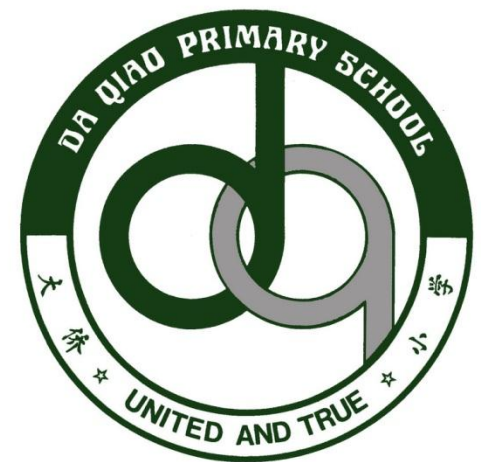




Enhancing Learning through Drama

7 June 2013



Area of concern (AOC)

- Pupils do not make good use of Intonation, Rhythm, and Stress in speech.

Oral Components for PSLE

Components	Marks	%
Reading	20	10%
Picture Discussion	20	10%
Conversation	10	5%



Addressing Area of Concern

Approach:

Teach correct intonation and appropriate rhythm and stress in speech

Strategies:

Drama and Cooperative Learning

Desired Outcomes:

- 1) Pupils able to speak and read with appropriate expression and rhythm.
- 2) Pupils increase confidence and interest in the learning of Chinese Language.



不闻不若闻之，闻之不若见之，
见之不若知之，知之不若行之；
学至于行之而止矣
(荀子)

Tell me and I will forget.
Show me and I will remember.
Involve me and I will understand.
(Chinese Proverb)



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VARK Model

Neil Fleming 1987

1. Visual learners – **animated video**
2. Auditory learners – **video / Circle Time activity**
3. Reading and Writing learners – **scripts**
4. Kinesthetic learners – **acting / props**



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Multiple Intelligences

Howard Gardner (1989)

Drama incorporates

- **Verbal linguistic learning**: use of language, scripts, vocabulary and reading
- **Intrapersonal learning**: feelings, characterizations and individual response
- **Interpersonal learning**: working with others to role play
- **Auditory learning**: sounds, rhythms, tones, and music.
- **Logical learning**: use of cause and effect relationships and concepts
- **Kinesthetic learning**: activates the body and doing actions
- **Spatial learning**: re-create images, staging, movement and direction



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Cooperative Learning

Johnson and Holubec, 1990

- Develop interpersonal skills
- Ensure positive interdependence
- Enable practice of different teamwork skills.
- Help in self- reflection



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Positive Psychology

Martin Seligman, 2003

Concepts & Skills

- Resilience
- Strengths
- Positive Emotions
- Engagement
- Relationships
- Meaning
- Achievement



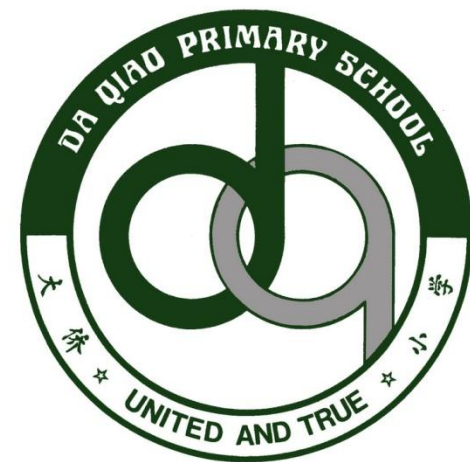
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The Research Lesson

“乐学善用”



Research Class

- Primary 4 Chinese Class
- 40 students
- High ability students
- Research teacher: Mrs Loh CW
- Research team: 6 teachers (Ms Cheow MP, Ms Khoo YZ, Ms Lee YT, Ms Lim HM, Ms Loh CW, Ms Ning S)



What should be observed during the lesson

- How are the students engaged during the lesson?
(How has Cooperative Learning and Drama enhanced students' learning ?)
- How effective is the use of props and scripts in the dramatization?
- How have the students shown that they understand and can apply what they have learnt?



Work Flow

Conduct pre-test (2-3 days)

Read the story

Teach Intonation, Rhythm, and Stress in speech.

Conduct research lesson

Conduct post-test (2-3 days)





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《我长大以后》情景 6

旁述（西蒙无精打采地走着，当他来到河边时，已经听不到小猪们的音乐声了。）

西蒙：大家都知道长大后要做什么，他们都在拼命练习。可我呢。。。

【开心 困惑 温和】

妮可：呜呜呜。。。【疑惑 伤心 自信】

西蒙：妮可，你怎么哭了？【温和 兴奋 伤心】

妮可：我刚才带我的布娃娃到这里玩，结果布娃娃不小心掉进河里，现在被水冲走了...呜呜呜...【开心 伤心 疑惑】

西蒙：妮可，你不要哭，我来帮你捡回来！【不耐烦 开心 自信】

妮可：谢谢你，西蒙，你真棒！【赞叹 温和 自信】

西蒙：别客气！【开心 温和 困惑】

旁述：他们高兴地坐下，一起玩“家家酒”的游戏。妮可装妈妈，西蒙装爸爸。

《我长大以后》情景 6

旁述（西蒙无精打采地走着，当他来到河边时，已经听不到小猪们的音乐声了。）

西蒙：大家都知道长大后要做什么，他们都在拼命练习。可我呢。。。

【开心 困惑 温和】

【疑惑 伤心 自信】

【兴奋 伤心】

旁述（西蒙的心情好多了，在回家的路上，西蒙看见了爸爸，便兴奋地扑了过去。）

《我长大以后》情景 7

西蒙：爸爸！爸爸！我知道我长大后要做什么了！【赞叹 兴奋 温和】

爸爸：哦？你要做什么呢？【疑惑 不耐烦 开心】

【伤心 温和】

爸爸：太好了，西蒙，那你要长高长大，保护这片森林和这里所有的动物，做一个强壮又亲切的森林守护者！【不耐烦 疑惑 温和】

旁述（西蒙背在爸爸的背上回家，心里非常地开心，因为它终于知道自己长大后要做什么了。）



Research Lesson

Tuning in :

