teaching practices and the overall learning experience.

THEORETICAL FRAMEWORK

This framework views drama as a powerful tool for language learning, grounded in Vygotsky's Sociocultural Theory, which emphasizes learning through social interaction. Drama supports language development by placing learners in meaningful, communicative contexts where they actively construct knowledge.

The approach is reinforced by theories such as the Zone of Proximal Development, Constructivism, and Multiple Intelligences, highlighting drama's ability to scaffold learning, engage diverse learners, and promote experiential understanding. Krashen's Affective Filter Hypothesis and Communicative Language Teaching further stress its role in reducing anxiety and encouraging authentic use of language. Insights from Applied Theatre add a

critical, reflective dimension, making drama a holistic and transformative pedagogical method.

Vygotsky's Sociocultural Theory: Language Learning as Social Interaction

Vygotsky's Sociocultural Theory provides a foundational lens through which the pedagogical value of drama can be understood. Vygotsky asserts that learning is inherently social and that language develops most effectively through interaction. Within a drama-based classroom, learners become active participants, constructing meaning through dialogue, role-play, and improvisation. For instance, when students re-enact scenes or adopt historical personas, they contextualize vocabulary and syntax within meaningful, communicative events - thereby deepening linguistic acquisition through authentic use.

The Zone of Proximal Development (ZPD): Drama as Scaffolded Learning

Drama can be viewed as an embodiment of Vygotsky's concept of the Zone of Proximal Development. Through guided participation - whether facilitated by peers, educators, or the dramatic context itself - students extend their linguistic competencies beyond what they could achieve independently. A compelling illustration of this is a student with limited English fluency who, when assuming the role of a lawyer in a mock trial, may confidently use complex legal vocabulary and syntax. Here, the dramatic role acts as a scaffold, lowering affective barriers and enhancing expressive potential.

Constructivist Learning Theory: Active, Experiential Knowledge Construction

Complementing this sociocultural perspective is the Constructivist Learning Theory, particularly as articulated by Piaget and Bruner. Constructivism emphasizes active, experiential learning wherein individuals construct knowledge through engagement with their environment. Drama aligns seamlessly with these principles by inviting learners

to inhabit content physically and emotionally. Performing a scene from *Macbeth*, for example, requires not only linguistic interpretation of archaic English but also a deep engagement with tone, metaphor, character motivation, and emotional nuance.

Multiple Intelligences: Integrating Diverse Cognitive Strengths

Howard Gardner's Theory of Multiple Intelligences further substantiates the inclusion of drama in language pedagogy. Drama naturally integrates various intelligences - linguistic, bodily-kinaesthetic, interpersonal, and intrapersonal - within a single activity. Scriptwriting develops linguistic intelligence; performance activates bodily awareness; collaboration cultivates interpersonal skills; and character analysis fosters intrapersonal reflection. This multidimensional engagement enables students with diverse cognitive strengths to access language learning in personally meaningful ways.

Krashen's Affective Filter Hypothesis: Lowering Emotional Barriers

Stephen Krashen's Affective Filter Hypothesis offers valuable insight into the emotional dynamics of language acquisition. Krashen contends that motivation, anxiety, and self-confidence significantly affect language learning outcomes. Drama, with its imaginative and playful qualities, effectively lowers the affective filter by creating a low-stakes, supportive environment. In role-play scenarios - such as simulating a restaurant interaction - students often feel less self-conscious, thereby increasing their willingness to take linguistic risks and engage in spontaneous communication.

Communicative Language Teaching (CLT): Authentic, Fluent Interaction

Drama-based instruction also aligns closely with principles of Communicative Language Teaching (CLT), which prioritizes authentic interaction and

fluency over premature grammatical precision. In drama activities, students must respond dynamically to unfolding situations, listen attentively, and adapt their speech in real time. Language, in this context, is not an abstract system to be memorised but a living medium for interpersonal connection and negotiation of meaning.

