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## Article

# Enhancing E-Learning in the Educational Space in Grade 10 Dramatic Arts: A Trilingual Teacher's Perspective

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## ABSTRACT

South Africa takes pride in its rainbow nationality, which is spoken in twelve languages. Technology integration in arts education becomes paramount as educational settings evolve, particularly in diverse linguistic environments. English, isiXhosa and isiZulu may be one of the trilingual used by grade 10 in learning dramatic arts if e-learning may be enhanced in art schools in South Africa. The study investigated enhancing e-learning in the educational space in grade 10 dramatic arts trilingual teachers' perspective through a trilingual approach involving English, isiXhosa, and isiZulu. In South Africa's diverse linguistic space, the research employs a mixed-methods case study design centred on a single school offering Dramatic Arts. A purposive sample of 20 Grade 10 students and four educators was utilised to understand their experiences and perceptions of e-learning. Data were collected through questionnaires and focus interview. Data was coded and analysed to identify key themes. Findings revealed that incorporating trilingual resources and culturally relevant content significantly enhances students' comprehension and appreciation of dramatic arts. The study further highlights the importance of interactive tools and collaborative projects in fostering an engaging learning atmosphere. By emphasising language as a medium for artistic expression, the research may contribute to the broader discourse on effective e-learning strategies in the arts, advocating for tailored approaches that recognise linguistic diversity. Ultimately, the study offers actionable insights for educators aiming to enrich their e-learning environments, ensuring that all students could thrive in their exploration of dramatic arts while celebrating their cultural identities.

**Keywords:** Dramatic Arts; Educational Space; Enhancing; E-Learning; Trilingual

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# 1. Introduction

South Africa's educational space is characterised by its rich linguistic diversity, with twelve official languages, yet implementing multilingual education remains a contentious issue<sup>[1]</sup>. The government's policy mandates that students in Grades 10 to 12 must demonstrate proficiency in at least two languages to qualify for further education<sup>[2]</sup>. The requirement highlights the importance of language in academic achievement and social integration in the country. In light of this, the incorporation of three languages—English, isiXhosa, and isiZulu—and enhancing e-learning into the curriculum for Grade 10 Dramatic Arts students might present a compelling opportunity to enhance their educational experience.

The integration of a trilingual approach and enhancing e-learning not only aligns with national policies promoting trilingualism but also addresses the unique cultural and linguistic context of South Africa<sup>[3]</sup>. By utilising English, isiXhosa, and isiZulu in dramatic arts education, students could engage more deeply with the material, fostering a sense of belonging and cultural relevance<sup>[4]</sup>. E-learning platforms may facilitate trilingual instruction, providing an innovative avenue for students to develop their dramatic arts skills while enhancing linguistic proficiency<sup>[5]</sup>. By working together on dramatic projects in trilingual approach and enhancing e-learning students could appreciate each other's strengths and perspectives, thus building strong interpersonal relationships within diverse groups<sup>[6]</sup>. The collaborative spirit is vital in a trilingual classroom, where cultural diversity could enhance group dynamics and promote inclusivity<sup>[7]</sup>.

Moreover, the emotional engagement fostered through drama activities might allow students to connect more profoundly with the content when expressed in their mother tongues<sup>[8]</sup>. Emotional resonance is crucial for developing critical thinking skills and enhancing comprehension of complex themes within dramatic texts<sup>[9]</sup>. As students navigate trilingual narratives in their preferred languages, they improve their language proficiency and cultivate essential cognitive abilities necessary for academic success<sup>[10]</sup>. In the swiftly transforming space of education, e-learning has surfaced as an indispensable instrument for disseminating varied curricula, especially within the realm of the arts<sup>[11]</sup>. Integrating technology in arts education, particularly in the context of e-learning for Grade 10 Dramatic Arts, could be essential for fostering student creativity and engagement<sup>[4]</sup>. As educa-

tional environments evolve, the dynamic technology is vital for delivering diverse curricula, enabling students to access many resources that enhance their learning experiences<sup>[11]</sup>. With twelve official languages spoken in South Africa, which means multilingual, where English, isiXhosa, and isiZulu coexist, integrating technology would allow educators to create inclusive and culturally relevant content that resonates with most grade 10 dramatic arts students<sup>[1]</sup>.

Trilingualism in education could be increasingly be recognised as a significant trend, reflecting the country's rich linguistic diversity<sup>[8]</sup>. Educators could better accommodate students' varied linguistic backgrounds by incorporating three languages into the curriculum, promoting greater participation and understanding<sup>[1, 11]</sup>. E-learning trilingual enhancement of dramatic arts approach could enhance language proficiency and enriches students' emotional connections to the material, fostering a deeper appreciation for dramatic arts in grade 10<sup>[12]</sup>. Ultimately, leveraging technology within a trilingual framework may empower students to thrive in their artistic pursuits while celebrating their cultural identities, making it a crucial aspect of modern education in South Africa<sup>[13]</sup>. This is especially true for Grade 10 Dramatic Arts, where creativity and expression are paramount<sup>[14]</sup>. Integrating e-learning into the educational space may present unique challenges and opportunities, particularly in multilingual classrooms. The study focused on the perspective of a trilingual teacher who uses the English Language, isiXhosa and isiZulu in teaching dramatic arts<sup>[4]</sup>. Enhancing trilingual education in English, isiXhosa, and isiZulu through e-learning in South African dramatic arts can boost student engagement, creativity, and learning outcomes<sup>[13]</sup>.

