University of Ghana http://ugspace.ug.edu.gh

DRAMATIZATION OF PICTURE READING AS A MEDIUM FOR HELPING CHILDREN IN BASIC SCHOOLS

BY

JOSEPHINE BUERTEY-OKUTU

(10204679)

THIS THESIS IS SUBMITTED TO THE UNIVERSITY OF GHANA, LEGON IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF MASTER OF PHILOSOPHY DEGREE

JULY, 2015

University of Ghana http://ugspace.ug.edu.gh

DECLARATION

I hereby certify that, this thesis is my own original research work produced in the 2010 – 2012 academic year, under the supervision of Mr. Sandy Arkhurst and Dr. Agyemang Ossei. All references cited have been fully acknowledged. This work has therefore neither been presented in whole nor in part to any other institution for any award of a degree.

.....

JOSEPHINE BUERTEY-OKUTU

(STUDENT)

....

MR. SANDY ARKHURST DR. AGYEMANG OSSEI

DATE..... DATE.....

University of Ghana http://ugspace.ug.edu.gh

DEDICATION

This work is dedicated to my parents Captain John Okai and Mrs. Juliana Okai, for the love, patience and faith they showed during my study.

University of Ghana http://ugspace.ug.edu.gh

ACKNOWLEDGEMENTS

Unto to you oh Lord is all honour for being a shield around me, the glory and the one who lifts my head high. Thank you for your faithfulness upon my life.

I am indebted to Mr. Sandy Arkhurst and Dr. Agyemang Ossei, my supervisors for the role they played in putting this work together.

My heart-felt appreciation goes to my parents Captain and Mrs. Okai and my husband Mr. Bernard Nene Buertey Okutu who through their love and support contributed immensely to the fulfilment of this work.

I also want to thank Mrs. Georgina Rockson, Mrs. Theresa Isabella Esuman and all pupils of Saint Peters Anglican Primary school, Nungua.

The final thanks go to all my siblings, friends and colleagues who supported me at all times I needed them. Thank you so much for believing in this work.

University of Ghana http://ugspace.ug.edu.gh

ABSTRACT

The problem of making meaning from a textbook by basic school pupils in order to maximise their learning potential in Ghana is a constant worry. Research into ways of solving this problem at such a time is of great importance to all stakeholders alike. The objectives of this project is to explore the possibility of incorporating drama in picture reading and assess the effectiveness of drama in the teaching of English comprehension through picture reading at St. Peter's Anglican Basic school, Nungua. Data collection methods include interviews and focus group discussions as well as classroom observation. Descriptive, analytical, and interpretative means were used in analysing data. Key results showed that, drama has been proven to be a viable tool to incorporate into English comprehension lessons in order to help learners improve on their levels of understanding, memorizing, and retention of lessons taught. Additionally, both the academically endowed and the less academically endowed through dramatized picture reading can consciously or unconsciously be helped in the classroom to grasp all lessons taught with ease. Recommendations include encouragement of dramatization of picture reading, which is a child centred teaching style to be instituted into the Ghanaian school curriculum as a medium to help all basic school children.

University of Ghana http://ugspace.ug.edu.gh

TABLE OF CONTENT

Declaration.....i

Dedication.....ii

Acknowledgements.....iii

Abstract.....iv

Table of Contents.....vi

List of Figures.....viii

CHAPTER 1: INTRODUCTION

1.1 Background to the study..... 1

1.2 Problem Statement..... 7

1.3 Objectives..... 8

1.4 Justification..... 8

1.5 Significance of Study..... 9

1.6 Scope of Work..... 10

1.7 Methodology..... 10

1.8 Organization of work..... 11

CHAPTER 2: LITERATURE REVIEW

2.1 Introduction..... 12

2.2 The Value of Education and Picture Reading.....13

2.3 The Value of Dramatic Experiences.....28

2.4 Conceptual and Theoretical Frame work.....30

University of Ghana http://ugspace.ug.edu.gh

CHAPTER 3: FEILD RESEARCH

3.1 Introduction.....33

3.2 Research Design.....33

3.3 Population of the study.....34

3.4 Sample and Sampling Technique.....34

3.5 Research Instrument.....34

3.5.1 Interview.....35

3.5.2 Classroom Observation.....35

3.6 Data Collection.....36

3.6.1 Teachers Assessment Sheet……46

3.6.2 Interview with the First Group of Respondents……48

3.6.3 Interview with the Second Group of Respondents……52

3.6.4 Interview with the Third Group of Respondents……..55

CHAPTER 4: PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction.....60

4.2 Project Analysis.....60

4.3 Post Production Evaluation 65

4.4 Working Journal.....66

4.5 The Performance.....74

4.6 Analysis on the Performance.....76

4.7 Analysis on Data Collected.....79

University of Ghana http://ugspace.ug.edu.gh

CHAPTER 5: SUMMARY, CONCLUSION AND RECOMMENDATIONS OR SUGGESTIONS

5.1 Introduction.....84

5.2 Summary.....84

5.3 Major Finding.....85

5.4 Recommendations or Suggestions.....86

5.5 Conclusion.....87

BIBLIOGRAPHY.....89

APPENDICES.....94

University of Ghana http://ugspace.ug.edu.gh

LIST OF FIGURES

Figure 1 and 2 Saint Peter's Anglican primary school 93

Figure 3 to 6 the class is listening to Eric retell the story with his own words. 95

Figure 7 The facilitator thanking Mrs. Isabilla Esuman,

the class teacher for her support..... 96

Figure 8 The facilitator and the six students who have repeated their class. . 96

Figure 9 Ananse is eating without allowing the friends to have a bite..... 97

Figure 10 Ananse is thinking about where to get the next meal..... 97

Figure 11 Ananse ties one end of a rope to his stomach

and gives the other end to his children..... 98

Figure 12 and13 Ananse then sits waiting for his call..... 98

Figure 14 The friends pulled their ropes to alert their father..... 99

Figure 15 The friends rushed to call the nurse to check on Ananse..... 99

Figure 16 to 18 Audience members at the performance ground..... 100

Figure 19 and 20 colleagues from the School of Performing Arts

during the post-performance discussion..... 101

Figure 21 Mrs. Georgina Rockson giving her remarks after the performance.....103

University of Ghana http://ugspace.ug.edu.gh

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

In Ofankor, a village in the Greater Accra Region of Ghana - West Africa, (where I come from), proverbs, stories and games are held in high esteem because it is believed they help to solve problems the people may encounter in life. It is believed in an oral myth that, their ancestors or fore-fathers created these stories, games and proverbs out of the problems they went through in life. Hence, a person could find possible solutions to all the problems he or she faces now in the games, stories and proverbs of his or her people. Also, it is often perceived that, there is nothing new under the sun; meaning everything that is happening now has happened before. For instance, a situation or problem that occurred in the lives of an older generation can happen in the lives of this present generation and this may be regarded as a new phenomenon. However, if there is any member of the old generation living in this generation, he or she may be able to provide solutions to these problems without any hassle. However, this is not always the situation; hence, the creation of these proverbs, stories and games to aid in finding solutions to societal problems.