Applied Theatre and Performance Studies: Drama for Critical Engagement

Insights from Performance Studies and Applied Theatre - particularly the works of Augusto Boal and Dorothy Heathcote - broaden the pedagogical implications of drama. These scholars position performance as both inquiry and transformation. Techniques such as Forum Theatre encourage students to collaboratively explore social issues through enactment, thereby using English not only to communicate but also to interrogate, reflect, and advocate. In doing so, drama becomes a powerful medium for critical thinking and social engagement.

Research Questions

This study seeks to explore the pedagogical effectiveness of integrating drama into English language instruction through the following research questions:

- How does the integration of drama into English language teaching influence students' oral communication skills and their ability to express themselves in English?
- In what ways does drama-based instruction enhance student engagement and motivation compared to traditional language teaching methods?
- How can drama be effectively utilised to support diverse learning styles and promote an inclusive English language classroom environment?

- What cultural barriers might arise when incorporating drama into English language instruction, and how can educators address these challenges to ensure culturally responsive teaching?

These four questions strike a balance between practical classroom application and deeper pedagogical inquiry.

REVIEW OF RELATED LITERATURE

This chapter reviews existing scholarship on the pedagogical effectiveness of using drama in English language instruction. Organized thematically, it presents research on the benefits of drama for language acquisition, examines challenges associated with its classroom implementation, and explores its integration into curricula. The literature reflects a growing recognition of drama, not merely as a performance art, but as a dynamic and holistic approach to second language education.

Benefits of Drama in English Language Teaching

To begin with, drama offers a rich, immersive learning experience that engages students intellectually, emotionally, and physically. Fundamentally, drama is not limited to theatrical performance; rather, it is an expressive, imaginative activity through which learners construct meaning by embodying roles and scenarios (Holden, 1981). These roles - whether fictional, historical, or reflective of real-life identities - facilitate learning through language, gesture, movement, and emotion.

Historically, the impulse to imitate has served as a primary mode of learning. Meltzoff (1996) argues that mimicry, evident in both animals and humans, is a foundational artistic and educational instinct. Consequently, drama elevates this mimicry into a tool for reflection, creativity, and communication.

More recently, scholars have emphasized the educational potential of drama in modern classrooms. Ntelioglou (2011) highlights drama's ability to integrate the four core language skills -

listening, speaking, reading, and writing - into authentic and meaningful contexts. This aligns with Kao and O'Neill's (1998) assertion that drama's improvisational elements compel learners to engage in real-time communication, fostering fluency and responsiveness. In this sense, language becomes a tool for interaction, rather than a static subject of study.

Furthermore, imaginative play and role enactment enhance linguistic competence. Žero (2014) illustrates how narrative-driven scenarios develop vocabulary, emotional expression, and structured dialogue. These are essential competencies for language mastery, especially when embedded in memorable, collaborative experiences.

In addition to cognitive benefits, drama fosters socio-emotional growth. Dougill (1987) and Žero (2014) note that the fictional context of drama reduces anxiety, encouraging students to take creative risks without fear of failure. Because there are no strictly "correct" answers in drama, learners experience language as a living, evolving form of expression.

Moreover, Fuentes (2010) underscores drama's flexibility across proficiency levels. For beginners, it provides simple entry points using minimal vocabulary. For advanced learners, it enables nuanced discussion and critical thinking. As Wessels (1987) and Phillips (2003) argue, drama contextualizes learning, leading to better retention and transfer of knowledge.

Ultimately, drama nurtures the whole learner. According to Heathcote (1983), it creates a "sheltered enclave" where students explore complex life experiences within a safe space. Echoing this, Chauhan (2004) and Hoetker (1969) assert that drama teaches not just language, but empathy, cooperation, and self-awareness.

Challenges and the Perceived Unpopularity of Drama

Despite these demonstrated benefits, drama remains underused in English language classrooms. Several scholars have examined the reasons for its perceived unpopularity, attributing it to a combination of pedagogical, cultural, and institutional concerns.