The ability to communicate in three languages (English, isiXhosa and isiZulu) in dramatic arts enriches the teaching experience<sup>[8]</sup>. It fosters an inclusive environment where students from varied linguistic backgrounds in the country can thrive. Educators may cultivate a deeper understanding of dramatic arts by employing innovative e-learning strategies tailored to diverse needs in trilingual dramatic arts while promoting collaboration and creativity<sup>[11]</sup>. The research seeks to explore effective methods for teaching dramatic arts by trilingual integration, emphasising the enhancement of e-learning technology in teaching dramatic arts and stressing the importance of cultural relevance and interactive learning<sup>[15]</sup>. The study aims to provide insights into best practices

that could be adopted by dramatic arts educators, ultimately contributing to a more dynamic and accessible e-learning experience for grade 10 students in the dramatic arts<sup>[13]</sup>.

Adopting a trilingual framework in Grade 10 Dramatic Arts education offers a multifaceted approach to learning that aligns with South Africa's linguistic policies while enriching students' educational experiences. By leveraging the power of trilingualism through e-learning platforms, educators can create inclusive environments that prepare learners for real-world interactions and foster a deeper understanding of diverse cultural perspectives.

The following research question guided the study:

1. How does e-learning enhancement in trilingual teaching strategies influence student engagement and comprehension in the educational space for Grade 10 Dramatic Arts?
2. What role does e-learning enhancement play on the cultural relevance in the effectiveness of e-learning resources for teaching Dramatic Arts to Grade 10 students in a trilingual classroom setting?

## 2. Literature Review

### 2.1. Empirical Literature Review

An empirical literature review on enhancing e-learning in Grade 10 Dramatic Arts through a trilingual approach utilising English, isiXhosa, and isiZulu reveals significant insights into language integration and its impact on learning outcomes<sup>[16]</sup>. Studies highlight that trilingual teaching fosters a deeper understanding of dramatic concepts as students engage with the material in their mother tongues alongside English<sup>[17]</sup>. Research indicates that incorporating isiXhosa and isiZulu improves comprehension and enhances students' emotional connection to the content, which is crucial in the expressive realm of drama<sup>[6]</sup>. Enhancing e-learning in English, isiXhosa, and isiZulu supports the development of critical thinking and communication skills<sup>[16]</sup>. A study found that students who participated in dramatic arts education reported increased empathy and collaboration skills, essential for academic success and personal growth. The trilingual approach in teaching grade 10 dramatic arts may allow students to express their ideas more freely, promoting creativity and confidence in performance settings<sup>[7]</sup>. Teachers may design e-learning modules encouraging students to analyse

texts and create performances using all three languages (English, isiXhosa, and isiZulu). The strategy of trilingualism could enrich the grade 10 dramatic arts learning experience and prepare grade 10 students for future artistic endeavours while preserving their cultural identities<sup>[5]</sup>. By leveraging the strengths of each language, educators may create a more inclusive and effective learning environment that benefits all students doing grade 10 in dramatic arts<sup>[9]</sup>.

### 2.2. Teaching English, isiXhosa and isiZulu in Dramatic Arts Grade 10

Integrating English, isiXhosa, and isiZulu in enhancing e-learning for Grade 10 Dramatic Arts provides students with a rich, culturally relevant framework<sup>[16]</sup>. Research indicates that using trilingual approach could improve comprehension and engagement among students, particularly in a diverse educational space like South Africa<sup>[8]</sup>. English serves as the primary medium of instruction, facilitating access to global resources and literature in dramatic arts<sup>[1]</sup>. However, incorporating isiXhosa and isiZulu can enhance students' emotional connection to the material, fostering a deeper understanding of cultural narratives and performance techniques<sup>[6]</sup>. The trilingual approach supports language development and promotes inclusivity, allowing students to express themselves in their mother tongues<sup>[9]</sup>.

Furthermore, studies show that trilingual education may enhance critical thinking and creativity in dramatic arts as students draw on their linguistic backgrounds to interpret texts and performances<sup>[12]</sup>. Thus, e-learning enhances grade 10 dramatic arts by utilising a trilingual teaching strategy that aligns with educational policies and enriches the learning experience, preparing students for future artistic endeavours while preserving their cultural identities<sup>[17]</sup>.