Therefore, to what problems did our ancestors wanted us to find solutions to when they created and left behind this proverb as a legacy for this generation when they said, *"fiofio ni adidon ke ye*o *gbee toi"*, literally; every hard working person achieves good results. Invariably, our forefathers are telling us to focus on the simple or the little things that makes life good. Could it be that after creating and using this proverb, they found it

University of Ghana http://ugspace.ug.edu.gh

enduring and therefore preserved it to benefit a generation like ours. I will want to believe that as a way of sharing and preserving their experiences for future use, our forefathers created these proverbs to fore-tell us about a time like this. Again, it is also frustrating to see the increase in numbers with regards to our schools which limit the attention teachers give to students. Nonetheless, these one-time future leaders of the nation are the very people parents and all other stakeholders are struggling to provide them with the needed logistics in learning environments.

Recently, it has been perceived that some pupils are less academically endowed because they either fail to get their homework done correctly or fail to pass their terminal examination. Most schools due to their search for good grades during the Basic Education Certificate Examinations have gone to the extreme to make these so called 'academically less endowed' repeat their classes after the end of the year's examinations. However, the said authorities or schools do not go the extra mile to investigate possible ways of helping these children improve academically.

A "learning disability" according to the United States (US) public law is a disorder in

> [O]ne or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage".[1]

[1] http://www.essortment.com/children-learning-disabilities-overview-17032.html. 19/06/2011.@ 9:45.

University of Ghana http://ugspace.ug.edu.gh

A learning disability will usually slow down the brain ability of a person to either receive, analyse, process or even store information. This problem can make it very difficult for a student to learn as smartly as someone who is not affected by any learning disorder. The term, 'learning disorder' can stand for different things in different contexts. This difficulty can pose in a situation as a child's inability to concentrate and focus which can cause the child's mind to wander about. In another instance, it can interfere as a difficulty whenever the child tries to read, spell, write or even solve basic problems in the assignments given at school.

However, learning disorder no matter how it poses in a child is not a problem with intelligence because both the affected and the unaffected brain, to an appreciable degree, can receive, process, or communicate information. The only difference is that the affected brain will work at a slower pace and be interested in other things rather than what is happening in the classroom. So, if a child is seen to be slow, dull or uninterested in any of his class activities, he or she could not be classified as a poorly performed pupil but be given the necessary opportunities for him or her to improve.

Dale (1954) developed a *Cone of Learning* theory, in which he explains that after reading material in a text, we tend to remember only 10% of the things we read after two weeks, only 20% of the material is retained after listening to a radio discussion, 30% of the information is gained after watching pictures and listening to audio materials (audio or visuals), 50% is achieved through watching a movie, exhibition and demonstrations. Further, we tend to remember 70% of whatever we say, and finally, after two weeks of saying and doing things in a dramatic presentation, simulating real experiences or in

University of Ghana http://ugspace.ug.edu.gh

doing the real thing we tend to remember 90% of it.[2] This means that, if teachers only allow these children to listen to their friends talk about the pictures and see the pictures without getting them involved, by giving them the opportunity to describe what they see and put it into a dramatic activity then, only 50% of that activity will be remembered by these children. The table below clarifies Dale's assertion.

After two weeks we tend to remember		Nature of involvement
90% of what we say and do	Doing the real thing. Simulating the real experience And doing a dramatic presentation.	Active
70% of what we say	Giving a talk and participating in a discussion	Active
50% of what we hear and see	Seeing it done on location. Watching a demonstration. Looking at an exhibit. Watching a movie.	Passive
30% of what we see	Looking at pictures or listening to audio materials(audio or visuals)	Passive

[2] Mariotti, A. P., *Creating your teaching plan: a guide for effective teaching.* 2009. [Online] Available at: http://www.books.google.com/books?isbn=1449004504.

University of Ghana http://ugspace.ug.edu.gh

20% of what we hear	Hearing words	Passive
10% of what we read	Reading	Passive

According to Mariotti (2009), learning becomes more meaningful when abstract learning styles and concrete experiences are related in that an involvement of the learner, coupled with the utilization of a variety of senses in the classroom activity will enhance his or her ability to memorize and retain the subject matter.[3]

In the study of theatre, there are several branches like Acting, Playwriting, Theatre for Development, Costume and Make-Up, Drama in Education and Directing, just to mention but a few. Any of these branches can be used in solving problems that are affecting the society. It is in the light of the above statement that I chose to make use of a technique in Drama in Education, thus, 'Portrait Study' to help teachers see the value of this technique and also help some academically weak children at their childhood stage.

The above assertion means that through the arts, especially drama, these children who perform poorly in their various subjects will be helped as they make use of all the five senses – feeling, touching, seeing, tasting and smelling, in order to receive the full value of the information. Again, in the use of drama, language is developed. In instances when a person takes part in improvisational activities, which involve building of expressions and the use of situational language, one will come across new vocabulary and phrases;

[3] Mariotti, A. P., *Creating your teaching plan: a guide for effective teaching.* 2009. [Online] Available at: http://www.books.google.com/books?isbn=1449004504.

University of Ghana http://ugspace.ug.edu.gh

one can make use of this new vocabulary acquired from the improvisational activities. Such a dramatic activity also sparks enthusiasm for continuous personal development and growth. This is because, it gives you the opportunity to discover things for yourself and having the first-hand experience; not allowing anyone to go through the experience and force his or her impressions on you. So, as a person does the discovering, he or she gets the opportunity to learn more about him or her, others, the environment, and the world at large. This is to say that, a thing once personally interrogated and discovered becomes lasting and stays with an individual forever.