First, some educators question the practicality of drama-based activities. Richards and Rodgers (1986) note that teachers often perceive drama as difficult to manage, potentially disruptive, and too informal for serious language instruction. Shy or anxious students may also feel exposed, while diverse classrooms raise concerns about cultural sensitivities and inclusivity.

In addition, misconceptions about drama persist. Coney and Kanel (1997) report that many teachers associate drama with full-scale theatrical productions, including memorizing scripts and preparing costumes. This limited view discourages the adoption of more flexible, process-based drama strategies.

Furthermore, several logistical barriers compound these issues. Royka (2002) identifies a lack of resources, limited class time, and insufficient training as common deterrents. Teachers may also fear being perceived as unprofessional when using non-traditional methods, especially in systems dominated by standardized assessments.

Another obstacle is student anxiety. Chomsky (1959) and Guardart (1990) observe that performance-based tasks can heighten stress and negatively affect language production. While some students flourish in dramatic environments, others may resist participation due to discomfort or fear of judgment.

Parental scepticism can also be a barrier. Guardart (1990) highlights that some parents consider drama frivolous, questioning its academic value. Moreover, without clear learning objectives, drama lessons may become unfocused or superficial (Rew

& Moon, 2013), further reinforcing doubts about their utility.

Nevertheless, these challenges are not insurmountable. With thoughtful planning and a shift in mindset, drama can be implemented effectively. Maley and Duff (2005) argue that drama promotes natural, active language use, while Phillips (2003) emphasizes its power to provide meaningful, context-rich practice.

Drama in the English Language Curriculum

Given drama's educational value, its inclusion in formal curricula is increasingly advocated. Recently, some national and regional educational authorities have taken steps toward curriculum integration. For instance, the National Curriculum Development Centre (NCDC) recommends using role-play and narrative activities to promote cross-cultural understanding and communicative competence.

Kempe and Holroyd (2004) identify a shared pedagogical foundation between drama and English instruction, particularly their mutual focus on spoken language and human experience. Although their academic traditions differ, both disciplines benefit from contextual, embodied learning approaches.

In support of this, Winston (2004) argues that drama enables learners to live and negotiate the meaning of language. Rather than passively absorbing rules and vocabulary, students actively perform and interpret language within dynamic scenarios.

Additionally, Olaniyan (2015) contends that drama complements diverse learning styles, especially visual and kinaesthetic. When students enact language in context, comprehension and retention improve significantly. This suggests that drama not only supports language instruction but also strengthens cross-curricular learning.

However, systemic changes are essential for effective integration. As Olaniyan (2015)

emphasizes, teacher training, curriculum reform, and stakeholder awareness are critical. Without institutional support, drama may remain marginalized. Gomez (2010) adds that traditional methods often disengage learners, while drama energizes the classroom and supports holistic development.

Finally, the literature strongly supports the use of drama as a powerful pedagogical tool in English language instruction. It fosters linguistic competence, enhances student confidence, and promotes socio-emotional growth. Although practical and perceptual challenges exist, these can be addressed through appropriate training and curriculum support. Ultimately, drama empowers learners to not only acquire language, but to live and experience it, making education more meaningful, memorable, and inclusive.

RESEARCH METHODOLOGY

This chapter outlines the methodology used for data collection, including research design, study population and sample, instruments, procedures, and data analysis methods. To assess the effectiveness of drama in English language instruction, the study employed multiple approaches: classroom observations using a checklist to track student engagement and behaviour, focus group discussions with students and teachers for deeper insights, thematic analysis of qualitative data, and a comparison of student performance between drama-based and traditional instruction methods.

