
INTEGRATION OF MUSIC, DANCE AND DRAMA IN ENHANCING THE TEACHING OF ENGLISH LANGUAGE IN SECONDARY SCHOOLS

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Abstract

The research investigates the role that music, dance and drama play in teaching English language. These were guided by study objective and research questions. Music, dance and drama is one of the many activities that surrounds man and his life. Music, dance and drama is as old as man himself. It begins from child birth, through youth initiations to adulthood, at death and after death. The study therefore focuses on the relevancy of the subject in the teaching of English language in secondary schools. The non emphasis of usage of Music, dance and drama (MDD) in the teaching of English language has for reaching effects on learners at all learning levels. Music, Dance and drama are a core component of speech that brings out communication to its full actualization of the listeners perception of ideas and yet this is not integrated in the teaching of English languages. The study therefore sought to establish the extent to which non-emphasis of Music dance and drama in the teaching of English language has affected its teaching and the students. The objective of the study is “the impact of non-emphasis of the use of Music, Dance and Drama in the teaching of English language in secondary schools. The study followed an analytical case study research design and adopted both quantitative and qualitative design. The data collection methods included questionnaires, interviews and documentary review. Frequency Statistical data tables were used

to analyze data and came up with recommendations for revamping the current status quo of English language teaching.

Keywords: *Role, Music, dance and drama*

Introduction

Music, dance and drama is one of the many activities that surround the life of man. It is as old as man himself, Music, dance and drama begins from one's child birth, through initiation into adulthood, at death and after death. The study therefore focused on the relevancy of the subject in the teaching of English language in secondary schools.

The non usage of music, dance and drama in the teaching of English language in secondary schools had far reaching affects on the learners at all levels of learning.

Music, dance and drama is a core component of speech that brings out communication to its full actualization of the listeners perception of ideas and yet it had never been integrated in the teaching of English language.

In Ugandan secondary schools, the performance of English language had been poor at ordinary level. Yet the subject determines the future career of children or learners. Its important that Ugandan teachers devised means to improve on the learners performance of English language at ordinary level.

Sajjabi (1991) reported that the learners' mastery of content in class is influenced by the choice of the teacher. Because of poor methods of teaching hence affecting the learners' academic performance. This was further

strengthened by Heymans (1995) that poor methods employed by teachers discourage the learners thinking ability.

Young (1985) asserted that the way the subject is presented that is lack of variations in teaching affects learners' academic performance.

English language is one of the compulsory subjects in Uganda's syllabus at ordinary level and there was need to device methods of teaching that would improve its performance in secondary schools.

The study therefore established the extent to which non emphasis of Music dance and drama in the teaching of English language had effected its teaching and students.

Objectives of the Study

To establish the impact of non emphasis of Music dance and drama in the teaching of English language in secondary schools.

The role of teachers of Music dance and drama in the teaching of English language.

Methodology

Research design

The detailed description of research methodology was applied while conducting the study. Both qualitative and quantitative approaches were used to make analysis of the findin

Population of the study

The study population were head teachers, teachers, students, parents and stakeholders of secondary schools within Mbale district in Eastern Uganda.

Sampling design

Out of two hundred respondents, I used random sampling and came out with a sample of eighty respondents comprising of head teachers, teachers, students, parents and stakeholders of secondary within Mbale municipality, giving a total of eighty.

Data interpretation

The data comprised basically descriptive statistics which were frequency and percentages on the impact of non emphasis of music, dance and drama in the teaching of English language and the role of teachers of music dance and drama in the teaching of English language in secondary schools in Uganda.

Findings

Demographic information about respondents

Respondents	Frequency	Percentages
Head teachers	04	5
Teachers	24	30
Students	32	40
Parents	12	15
Stake holders	08	10
Total	80	100

Out of the 80 respondents, 5% were head teachers 30% were teachers, 40% were students, 15% were parents and 10% were stakeholders. From five secondary schools in Mbale dist

Views by head teachers on integration of music dance and drama in the teaching of English language

Table 1.1

	Yes	%	No	%
M.D.D is important in enhancing English language teaching	4	80	1	20%
Non emphasis of MDD in schools yields poor performance of English language	3	75	2	25
Integration of MDD in the teaching of English language enhances good performance of English language in secondary schools	5	100	-	-
Creation of MDD department is crucial in enhancing the teaching of English language	4	80	1	25
Training of teachers of language and MDD on integration crucial for better performance of English language in secondary schools	5	100	-	-

In view of the responses as given by the head teachers, it was found that 80% of them agree that Music, dance and drama is important in enhancing the teaching of English language while 2% disagreed, 75% of them agreed.