Furthermore, going through dramatic activities will also help an individual to explore factual knowledge about things happening around him or her. Especially relevant is that through presenting issues dialectically, a person may thus see both the pros and cons of the issue and also discover a way of solving the problem. Cattanach (1996) further explained that, even though images and enactments created in a dramatic piece may be over at the end of the activity, the impact created still goes on since participants internalize the performance and later make meaning out of what was created.[4]

Judging by the argument above, drama then can be adopted as one of the most viable, appropriate, and powerful tools to use in helping children who are considered academically weak in our schools. This is not to say that all other media used in the past have not contributed their quota in the fight of eliminating poor performances of students. By this argument, I am reemphasizing the fact that making use of a dramatic

[4] Cattanach, A., *Drama for people with special needs.* 2nd edition: A&C, Black London.1996.

University of Ghana http://ugspace.ug.edu.gh

technique that is child-centred may go a long way to help, thus, making it child-friendly and the best guide to adapt in order to correct such a problem.

1.2 Problem Statement

Education in the life of every individual is seen to be very important, but, in my opinion, it is the education of children that is most important because it goes a long way to determine the future of a nation, especially in the aspect of its human resource base towards the building of the nation. The phenomenon of considering children to be generally weak academically have been so alarming that, the past Ghanaian Government of the 2000 to 2008 introduced the 'Presidential Special Initiative on Distant Learning', a programme on Ghana Television (GTV). In addition, teachers are trained with different teaching methodologies to help curb this problem, thus, the use of pictures as an aid in teaching. Teaching aids according to Kinder (2011) are used to "identify representation and experiential materials and techniques, which in one way or another is used in schools to clarify and intensify the learners' mental images of objects, processes or events being studied".[5]

Indeed there have been several attempts by policy makers to correct this problem. They have implemented policies in Ghana such as the Free Compulsory Universal Basic Education (FCUBE), school feeding programme, free distribution of exercise and textbooks, school uniforms, dictionaries among others.

Today, despite the various attempts made by both policymakers and guardians alike to eradicate this problem, the approaches for some time now proved futile.

[5] Kinder J.S., *visual aids in Education.* [Online] Available at: http://www.rer.sagepub.com/content/123336. 29/09/2011.

University of Ghana http://ugspace.ug.edu.gh

Observation and interaction with teachers and pupils revealed that, the approach to teaching and learning at that sensitive stage of the child is not effectively managed. Children by nature need role playing to put them in their senses.

This thesis therefore, seeks to explore child learning activities through the dramatisation of picture reading as a medium to help solve this problem.

1.3 Objectives of the study

The objectives of this study are to:

a) Explore the possibility in incorporating drama in picture reading in the teaching of English Comprehension.

b) Assess the effectiveness of drama in the teaching of English Comprehension through picture reading at St. Peter's Anglican Basic School, Nungua.

1.4 Justification of Objectives

a) The prevalence of picture reading in schools has helped a few but with the introduction of drama into the study of English comprehension in basic schools; it will help make parents, teachers and students aware of the values embedded in the use of drama in both the school and at home. Such an introduction will also aid or improve the educational or academic lives of all children in the basic school and more especially, those who require a form of special education.

b) Through the use of drama, there will be a decrease in the percentage of children who are having difficulties in reading. Every child with any challenge academically could be assisted to overcome this predicament in order to reduce the number of children who

University of Ghana http://ugspace.ug.edu.gh

cannot comprehend subjects taught in class. It could also serve as a means to prevent the authorities from taking actions as drastic as making the affected children to repeat their class over and over again.

1.5 Significance of Study

Even though a research on dramatizing a picture reading activity and its use as an aid for helping children in basic schools is important, the literature search for this thesis indicates that only a few have been undertaken in African countries. This search also indicates no recent Ghanaian study to date has analysed dramatisation of picture reading as an aid for helping children in basic schools. This study, thus, becomes significant since it will add to the few studies that have been examined on this subject in Africa, and also probably be the first of its kind in Ghana in recent times.

The study hopes to contribute its quota to all existing knowledge in the use of Drama in Education techniques or methods. That is, allow documentation of recent (existing) trends of dramatizing pictures as aid for children in Basic Schools which can be compared against future trends. Since this will help children begin to make good attempts at answering questions pertaining to their level of academic or education and develop their inner faculties – imagination, concentration, perception, and many more.

It is also hoped that, the findings of this study will stimulate policymakers as well as other researchers to undertake a more rigorous examination of the issues that will be raised at the end of the study.

The research will be of benefit to school children all over the country in the lower primary classes whose academic foundations are now being laid, that is, discovering a

University of Ghana http://ugspace.ug.edu.gh

child centred way of learning that incorporates drama and 'picture reading' as an aid in the teaching and learning process for these children.

1.6 Scope of Work (Limitation and Delimitation)

Due to budgetary challenges and limited time; the study will be restricted to the St. Peter's Anglican Basic School, Nungua in the Greater Accra region of Ghana.

It is limited to one school and even though that might not be statistically convincing, however, this selected school can be considered as an alternative to represent all other schools in our dear nation which is struggling to help children develop academically; since it has also got its own share of some of these students who have been labelled as 'academically challenged'.

1.7 Methodology

The research will be mainly qualitative in nature hence making use of open – ended interviews. This work will be making use of descriptive, analytical, and interpretative means to carry out the needed analysis. This is because it will help me to find out the performance of children in the Anglican School. Interviews and focus group discussions with teachers, parents and, if possible, some children who are academically weak and those who are not weak, as well as a classroom observation will be conducted. Secondary data will also be gathered from books in the library as well as electronic books, journals and so forth.

There are several schools in this area yet not all will be used. Therefore, I consulted four head teachers of Basic schools that have been able to at least identify school children

University of Ghana http://ugspace.ug.edu.gh

who can be considered as generally weak academically in the *Nungua* community. The first that confirmed and agreed for the school to be used, was the one I engaged in the work. In this school all children in the primary three classes were selected to go through the process of learning with dramatized pictures based on a story from their English Comprehension textbook, pages 18 and 19.

I will then use these created pictures to teach the children. Later, all pupils especially children known to have repeated the class more than once due to poor academic performance will be given the opportunity to retell or narrate the story without looking into the textbook. A created scenario will be formed from this story, which will either be slightly different or the same as the one in the textbook. This will then be turned into a dramatic piece and the children will be given roles after the auditioning procedure.