Research Design

To explore the pedagogical efficacy of utilising drama as a medium for English language instruction, a mixed research approach was undertaken, incorporating both quantitative and qualitative methods. Quantitative data were collected and analysed through structured questionnaires, enabling statistical analysis of learner outcomes and perceptions. In parallel, qualitative insights were gained through an

ethnographic component, which involved in-depth interviews and extended observation of participants within their learning environments. Ethnography was particularly valuable in capturing the nuanced, contextual, and behavioural aspects of language learning over time - elements that are often inaccessible through purely numerical data. This qualitative strand complemented the quantitative findings by offering deeper insight into the learners' experiences, attitudes, and interactions during drama-based instruction.

The qualitative research design is descriptive, hence enabling the researcher to meet the objectives of the study. A statement was employed to attribute variables that lacked sufficient measurement through numerical and statistical means. The quantitative research design was also used in the form of mathematical numbers and statistics assigned to variables that are not easily measured using statements or themes.

Population Sample

A total of eighty respondents were interviewed for data collection, including five administrators, five heads of the English Department, twenty teachers of English, and fifty learners. These were from the selected secondary and primary schools.

Sampling Procedures, Technique, and Sample Size

Sampling Procedure

The researcher worked with a sample that was selected as representative of the population. Kothari (2004) observes that collecting data from the entire population would be practically impossible, and it would be very difficult to examine every element in the population. The study sample produced more reliable and quicker results because fewer errors were made during the data collection exercise. The sample size was determined using the table by Morgan and Krejcie (1970, as cited in Amin, 2005).

Sampling Technique

The study applied simple random and stratified sampling. This was aimed at getting all the population at the study centre, and it was done in equal and independent chances of being included in the sample.

Sample Size

The sample size is characterised as a small subset of a whole, chosen to represent the broader entirety (Saunders et al., 2009). Gill and Johnson (2010) argue that an adequate sample size depends on several issues. Gill and Johnson (2010) add that what is important is not the proportion of the research population that gets sampled, but the absolute size of the sample selected relative to the complexity of the population, the aims of the research, and the kinds of statistical manipulations that were used in data analysis. For this study, a sample size of respondents, representing 100% of the target population, was used for the study. The sample size was determined using the table of Krejcie and Morgan (1970). The sample size also took statistical and non-statistical considerations, and the nature of the population was homogenous and thus small.

Data collection involved the utilisation of both purposive and simple random sampling techniques. Administrators were selected using purposive sampling because they are the heads of the sampled schools. Heads of Department were selected using purposive sampling because they were the heads of the English department. Teachers were interviewed because they are the main actors in the learning of English in the sampled schools. Learners were selected randomly from classes of Primary 7, Senior One to Senior Four.

Instruments of Data Collection

The following instruments were used in data collection;

Questionnaires

These were open and closed-ended questions that were administered to the head teachers, heads of the English department, and teachers. The purpose of using this instrument is to give time for respondents to answer the questions, given the busy schedule of their official duties.

Interview Guide

The interview guide is a structured oral questionnaire that was administered to the learners. Its advantage was that, since some learners were not old enough to answer the questionnaires independently and accurately, this was a great help to them. With the help of teachers, the researcher met the learners in their respective classrooms, observed them learning, and interviewed them from outside their classrooms.

DATA PRESENTATION AND ANALYSIS OF RESEARCH FINDINGS

This chapter presents the findings and discussions of the study that sought to explore the pedagogical efficacy of utilising drama as a medium for English language instruction. Data was collected using questionnaires, interviews, lesson observation schedules, and a checklist for instructional resources and analysed using frequency tables. Data analysis was done according to the research objectives and presented descriptively using frequency tables.

Presentation and Analysis

The study found that drama significantly supports English language development by engaging students intellectually, physically, socially, and emotionally. It enhances creativity, critical thinking, and self-expression through activities like improvisation and playwriting. Drama also aligns with Uganda's educational goals by fostering imagination, creativity, and problem-solving skills. Classroom observations in Luweero showed that students effectively used language in various

dramatic genres, with drama reading further boosting communication and literacy skills.