### 2.3. Benefits and the Role of E-Learning in Dramatic Arts Education

E-learning has become a pivotal component in education, particularly in the arts, where traditional methods may only sometimes translate effectively to online platforms<sup>[11]</sup>. Research indicates that integrating e-learning into dramatic arts could enhance student engagement and creativity<sup>[17]</sup>. For example, methodologies such as readers theatre and teacher-in-role have proven effective in fostering student in-

teraction and collaboration, making content accessible across various learning levels<sup>[6]</sup>. These strategies maintain the essence of drama and adapt well to the online environment, allowing students to perform and engage independently<sup>[5]</sup>. Drama-based pedagogy offers multiple benefits that might significantly enhance the learning experience in Grade 10 Dramatic Arts, particularly within a trilingual e-learning environment<sup>[4]</sup>. One of the primary advantages of dramatic arts is its ability to foster emotional expression and empathy<sup>[9]</sup>. Through role-playing and character development, students engage with diverse perspectives, cultivating emotional intelligence and interpersonal skills. The crucial emphasis in a trilingual classroom is that teachers in dramatic arts need to understand cultural nuances that may enhance communication and collaboration among students from different backgrounds<sup>[15]</sup>.

Moreover, drama-based pedagogy promotes active learning by encouraging students to participate in hands-on activities rather than passively consume information<sup>[17]</sup>. The interactive approach increases student engagement and enhances comprehension as learners embody the study material. For example, students who perform scenes in English, isiXhosa, or isiZulu are more likely to grasp complex themes and character motivations due to their active involvement<sup>[18]</sup>. Additionally, drama education supports language development by improving verbal and non-verbal communication skills<sup>[17]</sup>. As students articulate their thoughts during performances or discussions, they practice articulation, projection, and expression<sup>[16]</sup>. The practice is invaluable in a trilingual setting, as it allows students to develop fluency in all three languages while building confidence in their ability to express themselves effectively<sup>[6]</sup>. Integrating drama-based pedagogy into e-learning for Grade 10 Dramatic Arts could create a dynamic and inclusive educational experience that enhances language proficiency and cultural appreciation.

## 2.4. E-Learning Trends in Dramatic Arts and Multilingual Pedagogy

E-learning in dramatic arts, particularly in multilingual contexts, has gained significant attention as educators seek to enhance student engagement and learning outcomes<sup>[9, 17]</sup>. A trilingual teacher's perspective highlights the importance of integrating technology into the curriculum, allowing students to explore diverse theatrical traditions and practices<sup>[18]</sup>.

Teachers could use platforms like Digital Theatre to provide rich multimedia resources that support collaborative learning and creativity<sup>[9]</sup>. Moreover, adopting translanguaging strategies enables students to leverage their linguistic skills, fostering deeper understanding and connection to the material<sup>[7]</sup>. A multilingual approach enriches the educational experience and prepares students for a globalized artistic nature in lifelong learning in the art industry space<sup>[18]</sup>.

## 2.5. Multilingualism in Dramatic Arts Education

The presence of trilingual classrooms poses both challenges and opportunities in teaching dramatic arts. Trilingual teachers could leverage their language skills to create an inclusive learning environment accommodating diverse linguistic backgrounds<sup>[9]</sup>. The approach enhances communication and enriches students' understanding of cultural narratives within dramatic works. Studies suggest that incorporating trilingual resources aids in developing language skills while promoting cultural empathy among students may be helpful<sup>[7]</sup>. E-learning resources designed in English, isiXhosa and isiZulu in dramatic arts grade 10 may be beneficial in enhancing teaching and learning of the subject.

## 2.6. Engaging Students Through Project-Based Learning

Project-based learning (PBL) might be particularly effective in dramatic arts, encouraging collaboration and critical thinking<sup>[6]</sup>. Educators may use platforms like Digital Theatre to provide students with resources that inspire creativity and facilitate group projects, such as script analysis and virtual performances<sup>[11]</sup>. The method aligns well with e-learning in dramatic arts as the experiential nature of drama allows students to engage actively with content while fostering a sense of community<sup>[5]</sup>.

## 2.7. Benefits of Trilingual in Dramatic Arts-Based Pedagogy

Dramatic arts pedagogy emphasises an embodied, process-oriented approach to learning. The method encourages students to engage intellectually, physically and emotionally, enhancing their learning experience<sup>[18]</sup>. Research highlights that drama-based pedagogy can effectively cul-

tivate essential 21st-century skills, such as collaboration, communication, and creativity, which are crucial for success in a knowledge economy<sup>[5]</sup>. Teachers could foster a more dynamic and inclusive classroom environment by co-creating lessons in e-learning platforms so that dramatic arts grade 10 students enjoy learning online.