1.8 organization of Work

The entire study is organized into the following headings; chapter one is the introductory chapter which deals with all background information on the study, the objectives, significance, and methodology respectively. Chapter two focuses on the review of related literature under the following headings; the value of education and picture reading, the value of dramatic experiences in education and the conceptual and theoretical frame work. The study design, the population, the study sample and sampling technique, research instrument, and data collection is the main part of chapter three under the broad heading of field research. Chapter four focuses on the analysis and interpretation of the data gathered from the research project, while chapter five takes care of the summary of findings from the study, conclusions and recommendations.

University of Ghana http://ugspace.ug.edu.gh

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

For some time now the use of pictures as teaching aids in schools has increased so much that teaching of all lower primary pupils are being aided with these pictures. The term, teaching aids according to Kinder (2011) is used to "identify representation and experiential materials and techniques, which in one way or another is used in schools to clarify and intensify the learners' mental images of objects, processes or events being studied".[6] The use of teaching aids for some years now has been employed as an additional tool for enhancing pupils' understanding in class. In spite of this viable learning tool, pupils' understanding of objects and issues in the class still remain low. Intuitively, some are of the view that the pupils are lazy and some like me say that, they require a child centred approach in their quest to get educated. Although several attempts have been made to equip teachers in the Ghana Education Service with the technique of using these materials to teach in order to make learning effective; there are still some challenges in the understanding and usage of pictures as aids to teaching and learning in our Schools.

This study adopts a more practical approach to pupils' learning. In doing so, picture reading which is seen as a reliable learning activity, is used for dramatisation instead of its usual use as aids in teaching.

According to the *World Dictionary* (1993), the word value is defined as that quality of anything which renders it desirable or useful; or the desirability of a thing, often in

[6] Kinder J.S., *visual aids in Education.* [Online] Available at: http://www.rer.sagepub.com/content/123336. 29/09/2011.

University of Ghana http://ugspace.ug.edu.gh

respect to some property of the thing such as its usefulness or exchangeability, worth, merit or importance.[7]

The definition above presupposes that, value is the rate of importance or the quality of something. It can also be noted that what one will deem important will not be that important to the other. In general, this chapter seeks to examine available works relating to the use and value of education and picture reading, dramatic experiences in education and a conceptual and theoretical frame work.

2.2 The Value of Education and Picture Reading

Education can be said to be the bedrock of every nation, a key tool for development and an immeasurable way of tackling structural inequality and disadvantage. According to Dewey (1944) in a more general sense;

> ...education can be said to be any act or experience that has a formative effect on the mind, character, or physical ability of an individual. And in a more technical sense, it is the process by which society deliberately transmits its accumulated knowledge, skills, and values from one generation to another.[8]

Dewey's statement is to say that, to be educated is to have a change in the person's intellect, moral fibre or corporeal abilities, and also, for a person to have gained access to data, skills and principles that have been accumulated from different generations. Dewey's statement further suggests that, to say that one has received education is to see or have a transformation in the way the person thinks and how he or she functions morally and socially in the society. Finally this statement suggest that, to have come into

[7] Barnhart C.L. and Barnhart R. K. (Ed), *World Book Dictionary*. Volume 2; World Book Inc: Chicago, U.S.A. 1993.p 2311

[8] Dewey, J., *Democracy and Education* [Online] Available at: http://www.ilt.columbia.edu/publications/dewey.html. 1944.

University of Ghana http://ugspace.ug.edu.gh

contact over the years with certain skills, ethics and information helps members in a society to do things or go through life's activities or situations with ease.

In another study, Shafritz, Koeppe and Soper (1988) defines education in broad terms as the life-long process of acquiring new knowledge and skills through both formal and informal exposure to information, ideas and experiences. In narrow terms, it is a systematic planned instruction that takes place in school.[9] In other words, one gets educated when he or she is able to acquire an innovative knowledge and skills through both formal and informal means. However, it is the last definition that underpins this study and supports the process of creating a systematically planned instruction in a picture reading exercise that took place with the class three pupils' at Saint Peters Anglican primary school, *Nungua*.

A study by Rousseau as cited by Frankena (1973), suggests that, "education comes to us from three different sources thus from nature, from men, and from things";[10] since they all do something for us in one way or the other. In nature, we learn about the different weather patterns of the world, that is, the rainy season, the dry or hamathan season and many more. We can also tell the time by the position of the sun in the sky. Through interactions and observations, adult men and women in the society impact into the young generation certain values, principles, good morals and traditions of the people

[9] Shafritz, J. M, Koeppe, R. P and Soper E. W., *The facts on file: Dictionary of Education.* The Oxford Press: New York. 1988.P164

[10] Frankena W. K., *Dictionary of the History of Ideas: Studies of Selected Pivotal Ideas* [Online] Available at: http://www.ditext.com/frankena/education.html.

University of Ghana http://ugspace.ug.edu.gh

that shape them into responsible and diligent adults. Again, we learn from them our stories, legends, myths, games and proverbs and from everyday experiences.

According to Frankena, in the educational activity or the process of education, "there is always someone doing the education and someone being educated; at that point there is always something that is being fostered in the second by the first, by some method or combination of methods".[11] He creates a formula to back his statement, thus, "X educates Y only if X fosters disposition W in Y by method Z".[12] From the above statement, it can be further explained that, X is the one doing the education; Y is the one being educated; whereas the something that is being fostered into Y is W. and Z represents the teaching style or methodology being used by X.

Agreeing with Frankena on the formula above, there can never be the transfer of knowledge, skill and more in order for education or learning to take place without the presence of one to give that information out and another to be at the receiving end; to take something from all experiences he or she is receiving and a medium through which the transfer process can be successful. This is to say that, for the needed transfer of knowledge to take place in our schools, there must be the presence of the teacher at one end and the child or the affected brain that requires this knowledge in order to improve at the other side and also a methodology that is favourable for both the teacher and the

[11] Frankena W. K., *Dictionary of the History of Ideas: Studies of Selected Pivotal Ideas*, ed. Wiener P. P., Vol. ll. Charles Scribner's Sons: New York.1973. [Online] Available at: http://www.ditext.com/frankena/education.html.

[12] Frankena W. K., *Dictionary of the History of Ideas: Studies of Selected Pivotal Ideas*, ed. Wiener P. P., Vol. ll. Charles Scribner's Sons: New York.1973. [Online] Available at: http://www.ditext.com/frankena/education.html.