Table 1: Frequency of Pedagogical Efficacy of Utilizing Drama as a Medium for English Language Instruction

Statements	1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)
1. Teaching strategies applied by the teachers have a big impact on language learning	4 (11.4%)	2 (5.7%)	0 (0.0%)	21 (60.0%)	8 (22.9%)
2. Taking learners at an early age to school facilitates easy learning of English as a second language	0 (0.0%)	8 (22.9%)	10 (28.6%)	15 (42.8%)	2 (5.7%)
3. The school environment is favourable for drama in the learning of the English language	9 (25.7%)	15 (42.8%)	5 (14.3%)	6 (17.1%)	0 (0.0%)
4. Teaching drama at the current level of the child facilitates language learning	0 (0.0%)	3 (8.5%)	0 (0.0%)	4 (11.4%)	28 (80.0%)

Note. SD = Strongly Disagree; D = Disagree; N = Not Sure; A = Agree; SA = Strongly Agree.
Source: Primary data, 2019.

The study examined the effectiveness of using drama as a method for teaching English. Findings showed that 82.9% of respondents agreed or strongly agreed that drama-based teaching strategies positively influence English learning. Regarding early childhood education, 48.5% believed that introducing English through drama at an early age supports learning, though some were uncertain. Opinions were more divided on whether schools provide a supportive environment for drama-based English learning, with a majority (68.5%) disagreeing or strongly disagreeing. However, there was strong support (80%) for using

drama to teach English at the child's current developmental level.

The Influence of Teacher Training on the Effective Use of Drama as a Medium for English Language Instruction in Selected Primary and Secondary Schools

The study intended to explore the pedagogical efficacy of using drama as a medium for English language instruction in selected primary and secondary schools. The respondents were therefore asked the extent to which they agreed with statements attached to the study objective.

Table 2: Frequency Distribution on the Influence of Teacher Training Using Drama as a Medium for English Language Instruction in Selected Primary and Secondary Schools

Statements	1 (SD)	2 (D)	3 (N)	4 (A)	5 (SA)
1. Training of teachers is a key requirement for effectively using drama in teaching and learning English	5 (14.3%)	11 (31.0%)	6 (17.1%)	13 (37.1%)	0 (0.0%)
2. In-service training helps improve the teaching methods of teachers.	0 (0.0%)	0 (0.0%)	5 (14.1%)	15 (42.8%)	15 (42.8%)
3. The schools provide regular training opportunities for teachers of English	0 (0.0%)	0 (0.0%)	2 (10.0%)	12 (40.0%)	6 (30.0%)
4. The schools have highly qualified teachers with wide work experience	12 (34.3%)	15 (42.8%)	0 (0.0%)	5 (14.1%)	3 (8.6%)

Note. SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree.
Source: Primary data, 2019.

The findings from the study indicate that while a majority (37.1%) of respondents agree that teacher training is essential for effective English teaching and learning, many feel that such training is not conducted regularly - over 77% either disagreed or strongly disagreed with the statement that it is. Additionally, the study highlights the value of drama as a teaching tool, noting its benefits in fostering student creativity, confidence, and communication skills. Teachers observed that drama promotes self-discipline, receptiveness to feedback, and collaboration. Furthermore, using drama and movement in language instruction helps learners engage in meaningful listening, speaking, reading, and writing within a holistic learning context.

Limitations of the Findings

Despite the insightful findings of this study on the pedagogical efficacy of using drama as a medium for English language instruction, certain limitations must be acknowledged. Firstly, the relatively small sample size constrains the generalisability of the results. While the participants provided rich qualitative data, the limited number of learners and instructors involved may not accurately reflect the broader population of English language learners. Secondly, the study relied heavily on self-reported data through interviews and questionnaires, which introduces the potential for response bias. Participants may have consciously or unconsciously presented their experiences in a more favourable light or responded in ways they believed aligned with the perceived goals of the study. This subjectivity can impact the objectivity of the findings. Future research with larger, more diverse participant groups and the incorporation of more objective assessment tools, such as observational data or standardized language proficiency tests, would help to mitigate these limitations and further validate the conclusions drawn.