Greeting & Animated video

Oral Practice :

Circle Time

Team Discussion :

Cooperative Learning (Rally Coach)

Presentation & Feedback :

Drama & Positive Psychology



Tuning in : Greeting & Animated video



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Circle Time



- Enables lower & middle progress groups to activate their high progress peers as learning resources
- Encourages building of relationships & trust
- Promotes sense of belonging by focusing on shared fun & laughter
- Based on principles of inclusion, respect & choice



Oral Practice : Circle Time



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RallyCoach



- Partners take turns, one solving a problem while the other coaches. Then partners switch roles.
- Useful for any process or procedure with a definite right/wrong.
Eg. Solve multi-step word problems in math.



Team Discussion: Cooperative Learning (Rally Coach)



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Team Discussion: Cooperative Learning (Rally Coach)



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Presentation & Feedback:

Drama & Positive Education



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Self-assessment checklist

大侨小学

四年级角色朗读

核查清单—自我评价（我长大以后）

我认为我在朗读时，

		
1. 有自信、不紧张	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. 很少或没有读错字	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. 声音清楚	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. 感情丰富	<input checked="" type="checkbox"/>	<input type="checkbox"/>

我还想说：
我认为这一课很有趣，及有用处。以后，
我会知道要用他的语气了。

我的姓名：王思蕴 班级：四忠班 日期：十一月七日



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Statistics

- Comparing the pre-test and the post-test results, above 90% improved.



Pre-test

Sample 1

5. 能适时并正确读出以下语气：

角色： 小杰 / 文文

开心	兴奋	疑问	困惑	自信	伤心	温和	赞叹	生气

学生姓名： 黄靖鹿桀 班级： _____ 日期： _____

Post-test

5. 能适时并正确读出以下语气：

角色： 小杰 / 文文

开心	兴奋	疑问	困惑	自信	伤心	温和	赞叹	生气
	✓	✓						

学生姓名： 黄靖鹿桀 班级： _____ 日期： _____

Pre-test

Sample 2

5. 能适时并正确读出以下语气：

角色： 小杰 / 文文

开心	兴奋	疑问	困惑	自信	伤心	温和	赞叹	生气
	✓							

学生姓名： 吴诗雅 班级： _____ 日期： _____

Post-test

5. 能适时并正确读出以下语气：

角色： 小杰 / 文文

开心	兴奋	疑问	困惑	自信	伤心	温和	赞叹	生气
	✓	✓	✓					

学生姓名： 吴诗雅 班级： _____ 日期： _____

Survey

大桥小学
四年级角色朗读《我长大以后》
学生反馈表



我认为我上了这堂课后,

1. 能正确流利地朗读对话

2. 能有感情地朗读对话

我认为这堂课,

1. 对我建立朗读技巧有帮助

2. 对我学习华文有帮助

3. 很有趣

姓名: 陈幸蔚

班级: 4A1 / 四忠



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Survey

37 students took the survey.

- 97% of students thought the lesson enhanced their oral skills.
- 89% of the students agreed that the lesson helped them in their learning of Chinese.
- 97% of the students found the lesson interesting and engaging.



Students' feedback



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I think this lesson is **useful**. I am more **confident** now.
~Yu Wei Ci

This is an **interesting** lesson. I have learnt something about performing. I think I can do a better job next time.
~Wu Shi Ya

I think the lesson is interesting and useful. I have learnt how to **use the different intonations** to express myself.
~Wang Si Yun

I love to watch the **performances** put up by my classmates.
~Lai Si Yuan

Through the lesson, I have learnt **knowledge not found in the textbook**. I have to work on my expressions when I'm reading aloud.
~Wang Zhao Geng



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Teachers' feedback



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Even though the **noise level is higher** than usual, the students are **actively engaged and passionate** about the activities.

Ms Lim

Use of **Circle Time** is **effective** in identifying the best demonstration. It showed that students mastered the strategies taught.
~Ms Cheow

Students are trained to become **self-directed learners** through Rally Coach. They were able to improve through feedback given by their peers.
~ Ms Khoo

Positive feedback helped to raise **students' confidence level**.
~ Ms Ning

Dramatization appeals to learners' **multiple intelligence**.
~Mrs Loh

Dramatization **aroused students' interest** in learning.
~Ms Lee



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Challenges

- Time constraints
- Arrangement for research lesson
- Writing and editing of scripts



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Acknowledgement

- Principal: Mrs Bilveer Singh
- Vice Principal: Mr See Kok Ching
- HOD (Mother Tongue) : Mdm Safidah
- Teachers in the Research Team: Ms Lee YT, Ms Lim HM, Ms Loh CW, Ms Ning S, Ms Cheow MP, Ms Khoo YZ
- All staff of Da Qiao Primary School



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Thank You



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