University of Ghana http://ugspace.ug.edu.gh

pupils. It is therefore important to note that, the presence of the teacher and the pupils are very much required for the dramatisation of pictures in schools to be effective.

Peters (1964) also shares the same view point when he states that, for an education to be perfected then, the process of education should lay in "initiating others into activities, modes of conduct and thoughts which have standards written into them by reference to which it is possible to act, think, and feel with varying degrees of skill, relevance and taste".[13]

Due to all the importance that is associated with education; most nations all over the world at large have often put in place some guiding statutes to constantly remind them in their quest to providing good education for the younger generation. Also, a right to education has been created and recognized by many jurisdictions, and since 1952, Article 2 of the first Protocol to the European Convention on Human Rights obliges all signatory members to guarantee the right to education. Similarly, at the world level, under the Article 13 of the United Nations International Convention on Economic, Social and Cultural Rights of 1966, there is a guarantee on this right which binds all member nations; including our nation Ghana;[14] to make the provision of quality education our primary concern. This action therefore reflects the fact that each child is entitled to fundamental human rights and part of this right is to be educated.

When one examines Manu's (2011) writings it can be argued that, an uneducated person is most often seen not in his or her "proper sense" until educated. According to Manu

[13] Peters R. S., *Education as Initiation.* London: Routledge. 1964. p 41
[14] UNESCO, Education For All Monitoring Report 2008, Net Enrolment Rate in primary education.

University of Ghana http://ugspace.ug.edu.gh

(2011), the value that is gained turning an uneducated person into an educated person is that; "it trains the human mind to think and take the right decision. In other words, education turns one into a rational animal".[15] He further explains that,

> [I]t is through education that knowledge and information is received and spread throughout the world. He says that an uneducated person cannot read and write and hence he is closed to all the knowledge and wisdom he can gain through books and other mediums. In other words, he is shut off from the outside world. In contrast, an educated man lives in a room with all its windows open towards the outside world.[16]

Kant and Hadas as cited by Frankena (1973) seem to support this view that education is that which makes man who he is; especially when the former says "man can only become man by education. He is merely what education makes of him".[17] And the latter states, "education is every man's important enterprise. It is that which makes a man. It helps to raise man above and even puts him ahead of all other animals".[18]

I agree with Kant and Hadas to some extent that, education helps to open man up to the world; helps man to think and make decisions in the right directions; and makes man knowledgeable and wise. However in Africa, education can take the shape of many situations by either being a formal or an informal education. Both the formal and informal portions of an individual, especially a child's life, is of great importance since they both at one point or the other contribute immensely to the child's learning experience – affecting the way the child thinks and communicates with the society. Liberator (2011) confirms this in an essay on the importance of formal and informal education. He states that whereas formal education opens the individual up to learn and

[15] Manu G., http://www.keydegree.com/mgoel.searchwarp.com/swa230219.htm. 17/10/2011@5:25pm
[16] Manu G., http://www.keydegree.com/mgoel.searchwarp.com/swa230219.htm. 17/10/2011@5:25pm
[17] Frankena W. K., *Dictionary of the History of Ideas: Studies of Selected Pivotal Ideas*, ed. Wiener P. P., Vol. ll. Charles Scribner's Sons: New York.1973.
[18] Frankena W. K., *Dictionary of the History of Ideas: Studies of Selected Pivotal Ideas*, ed. Wiener P. P., Vol. ll. Charles Scribner's Sons: New York.1973.

University of Ghana http://ugspace.ug.edu.gh

acquire the skills they need for such everyday activities as reading a news paper or managing their money; it gives one the specialized training they may need to prepare for a job or career. An informal education presents one with attitudes, values, skills, and knowledge from daily experience and the educative influences and resources in his or her life,[19] because this is where he or she will learn all other things about life that they will not learn at school. For instance, it can take the form of an 'unceremonious' schooling where one goes through a traditional way of teaching, imparting and learning; either through storytelling, apprenticeship, etc. This will not require one to be at the classroom, write with pen, pencils and books, read textbooks and take written examinations. Also, it is not compulsory to use the English language as a medium for teaching and learning. However, it becomes a formal activity when one is expected to make use of all the things that is not required as in the informal activity.

Boateng (1983) points out that, the worth of education to the African, is to bridge the gap between the adult generation and the young generation. That is, through our culture, traditions and practices that are common to the people, we get the opportunity to bring the younger generation closer to the older generation. But he explains that this is giving way to the development of 'creative' individuals who are completely removed from their traditions. To this end, Scanlon as cited by Boateng asserts that in education "tradition is inescapable, whether one reaffirms it or repudiates it".[20]

[19] WriteWork contributors. "*The importance of Formal and Informal Education"*. [Online] Available at: http://www.writework.com/essay/importance-formal-and-informal-education.21/3/2011.4:08p.m.
[20] Boateng, F., *Journal of Black Studies*, Vol. 13 No.3. Sage Publications, Inc. 1983. P 321.10/9/2011@8:30a.m.

University of Ghana http://ugspace.ug.edu.gh

Additionally, education can be said to provide people and for that matter children, with life skills that will help them to thrive in life. It will also equip them with the necessary skills in order to maintain a healthy and a productive existence in order to grow into resourceful and socially active adults, and to make proper cultural and political contributions toward the development of their communities. Furthermore, education will transmit qualities such as critical thinking skills, healthy living, resilience and self-confidence to children. It also lays the foundation for greater overall economic productivity and the full use of new technologies for development.[21]

The above enumerated values on education reveals that, it is not enough to implement such policies as the Free Compulsory Universal Basic Education (FCUBE), school feeding programme, free distribution of exercise and textbooks, school uniforms, and dictionaries. This is so because the policies by themselves do not increase the interest of children in attending school and even result in academic performances that are expected by parents and guardians alike. Instead, much work must be done to put the necessary tools and logistics in place and also equip teachers with the requisite methodologies that will convince and make the child interested in attending school and not be forced or persuaded to do so, hence, the use of dramatic experiences which are more child centred than all other existing methodologies to help the school pupils.

[21] Global Aids Partnerships, *the importance of Education in Africa*. [Online] Available at: http://www.gaps.org.au/activities/36-education/68-education. 14-10-2011or2:30pm

University of Ghana http://ugspace.ug.edu.gh

According to the Chinese proverb above, "one picture is worth ten thousand words".[22] Literally, this refers to a picture or series of pictures that tell a story as well as a large amount of written text. This confirms the idea of developing series of pictures from a story in an English Comprehension textbook for primary level three pupils all over the country.