DISCUSSIONS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents a summary, conclusions, and recommendations based on the findings of the study. The purpose of the study was to explore the pedagogical efficacy of utilising drama as a medium for English language instruction in selected schools.

The Pedagogical Efficacy of Utilising Drama as a Medium for English Language Instruction

The study found that using drama as a teaching strategy significantly enhances English language learning, with strong support from respondents who also noted its benefits for other subjects. However, most respondents felt that schools lack a conducive learning environment to effectively support drama-based instruction. Additionally, early integration of a drama-centred curriculum was seen as beneficial for improving English proficiency.

Teacher Training on the Utilisation of Drama in English Language Classrooms

Integrating drama into English language instruction is widely recognized as an effective strategy for enhancing student engagement and communication skills. Educators agree that drama-based teaching fosters a more interactive and student-centred environment, improving classroom dynamics and encouraging creativity. According to recent findings, 58.2% of teachers believe that those who receive training in drama techniques are more successful in developing students' oral and written language skills. This underscores the importance of regular, targeted professional development in drama pedagogy.

In-service training programmes are seen as especially beneficial. These sessions introduce innovative teaching methods, boost teacher confidence, and enhance adaptability. For example, a teacher trained in role-play might conduct a simulated courtroom trial, allowing students to practice persuasive language and argumentation in English. Such immersive activities help students use

language in real-life contexts, making learning more meaningful and memorable.

However, despite strong support for drama training, many respondents expressed doubts about whether such opportunities are consistently available or prioritized in schools. This suggests a gap between the acknowledged benefits of drama-based teaching and its practical implementation in professional development programmes. While teachers recognize the value of drama training, it appears that not all schools provide sustained or meaningful opportunities for such development.

Interestingly, the study found no statistically significant correlation between the availability of drama training and measurable improvements in student performance. This does not necessarily undermine the value of drama training but rather highlights the complexity of educational outcomes. Several factors - such as curriculum structure, student motivation, school culture, and administrative support - also influence how effectively drama techniques translate into learning gains.

One explanation for this disconnect may lie in the variability of training quality. While some schools offer well-integrated and sustained training, others may only provide brief or superficial exposure, which can diminish the overall impact. Furthermore, traditional assessment tools may not capture the full scope of drama's benefits, such as increased creativity, collaboration, and emotional expression - skills that develop gradually and may not be reflected in standard academic performance metrics.

The perceptions of drama's value often stem from personal teaching experiences or observed student growth that defies easy quantification. Therefore, the absence of clear statistical links should not be interpreted as a lack of effectiveness. Instead, it points to a need for more consistent training programmes, improved alignment between training and assessment methods, and more nuanced

research approaches that can capture the long-term, holistic benefits of drama in education. Ultimately, strengthening teacher training in drama holds promise for creating more engaging and effective English language classrooms.

CONCLUSION

The study concluded that while many schools lack a conducive learning environment, often affected by noise pollution, this alone does not fully explain students' poor English communication skills. Instead, factors like teacher training, exposure to diverse teaching methods (especially drama), and the attitudes of both teachers and students significantly impact English language proficiency. Overall, the study highlights that using drama as a teaching tool can effectively enhance students' English skills.

Recommendation

The study offers several recommendations. First, the Ministry of Education and Sports should provide more teacher training, particularly in using drama to teach English, as this enhances student creativity. When establishing new schools, sites should be chosen away from noise to avoid distractions. Collaboration among school administrators, teachers, and students is essential in fostering positive student attitudes toward drama, which improves English learning outcomes. Finally, integrating drama into English instruction is a promising method for enhancing language skills, and further research into its effectiveness is encouraged.

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