Table 1.2: Views of the teachers on integration of music dance and drama in the teaching of English language

	Yes	%	No	%
M.D.D is important in enhancing English language teaching	18	75	06	25
Non emphasis of MDD in schools yields poor performance of English language	20	83	04	17
Integration of MDD in the teaching of English language enhances good performance of English language in secondary schools	22	93	02	07
Creation of MDD department is crucial in enhancing the teaching of English language	20	83	04	17
Training of teachers of language and MDD on integration crucial for better performance of English language in secondary schools	24	100	-	-

In view of the above findings, 75% dance and drama is important in Enhancing the teaching of English language 83% observed that non emphasis of music, dance and drama yielded poor performance of English language exams 93% behaved that integration of music dance and drama in the teaching of language enhances good performance of English language in secondary school., 83% of the teachers were of the view that creation of MDD department in secondary school is crucial enhancing in the teaching of language while 100% of the teachers agreed that training of teachers on integration could enhance good performance.

Table 1.3: Views of the students on integration of music dance and drama in the teaching of English language

Students (n=32)

	Yes	%	No	%
M.D.D is important in enhancing English language teaching	20	63	12	37
Non emphasis of MDD in schools yields poor performance of English language	15	47	17	53
Integration of MDD in the teaching of English language enhances good performance of English language in secondary schools	20	63	12	37
Creation of MDD department is crucial in enhancing the teaching of English language	12	37	20	63
Training of teachers of language and MDD on integration crucial for better performance of English language in secondary schools	16	50	15	50

According to the students, 63% supported the importance of MDD in enhancing the teaching of English language 47% agreed that non emphasis of MDD in their schools yielded poor performance in English language 63 agreed on the integration of MDD and language as a remedy for better performance in English language 37% supported the creation of the department of MDD in their schools and 50% behaved the training of language and MDD teachers on integration for better performance.

Table 1.3: Views of the parents on integration of music dance and drama in the teaching of English language

	Yes	%	No	%
M.D.D is important in enhancing English language teaching	7	58	5	42
Non emphasis of MDD in schools yields poor performance of English language	6	50	6	50
Integration of MDD in the teaching of English language enhances good performance of English language in secondary schools	10	83	2	17
Creation of MDD department is crucial in enhancing the teaching of English language	07	58	5	42
Training of teachers of language and MDD on integration crucial for better performance of English language in secondary schools	11	93	1	07

From the above table, 58% of the parents agreed that MDD is important in the teaching of language 50% believed that non emphasis of MDD yielded poor performance in English language. Integration of MDD in the teaching of language was supported by 83% of the parents mean while 58% agreed on the creation of MDD department and 93% strongly behaved that training of teachers of language on integration is important for better performance of the subject.

Table 1.3: Views of the stake holders on integration of music dance and drama in the teaching of English language

	Yes	%	No	%
M.D.D is important in enhancing English language teaching	6	75	25	50
Non emphasis of MDD in schools yields poor performance of English language	3	38	5	62
Integration of MDD in the teaching of English language enhances good performance of English language in secondary schools	6	75	2	25
Creation of MDD department is crucial in enhancing the teaching of English language	6	75	2	25
Training of teachers of language and MDD on integration crucial for better performance of English language in secondary schools	8	100	-	-

75% of the stakeholder agreed that MDD is crucial in enhancing the teaching of language 38% behaved that non emphasis of MDD in schools yielded poor performance, 75% behaved that integration of the subject in the teaching of language enhances good performance, 75% also agreed on the creation of MDD department for better performance and 100% of stakeholder supported the training of language and MDD teachers on integration for better performance.

Conclusion

Music dance and drama had not been effectively addressed in terms of teaching, teaching materials, teachers' motivation and student's involvement in learning the discipline.

Secondary, Music dance, and drama as a discipline has not been given room for examination giving negative impression to the learners.

Thirdly, when it comes to employment music dance and drama graduates had hardly easy access to employment discourage the learners, the teachers and even the parents to invest in the subject.

Recommendation

- I recommend that music dance and drama should be examined both orally and written.
- The curriculum should integrate the subject with English language
- The government should make provision for teaching and learning aids to cater for the discipline orally and practically.
- Special teachers should be trained in training institution on integration of music, dance and drama.

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