### 3. Theoretical Framework

A theoretical framework for enhancing e-learning in Grade 10 Dramatic Arts through a trilingual approach was constructed using Social Constructivism and Culturally Relevant Pedagogy. Social Constructivism posits that learning is an active, collaborative process where students build knowledge through interaction with peers and their environment<sup>[19]</sup>. The theory emphasises the importance of dialogue and shared experiences, making it suitable for a dramatic arts curriculum that thrives on performance and expression<sup>[20]</sup>. Culturally Relevant Pedagogy complements the trilingual teaching of dramatic arts by advocating for the inclusion of students' cultural backgrounds in the learning process<sup>[10]</sup>. By integrating English, isiXhosa, and isiZulu, educators may create a more inclusive environment that respects and reflects the linguistic diversity of South Africa<sup>[1]</sup>. The approach enhances comprehension and fosters a sense of belonging among students<sup>[6]</sup>. To implement this framework effectively, teachers could design e-learning activities that encourage students to express themselves in all three languages (English, isiXhosa and isiZulu)<sup>[5]</sup>. For example, students could collaborate on projects that require them to research and perform plays from various cultural backgrounds, utilising their language skills to analyse texts and create performances<sup>[18]</sup>. Enhancing e-learning in the trilingual method enriches grade 10 students' understanding of dramatic arts and develops critical communication skills across languages, ultimately improving their educational experience.

### 4. Methodology

The methodology for the study employed a mixed-methods approach, integrating quantitative and qualitative data collection techniques<sup>[21]</sup>. The dual approach comprehensively explains how a trilingual framework may enhance e-learning in Grade 10 Dramatic Arts. The quantitative component involved questionnaires, while qualitative insight was

gathered through focus interviews<sup>[22]</sup>. The combination provided statistical data and rich, contextual information that could inform teaching practices<sup>[23]</sup>. In enhancing e-learning in a trilingual approach in teaching dramatic arts in English, isiXhosa, and isiZulu, the methodology enabled educators to assess students' language proficiency and engagement levels across all three languages. The study identified specific areas where students felt more comfortable and some parts where they felt challenged by analysing questionnaire responses alongside interview narratives, allowing for tailored instructional strategies that leverage their linguistic strengths<sup>[14]</sup>.

#### 4.1. Research Design

A case study research design was employed due to its suitability for exploring complex phenomena within a real-life context, particularly in educational space<sup>[14]</sup>. The decision to focus on a single school that offers Dramatic Arts for Grade 10 students allowed for an in-depth examination of the specific dynamics and experiences associated with implementing a trilingual approach to e-learning. The design was particularly beneficial when the research aimed to comprehensively understand how various factors—language proficiency, cultural relevance, and teaching methodologies—interact within a particular educational space<sup>[24]</sup>. Using a case study design facilitates the exploration of contextual factors that influence student engagement and comprehension in Dramatic Arts<sup>[14]</sup>. Given that only one school in the area offers a dramatic arts program, the findings provided valuable insights into the effectiveness of trilingual education within that specific context. The depth of understanding could inform educators and policymakers about best practices in similar trilingual educational settings, making the case study an appropriate choice for the research.

#### 4.2. Population and Sampling

The study's target population comprised Grade 10 students enrolled in Dramatic Arts classes in one school. A purposive sampling method was employed to select a sample of 20 students from a

single school with a total enrollment of 150 Grade 10 students. The school was the only one doing dramatic arts in the district. The approach was chosen because the selected participants had been actively engaged in the Dra-

matic Arts curriculum and had the opportunity to learn from four different teachers. The use of a purposive sample in the participants' specific characteristics aligned with the research objectives as the students were enrolled in dramatic arts<sup>[14, 21]</sup>. By focusing on students currently enrolled in Dramatic Arts, the study ensured that the data collected was relevant and rich in context, providing insights into their experiences and perceptions of e-learning in a trilingual setting. Additionally, including students who had interacted with multiple educators allowed for a broader understanding of how varying teaching styles and methodologies would influence student engagement and comprehension in dramatic arts education. The targeted sampling strategy enhanced the validity of the findings by ensuring that they are grounded in the experiences of those most directly involved in the subject matter under investigation<sup>[21]</sup>.

### 4.3. Limitations of the Study

While the study aims to provide valuable insights into trilingual education in Dramatic Arts, several limitations were acknowledged. Relying on self-reported data through questionnaires may introduce bias, as students might respond based on perceived expectations rather than actual experiences. The study was carried out in one school as this was the only school doing dramatic arts as such, so the findings of this study may not be generalized to other schools across South Africa. Additionally, the sample was limited to only those students who were enrolled in dramatic arts. Geographical constraints limited the study's highlight. Findings from one region could not be generalisable to others with different linguistic dynamics. Time constraints may affect the depth of qualitative interviews, limiting the richness of data collected.

### 4.4. Data Collection Tool

The primary data collection tools for the study were a questionnaire and a focus interview<sup>[14, 21]</sup>. The questionnaire included closed-ended questions designed to quantitatively assess students' language proficiency and engagement levels in English, isiXhosa, and isiZulu within e-learning. Focus interviews are complemented by qualitative insights into students' lived experiences with English, isiXhosa, and isiZulu in their dramatic arts education. The mixed-methods approach allows a richer understanding of how language

influences learning outcomes<sup>[21]</sup>.