In a study by Jalongo (2004), engagement with pictures at early childhood affects the child's accurate interpretation of words whilst enjoying reading it.[23] She explains that, pictures introduced at an early stage in a child's life broadens his or her scope of understanding and interpretation which enables him or her to learn, know and use words with ease. It is no wonder that in developed countries like the United States of America, children are introduced to cartoons at a very early age. With the registering of pictures in the memory of the child, coupled with some experiences that have been accumulated by the child over a period of time, this will help him or her to develop love for reading and

[22] Gary, M., *A Picture is worth a thousand words.* [Online] Available at: http://www.phrases.org.uk/meaning/a-picture-is-worth-a-thousand-words.html. (1996-2011) 29/09/2011.
[23] Jalongo M. R., *Young children and picture books.* 2nd edition; Guilford press: New York. 2004.p1

University of Ghana http://ugspace.ug.edu.gh

take quality time to read. In other words, the pictures stimulate children's creative thinking processes. As they come face to face with simple and complex pictures, they find meaning to new words and tell stories from pictures as they see it. This supports the fact that the use of pictures in education will go a long way to increase imagination, spontaneity, flexibility, memory retention and perception in children.

Additionally, Jalongo posits that an early introduction of literature and literacy to children should be based in no less an analogy as the one associated with a child's introduction to a new toy. Thus, there is an appreciation for the child's developmental characteristics, a belief in the child's abilities, a focus on enjoyment, an emphasis on learning by doing and the recognition that mistakes are an inevitable part of learning.[24] This presupposes that, children must be introduced to books and learning or education at an early age. Furthermore, this introduction must be done in a like manner and with a similar attitude as the one that parents often show or have when they introduce children to toys that are completely new to them. An example is parents believing that the child will be able to play with and handle the toy once it has been introduced to him or her and that the child will thus enjoy playing with the toy. The more the child played with the toy, the more the child will learn. I agree with Jalongo that the excitement, energy, attitude and zeal with which one introduces his or her child to a new toy should be the same when it comes to the introduction of early literature and learning tools and materials to that child.

Jalongo further asserts that, "through the child's experiences with pictures or picture books, the child develops aesthetically, socially, culturally, and intellectually".

[24] Jalongo M. R., *Young children and picture books.* 2nd edition; Guilford press: New York.2004.p1

University of Ghana http://ugspace.ug.edu.gh

Aesthetically, the awareness is created in young children as they show an appreciation of beauty in the pictures they see. Through the use of these pictures, the children are introduced to a particular setting, family, time and culture that may be similar to theirs in a way and in other ways vastly different from theirs. This helps to build their cultural identity and opens them up for a multicultural awareness too. Socially, interpersonal relationships and human motives are explored by children as pictures communicate to them. Also, pictures on one hand, supplies information and, on the other hand, raises questions; especially, with those that appear unclear to them and this helps in the structuring of their vocabulary and sentences. This act contributes to the intellectual growth in children. Furthermore, children learn personal values being good or bad from the visuals they see and the stories told to them by the pictures.[25]

In another study, Schoch (2011) enumerates some advantages on the use of pictures for education. According to her, singling out an underlining meaning after reading a two hundred page book can be very daunting. However, turning these same words into few colourful and simple pictures will make the reading pleasurable and a lot more comforting; making it non – threatening to the individual.[26] Schoch also asserts that, pictures are usually developed for a particular lesson; hence that development makes the pictures to accompany the lesson focused and viable for teaching in the sense that, the arranged pictures serve as a spotlight for that reading lesson.[27] This, according to her, would then "allow for novices or lazy readers to pay attention". This is to say that, if

[25] Jalongo M. R., *Young children and picture books.* 2nd edition; Guilford press: New York.2004.p8&9
[26] Schoch, K.., *The value of Pictures* [Online] Available at: http://www.teachingwithpicturebooks.blogspot.com.29/9/2011
[27] Schoch, K.., *The value of pictures* [Online] Available at: http://www.teachingwithpicturebooks.blogspot.com.29/9/2011;1:30pm

University of Ghana http://ugspace.ug.edu.gh

there are five lessons in a syllabus or textbook, then five different pictures must be developed to go hand in hand with each of the lessons. This, she suggests, will make the developed pictures look focused and attract the attention of uninterested learners.

Thirdly, there are always different approaches when it comes to the introduction of lessons, seminars and discussions. Sometimes, it takes the form of a story or song and, in other cases, questions to know the intellectual levels of the audience. Likewise, the use of pictures also allows one to discover the intellectual levels of their audience as well as their attitudes, beliefs and even some misconceptions about the subject under discussion. "Pictures then will create a bridge between the students' schema (internal organization of concepts) and the newly introduced lesson".[28] Schoch here is suggesting that, the use of pictures as a way of introducing a lesson or discussion just like the use of songs, questions or stories will help to create a link between already existing ideas, experiences and misconceptions the child may have gathered and the new lesson. It further allows for the teacher or leader to know the intellectual levels of his or her audience in terms of their prior knowledge on the subject under discussion.

Next, "pictures provide for children a foundational knowledge of the lesson at hand".[29] This occurs in instances when the teacher is to introduce a lesson that is out rightly new to children and seems quite difficult to comprehend; for example, lessons in science studies as well as information technology studies. Her fifth importance on the use of pictures is the "foundation of visual thinking". In other words, picture reading in Schools becomes an open – ended activity that seeks to promote critical thinking skills.