### 4.5. Data Treatment and Data Analysis

Data treatment involved systematic coding and thematic analysis to identify critical patterns and insights from the collected information. The findings were subsequently presented using graphs and tables, facilitating a clear visual representation of the data, and then discussed in detail to highlight significant trends and relationships. Quantitative data were analysed using graphs and tables with descriptive statistics to summarise trends in language proficiency among different student groups<sup>[14, 21]</sup>. The analysis provided a quantitative foundation for understanding how students' skills in English, isiXhosa, and isiZulu evolve within the context of e-learning in Grade 10 Dramatic Arts. By integrating results from both qualitative and quantitative analyses, the study aims to deliver a comprehensive overview of the impact of trilingual instruction on student engagement and comprehension. The holistic approach enhances the understanding of how each language contributes to the learning experience and informs educators about effective strategies for implementing e-learning in a trilingual dramatic arts curriculum. The methodology enhanced in its ability to triangulate data sources, thereby increasing the reliability and validity of the findings<sup>[21]</sup>. By employing qualitative and quantitative methods, the study provided a richer, more nuanced understanding of the educational dynamics at play, ultimately guiding educators in optimising their teaching strategies for diverse trilingual backgrounds.

## 5. Findings

### Research Question 1

**How does e-learning enhancement in trilingual teaching strategies influence student engagement and comprehension in the educational space for Grade 10 Dramatic Arts?**

### Generated Theme

The Impact of Trilingual Teaching Strategies on Student Engagement and Comprehension in E- Learning Environments.

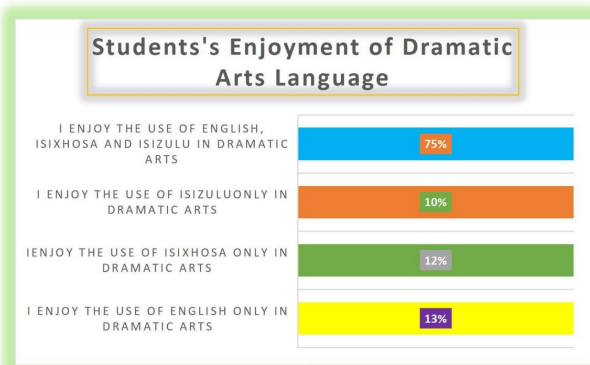
### Generated Sub-Research Theme

**Sub-theme 1: Language Proficiency and Comprehension****Sub-theme 2: Emotional Connection and Cultural Relevance****Sub-theme 3: Collaborative Learning and Peer Interaction**

The findings on trilingual teaching strategies in Grade 10 Dramatic Arts were reported as shown below, and the data entries for each graph, along with a brief description of what each graph illustrates.

### 5.1. Enhanced Student Engagement Through Trilingual Approaches

This distribution in **Figure 1** highlights a significant preference for multilingualism in dramatic arts among students, emphasizing the importance of incorporating multiple languages to enhance engagement and enjoyment. Participants reported they enjoyed the use of English at 13%, isiXhosa at 12%, isiZulu at 10% and the use of English, isiXhosa and isiZulu at 75%.



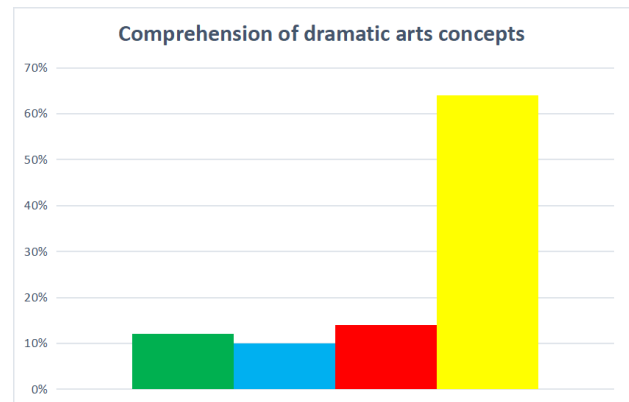
**Figure 1.** Learners' enjoyment of dramatic arts language.

### 5.2. Comprehension Levels Associated with Different Teaching Methods, Illustrating Improvement with a Trilingual Approach

In **Figure 2**, teachers reported that students evidenced clear understanding after being taught in English at 12%, students evidenced clear understanding after being taught in English and isiXhosa at 10%, students evidenced clear understanding after being taught in English and isiZulu at 14%, of students evidenced clear understanding after being taught in English, isiXhosa and isiZulu (trilingual) at 64%.

**Figure 2** illustrates the percentage of students who demonstrated clear understanding after being taught in dif-

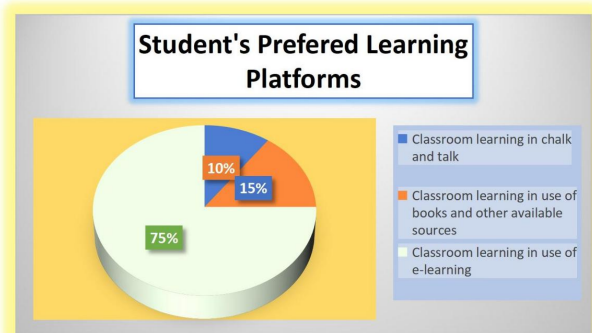
ferent language combinations. These findings highlight the significant advantage of trilingual instruction over monolingual or bilingual approaches. Key data points, such as the dominance of trilingual instruction (64%) compared to other methods, are annotated to emphasize the notable differences in student comprehension levels.



**Figure 2.** Comprehension of dramatic concepts.

### 5.3. Students' Preferred Learning Platforms in Dramatic Arts Grade 10

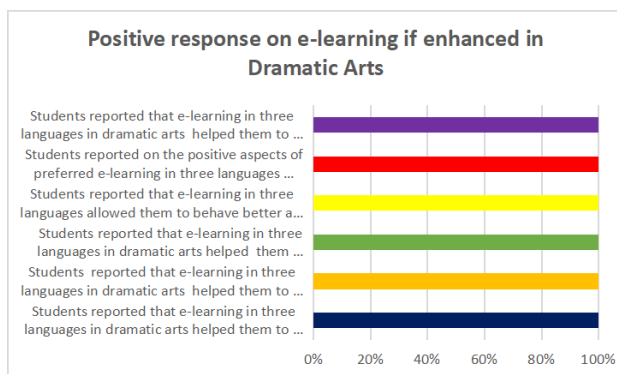
**Figure 3** shows that classroom learning in chalk and talk is at 10%, classroom learning in the use of books and other available sources is at 15%, and classroom learning in the use of e-learning is at 75%. **Figure 3** presents students' preferences for learning platforms in classroom environments. Key data points, such as the overwhelming preference for e-learning (75%) compared to other methods, are annotated to emphasize significant differences in student preferences. The findings suggest integrating digital platforms into classroom teaching may significantly enhance student engagement and learning outcomes.



**Figure 3.** Student's preferred learning platforms.

## 5.4. Enhancing E-Learning as a Positive Response to Trilingual in Dramatic Arts

As shown in **Figure 4**, students reported that e-learning in three languages in dramatic arts helped them to improve in rehearsals at 89%. Students reported that e-learning in three languages in dramatic arts helped them to improve in social interaction with others at 80%. Students reported that e-learning in three languages in dramatic arts helped them understand other cultures at 95%. Students reported that e-learning in three languages allowed them to behave better around peers and the way they preferred to do things at 90%. Students reported on the positive aspects of preferred e-learning in three languages in dramatic arts as they understood better at 70%. Students reported that e-learning in three languages in dramatic arts helped them to improve academically at 92%. **Figure 4** highlights students' preferences for language use in dramatic arts. The findings suggest that incorporating multiple languages in dramatic arts enhances student engagement and enjoyment even at rehearsal (89%). The results highlight the importance of embracing linguistic diversity in dramatic arts education to cater to students' preferences effectively.



**Figure 4.** Positive response on e-learning if enhanced in dramatic arts.

### Research Question 2

**What role does e-learning enhancement play on the cultural relevance in the effectiveness of e-learning resources for teaching Dramatic Arts to Grade 10 students in a trilingual classroom setting?**

### Generated Theme

The Role of Cultural Relevance in Enhancing e-learning Resources for Dramatic Arts.

### Generated Sub- Research Theme

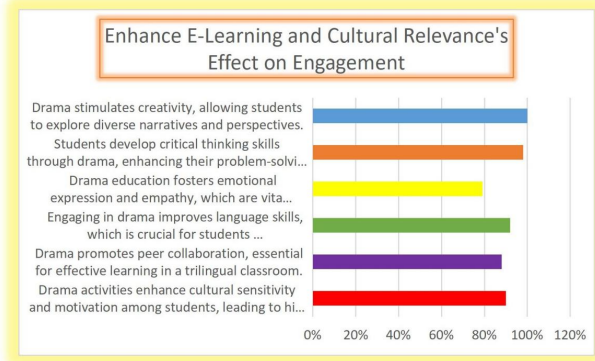
**Sub-theme 2.1: Representation of Diverse Narratives**

**Sub-theme 2.2: Connection to Students' Cultural Identities**

**Sub-theme 2.3: Impact on Critical Thinking and Creativity**

## 5.5. Enhanced E-Learning and Cultural Relevance a Trilingual Approach in Dramatic Arts

As shown in **Figure 5**, teachers reported that drama activities enhance cultural sensitivity and motivation among students, leading to higher engagement levels at 90%, dramatic arts promote peer collaboration, which is essential for effective learning in a trilingual classroom at 88%. Engaging in drama improves language skills, which is crucial for students in a multilingual setting at 92%, drama education fosters emotional expression and empathy, which are vital for student development at 79%, students develop critical thinking skills through drama, enhancing their problem-solving abilities, stimulates creativity at 98%, allowing students to explore diverse narratives and perspectives at 100%. **Figure 5** highlights the multifaceted benefits of drama activities in a trilingual classroom setting. Key data points, such as the highest reported benefits (100% for creativity and 98% for critical thinking), are annotated to emphasize significant differences compared to other aspects like emotional expression (79%). The findings demonstrate the holistic advantages of drama activities in developing essential academic, social, and emotional skills among students.