[28]Schoch, K.., *The value of pictures* [Online] Available at: http://www.teachingwithpicturebooks.blogspot.com.29/9/2011;1:30pm

[29] Schoch, K.., *The value of Pictures*. [Online] Available at: http://www.teachingwithpicturebooks.blogspot.com 29/9/2011

University of Ghana http://ugspace.ug.edu.gh

And since these illustrations are embedded with meaning, the children are therefore expected to move their comprehension from text to picture. Hence, this provides a vast conceptual data about a specific time or place in history through setting or dress for these learners.[30]

Schoch continues to state that pictures help build reading comprehension with little effort. Pictures are made in such a way that they follow certain basic story elements like setting, plot, character, and many more. Therefore, these pictures increase a child's reading comprehension, no matter their present state of academia. This suggests that, the illustrations seen provide learners with contextual clues which help them in the understanding and definition of new words.[31] The seventh reason for the use of pictures in schools is that, both pictures and picture reading activities go a long way to serve as a writing model for children; especially, when they are tasked with the writing and telling of stories from the illustrations seen.[32]

On the use of illustrations and visuals as part of the teaching and learning process, Schoch posits that, "the pictures can add flesh to dry facts and figures". This is because, if children get to know the importance of learning the entire Math concept, the Social Studies or that Science Theory; they will start taking the lessons seriously and do well to retain them. In addition, with these clearly stated learning objectives, children are likely to pay attention during lessons in class.[33] Similarly, pictures help in developing themes for learning. That is, in order to make learning meaningful for school going children, educationists must try to find a way to help these children connect whatever they learn

[30] Schoch, K.., *The value of Pictures.* [Online] Available at: http://www.teachingwithpicturebooks.blogspot.com 29/9/2011;1:30pm
[31] Ibid pp. 23
[32] Ibid pp. 23
[33] Ibid pp. 28

University of Ghana http://ugspace.ug.edu.gh

to their own lives. One simple way of ensuring that this is done will be to make use of universal themes and their accompanying guiding questions. No matter the lesson and its accompanying significance that one may want to teach children, one must try to make the accessibility of the lesson to everyone, and the children's interest in the lesson be of paramount importance.[34]

If the above outlined importance is something to go by, then it becomes an undeniable fact that as pictures educate, they will also entertain since they add a certain level of fun to the learning process. And through this entertainment value, the rate of learning and retaining in children will improve. This is true in the sense that, the stories children encounter by the reading of pictures just like any other story are such that it is embedded with a quality of making people happy, satisfied, and pleased. This then presupposes that once it amuses the children, it in turn, takes their attention from former worries or troubles they might have encountered before coming to class. Once their mind is striped off of all worries, they get the opportunity to relax and reflect on ideas and values learnt. Out of this activity will cause them to begin to think properly, take certain decisions, access things and do a good comparative analysis on the ideas presented in class in order to better coordinate activities in their life. Also, a wide range of issues as well as interpretations of pictures may be created due to the class size and the opportunity given to each child or group of children to give their interpretation.

It is expected that at the end of lessons, children should be able to write, read, spell, learn new words and be able to explain them, and do every assignment associated with

[34] Schoch, K.., *The value of Pictures* [Online] Available at: http://www.teachingwithpicturebooks.blogspot.com/29/9/2011;1:30p.m

University of Ghana http://ugspace.ug.edu.gh

the lesson. Pictures, on the other hand, help children to do all these things at a much faster rate. The child writes and reads using his own words, and makes it a point to find meaning to words that other children or he used himself.

Learning in schools is such that it opens the children up for information, knowledge, and wisdom and turns them into critical thinkers. The usage of pictures makes the passing on of the information, knowledge and wisdom very concrete. In that, it allows for them to make use of their five senses - feel, touch, smell, taste and to hear these things.

Children are required to memorize and retain things or lessons that are taught in class. However, upon observation and interaction with the children in the classroom, it is worth mentioning that the visuals help to make both the rate of memorization and retention very high. Therefore, it becomes an undeniable fact that the adding of visuals to verbal learning will help both children who are academically challenged and those who are not in Schools.

This brings me to the answering of the question, how can pictures be dramatized?

In order to dramatize these pictures, as the facilitator, I guided the children to ask themselves questions using Stanislavski's theory on the use of the five 'W's and one 'H'.[35] That is ***why, who, what, when, where*** and ***how***. This step when done well will bring out the latent meaning and story behind the picture(s). The created story-line gave the group the opportunity to audition and look out for characters with the same, similar or different traits, behaviours and decorum as the group wanted to portray. The characters will then formulate or play around with words in order to create simple sentences to re-tell the story meaningfully adding actions. For example, with regards to

[35] Arkhurst, Sandy. "Lecture Notes – Drama in Education", School of Performing Arts, University of Ghana, Legon. 2010.

University of Ghana http://ugspace.ug.edu.gh

the *'Who'* the group tried to identify the various characters in the pictures. That is, Ananse the main character, his four friends, the four women from the four villages and the nurse. Here the group connected all characters and later discovered the relationship between them by making use of the next *'W'* – *'What'*. The group asked the question what do you see each character in the picture doing? This helped us to identify the events or actions and later drew connecting lines between the events or actions to the individual characters to show a relationship between them. In the picture for instance, the group saw Ananse to be a greedy person who will not share his food with his friends and does not like to work but goes to other villages in search of food. The next step was a discussion with the *'W'* – *'Where'*. This gave the group the opportunity to identify all the places in the pictures. For example places like Ananse's house, the cross-road between the four villages and the hospital were the places that the actions in the picture occurred. Later the group tried to draw a link between the places, events and the characters. The fourth *'W'* word *'When'* was used to identify the time factors as they occur during the picture reading activity. Within a span of twenty four hours, Ananse ate in the morning, around mid-morning he went out to search for food in all four villages, in the afternoon he waited for his friends to alert him by pulling the ropes when the food was ready and finally in the evening he was taken to the hospital after being pulled by the four friends. The last *'W'* word *'Why'* was used to bring out the causes for the turn of events in the pictures. Therefore a link was drawn from the causes to the effects on the characters, events, places and the time. The group identified a way in which the events took place in the picture reading exercise using the *'H'* word *'How'* and linked it to the other factors that came up whilst using the 'W' words.

University of Ghana http://ugspace.ug.edu.gh

2.3 The Value of Dramatic Experiences

It can be noted from the above argument that, pictures go a long way to aid in educating children. Therefore, one may ask why the need to dramatize these visuals? It has become of much necessity to dramatize since it has been observed that not all teachers use the visuals or even know the correct way of using the pictures. This is because once the quick learners understand the lesson under discussion; the teacher does not take time to make the rest of the classmates to also understand like the others have. It is to say that, dramatizing stories made from the pictures will go further to endorse the understanding, memorization and retention of the lesson presented with the pictures.