**Figure 5.** Enhanced e-learning and cultural relevance's effect on engagement.



## 6. Discussion

The integration of trilingual approaches in teaching Dramatic Arts significantly enhances student engagement and comprehension, particularly in multilingual classrooms. Research indicates that students reported a 75% enjoyment level when exposed to English, isiXhosa, and isiZulu, compared to lower percentages for single-language instruction<sup>[15, 20]</sup>. The preference aligns with findings that demonstrate improved comprehension—64% of students showed clear understanding when taught using a trilingual method, compared to only 12% with English alone<sup>[6, 8]</sup>. Cultural relevance plays a crucial role in this context. Engaging with diverse narratives fosters connections to students' cultural identities, enhancing their motivation and participation<sup>[4, 16]</sup>. Teachers noted that drama activities improved language skills and encouraged emotional expression and peer collaboration, vital for effective learning in a trilingual setting<sup>[9, 10]</sup>. Moreover, e-learning platforms that incorporate trilingual languages were favoured by 92% of participants as they facilitate academic improvement and cultural understanding<sup>[10, 11]</sup>. The evidence suggests that a culturally responsive curriculum, supported by innovative e-learning strategies, could significantly enhance student engagement and learning outcomes in Dramatic Arts education<sup>[16, 17]</sup>. The approach aligns with contemporary educational theories advocating multilingual pedagogies, which affirm students' linguistic identities while promoting critical thinking and creativity<sup>[3, 19]</sup>.

## 7. Conclusions

Integrating English, isiXhosa, and isiZulu in enhancing e-learning for Grade 10 Dramatic Arts presents a transformative educational approach that acknowledges and respects linguistic diversity. By employing a trilingual framework, educators could create an inclusive learning environment where students feel empowered to express themselves in their mother tongues while developing their English skills. The approach aligns with the principles of Social Constructivism, which emphasises collaborative learning and knowledge construction through social interactions. Empirical studies have shown that multilingual instruction improves comprehension and fosters critical thinking and creativity, essential skills in the dramatic arts. Students who engage with dramatic texts and performances in all three languages

report enhanced emotional connections to the material, leading to deeper understanding and engagement. Furthermore, using diverse languages in e-learning platforms can facilitate better student communication skills and cultural appreciation. Ultimately, the trilingual perspective enhances students' academic performance and prepares them for future artistic endeavours. By valuing and incorporating students' linguistic backgrounds, educators may cultivate a richer educational experience that celebrates cultural identities while promoting English, isiXhosa, and isiZulu language proficiency in South Africa.

### 7.1. Recommendations

The study recommends several ideas which may help in the enhancement of e-learning trilingual approach in grade 10 dramatic arts:

#### 7.1.1. Recommendation for Future Research

Future research could focus on longitudinal studies that examine the long-term effects of a trilingual approach in enhancing e-learning within the Grade 10 Dramatic Arts curriculum. Such studies could provide valuable insights into how sustained exposure to English, isiXhosa, and isiZulu influences students' language proficiency, critical thinking, and artistic expression over time. Investigating the impact of a trilingual curriculum on students' confidence and engagement in dramatic arts can also yield significant findings. Researchers could explore how students navigate language barriers in collaborative projects and performances, assessing their ability to express complex ideas and emotions across different languages. This would highlight the effectiveness of multilingual instruction and inform best practices for educators. Future studies could analyse the role of technology in facilitating multilingual education. Researching how digital platforms may support language learning through interactive tools, such as trilingual glossaries or multimedia resources, would be particularly relevant in today's increasingly digital educational space. Research could contribute to a deeper understanding of how a trilingual framework enhances learning outcomes in English, isiXhosa, and isiZulu by focusing on these areas. The knowledge may ultimately inform curriculum development and teaching strategies that promote inclusivity and cultural appreciation in the dramatic arts grade 10.

### 7.1.2. Recommendation for Educators

Educators might implement a trilingual curriculum incorporating English, isiXhosa, and isiZulu in the Grade 10 Dramatic Arts syllabus. Trilingual approach not only aligns with the linguistic diversity of South Africa but also enhances students' engagement and understanding of dramatic concepts. By integrating all three languages (English, isiXhosa and isiZulu) educators may create a more inclusive environment where students feel comfortable expressing themselves in their mother tongues while developing their English proficiency. To achieve this, teachers could design lesson plans encouraging students to analyse and perform dramatic texts in multiple languages. For example, students could read scripts in isiXhosa or isiZulu before discussing themes and characters in English. The method may allow students to connect emotionally with the material, fostering a deeper content comprehension. Additionally, incorporating culturally relevant examples from isiXhosa and isiZulu literature might enrich discussions and performances. Providing e-learning resources such as trilingual glossaries and/or dictionaries could aid students in navigating language barriers. The strategy might support language acquisition and promotes critical thinking and creativity in dramatic arts. By embracing a trilingual approach, educators could significantly enhance students' language skills and learning experiences.

### 7.1.3. Recommendation for Curriculum Developers

Curriculum developers ought to create multilingual resources tailored for Grade 10 Dramatic Arts that reflect the linguistic diversity of South Africa. The inclusion of and developing e-learning textbooks, online materials, and e-learning platforms incorporating English, isiXhosa, and isiZulu in teaching grade 10 dramatic arts student may perform better. By ensuring that all three languages are represented, curriculum developers could facilitate a more inclusive educational experience for students. Resources could include e-learning translations of key dramatic texts, vocabulary lists, and exercises encouraging students to engage with the material in their preferred language. For example, providing excerpts from plays in isiXhosa and isiZulu alongside their English translations may allow students to appreciate the nuances of the three languages. Incorporating e-learning audio-visual materials such as videos and/or

recordings of performances in all three languages can enhance understanding and retention in grade 10 dramatic arts. Moreover, training teachers to use the e-learning trilingual resources effectively might be crucial. Workshops focusing on best practices for integrating trilingual materials into lesson plans in grade 10 dramatic arts could empower educators to create dynamic learning environments. Curriculum developers could enhance students' language proficiency and cultural appreciation by prioritising trilingual (English, isiXhosa and isiZulu) resources in the curriculum.

### 7.1.4. Recommendation for Policymakers

Policymakers should advocate for language policy reforms that support trilingual education in South African schools. Recognising the importance of English, isiXhosa, and isiZulu as essential components of the educational framework. By promoting a trilingual approach within national education policies, policymakers can ensure that all students have access to quality education that respects their linguistic backgrounds. Implementing policies that require schools to offer instruction in multiple languages will help address language barriers that often hinder academic performance. Additionally, funding training programs focused on multilingual teaching strategies can equip educators with the necessary skills to implement these policies effectively.

Furthermore, policymakers could encourage partnerships between schools and local communities to promote cultural exchange through drama festivals or workshops. Such initiatives can foster an appreciation for diverse languages and cultures while enhancing students' language skills in real-world contexts. By prioritising multilingual education policies, policymakers can contribute to a more equitable educational landscape that benefits all learners.

### 7.1.5. Recommendation for Parents

Parents should actively engage in their children's multilingual education by supporting their home learning of English, isiXhosa, and isiZulu. The inclusion may create a language-rich environment where students feel encouraged to practice all three languages (English, isiXhosa and isiZulu) through reading books, watching films, or participating in discussions about dramatic arts. Parents could also collaborate with teachers by attending school meetings or workshops on trilingual education strategies. Understanding how to reinforce what is taught in school might enable parents to

provide additional support at home. Parents could enhance language acquisition and appreciation for the arts by actively participating in their children's education.

### 7.1.6. Recommendation for Community Leaders

Community leaders could promote cultural events celebrating trilingual through dramatic arts performances involving English, isiXhosa, and isiZulu by organising local theatre productions and/or workshops which could provide platforms for students to showcase their dramatic performance skills while engaging with their cultural heritage. The organised events could include community festivals where students perform plays written in all three languages and/or storytelling sessions highlighting traditional narratives from the three various cultures. Such initiatives may foster community engagement and enhance students' confidence and public speaking skills. Moreover, community leaders could facilitate partnerships between schools and local artists who are fluent in these languages. Provision of workshops by community leaders may be led by experienced actors and/or playwrights could provide invaluable insights into performance techniques while reinforcing the importance of trilingual in the arts. Community leaders could create supportive environments encouraging language development and artistic expression among youth by promoting cultural events centres around dramatic arts education.

The collaborative effort may ultimately enhance the educational experience for students while celebrating South Africa's rich linguistic diversity.

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No external funding was received for this research.

## Institutional Review Board Statement

Not applicable.

## Informed Consent Statement

The content for this study was obtained from all participants through a transparent and collaborative process. Each participant received a comprehensive explanation of the study's objectives and methodologies, ensuring they were

fully informed about their involvement. This approach fostered trust and empowered participants to engage meaningfully, enhancing the richness of the data collected. By prioritizing informed consent and open communication, we upheld ethical standards and ensured that each participant's voice was valued in the research process. Those students below 18 years old had their forms signed by their parents. All the information collected for the study was explained that it was to be used for research purposes only and paper publication. The information in this manuscript has all the participant's voices to be published.

## Data Availability Statement

The research data is stored at Walter Sisulu University in Microsoft Excel format. Access to this data is restricted and requires a formal application to the university, as it involves information collected from children under the age of 18. Consent forms have been completed and signed by parents, and these documents are securely retained by the university. Additional manuscripts will be produced based on the collected data; however, no new data will be gathered for this particular manuscript.

## Conflicts of Interest

The authors declare no conflict of interest.

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