According to the Audio English Dictionary (2011), the term dramatisation has two meanings. That is, to convert something into a dramatic form and a dramatic representation. It further explains the representation as an activity that stands as an equivalence of something or results in an equivalent. The word dramatic is also explained as adding details to something.[36] This then suggests that, the dramatisation of pictures will mean to convert pictures into a dramatic form or to have the pictures arranged in a dramatic representation. This presupposes that, the teacher makes use of visuals in order to add details to the lesson or use the pictures as an equivalent to the verbal presentation of lessons in school. It is at this point that the meaning of my title – dramatisation of picture reading as a medium to help children in Basic schools, is revealed. In the sense that, I sought to represent a story from the English Comprehension

[36] http://www.audioenglish.net/dictionary/dramatize.htm.25/10/2011@4:00pm

University of Ghana http://ugspace.ug.edu.gh

textbook into series of pictures as in the scenes of a play, and later use pupils in Saint Peter's Anglican Primary 'B' school to take up roles of characters in the story. The purpose of this step is to add details to the abstracted story in the textbook.

One fundamental relationship between children and dramatic plays is that, children, on one hand, enjoy playing and having fun and playing has been found to be a natural way through which children learn. As mentioned earlier, it is the entertainment values that dramatic plays carry that tend to excite children during their presentation. As happy or pleased people, their attention is taken from all worries and made ready to absorb the lesson being learnt for future use. This presupposes that, learning under a relaxed condition provided through dramatic plays will definitely increase the learning, memorizing and retention levels in children.

From the above argument, it is evident that playing activities that are dramatic in nature can help children to focus on lessons, build self-confidence, self-esteem and help improve language. It also serves as "cognitive learning exercises in which children practise taking in information; organize it to solve problems and understand their environment".[37] In other words, it helps them to discover their true nature, that of others and their environment.

It was established further that, dramatic plays help children to "explore new meanings, develop more complex understanding and skills in doing things". It presents to them ways that will help them control what happens to them and to use the knowledge gathered from their and other people's experiences to further their understanding and

[37] http://www.essortment.com/allwhatdochildren.rgzd.htm.20/12/2010@12:49pm.

University of Ghana http://ugspace.ug.edu.gh

development on the lesson being taught to them.[38] Dramatic experiences, therefore, become an undeniable process in the construction of knowledge among people, especially children.

In another study by Benson, she discusses the benefits of incorporating plays into lessons in the classroom under four broad headings, thus, "physical, cognitive, social and emotional". Physically, she posits that, children increase in strength, overall fitness, motor skill development and health. Cognitively, they will increase in skills such as problem solving, creative thinking, planning, organizing, language building and overall academic success. In the social and emotional context, their development of cooperation is enhanced; sharing things with friends, waiting for their turn, they become less egocentric, increase in social values and self-esteem, and practise appropriate social roles.[39]

2.4 Conceptual and Theoretical Frame work

The study requires a framework that is applicable in the teaching and learning of English comprehension in basic schools. A study of this sort requires a concept that will underpin its development. It therefore, needs to incorporate theories from various scholars to support the study. Mayer's (1998) *Cognitive Theory of Multimedia Learning* which suggests the possible techniques of teaching due to the manner in which the mind receives and processes information appears to have a direct bearing on this discussion.

[38] A paper presented at the Annual Conference of the Australian Association for Research in Education, Sydney, December 2000.[Online] Available at: http://www.aare.edu.au/00pap/ols00513.htm. 20/10/2011@9:20am.

[39]Benson, T. R., *Benefits of Dramatic plays* [Online] Available at: http://www.ehow.com/about_5370717_benefits-dramatic-play.html.24/10/2011@2:10pm.

University of Ghana http://ugspace.ug.edu.gh

The term multimedia can imply the integration of multiple forms of media, [40]or a technique for expressing ideas in which several media are employed.[41] The context of this study the term, will then imply the use of verbal or text elements such as a passage or story and visual elements such as pictures and drama.

The theory states that; every learner possesses a visual information processing system and a verbal information processing system, such that all auditory narrations go into the verbal system whereas animation or pictorials go into the visual system.[42] This presupposes that, there are separate channels for storing verbal and visual information in the human mind. However, when it comes to learning with multimedia, the theory has three assumptions. One of these assumptions proposes that, each of the two channels for processing information has a limited capacity.[43] Therefore, the use of only the verbal process system in schools will not aid pupil's comprehension of lessons at all times. This is because, once the verbal information processing system gets to a limit, nothing can be done to take the auditory narrations to the other side of the brain to be processed. Nonetheless, if teachers make use of passages or narrations alongside pictures and take them further into dramatisation, then both channels of learning can be utilised at the

[40] http://www.techterms.com/definitions/multimedia. 19/07/2012. 9:30a.m.

[41] http://www.wordcentral.com/cgi-bin/student. 19/07/2012. 9:30a.m.

[42] Mayer, R. E. And Moreno, R. *A spilt-attention effect in multimedia learning: Evidence for a dual information processing systems in working memory*. Journal of Educational Psychology. (In press) 90.000-000.

[43] Learning Theories Knowledgebase. Cognitive Theory of Multimedia Learning (Mayer) at Learning-Theories.com. July 2012. Retrieved 16/07/12 from http://www.learning-theories.com/cognitive-theory-of-multimedia-learning-mayer.html.

University of Ghana http://ugspace.ug.edu.gh

same time. As a result, more information will be taken in for processing guaranteeing an increase in the rate of absorption in the classroom.

University of Ghana http://ugspace.ug.edu.gh

CHAPTER THREE

FIELD RESEARCH

3.1 Introduction

It is always advisable that one makes a conscious effort to capture and record the various procedures he or she used in achieving any goal or objective. This act of record keeping will go a long way to help and guide others who in the near future should they want to go into a similar project. This chapter therefore explains the procedures I employed in collecting and analysing data gathered from the field of study. It covers the research design, population of the study, sample and sampling technique, research instrument, and data collection.

3.2 Research Design

The study was designed to explore the possibility of incorporating drama and assess the effectiveness in the teaching of English comprehension through picture reading. The research was set to adopt a more practical approach in Drama in Education in order to help basic school children in their quest for easy reading. It sought to bring variety to the existing teaching and learning experiences in the classroom. The study was focused on creating a dramatic play from creative pictures for learning, based on a selected comprehension passage from the Activity-based Pupil's English comprehension textbook for Ghanaian Schools. This, when effectively done will increase the understanding, memorization and retention levels in basic school children.

University of Ghana http://ugspace.ug.edu.gh

3.3 Population of the Study

Pupils of primary level three (3) as well as the teaching body of that stage in the Saint Peter's Anglican Primary 'B' School at *Nungua* formed the sample size of the research. The pupils formed the thrust of the study and were between the ages of eight (8) and ten (10). The majority of the pupils were *Ga* indigenes since the school is sited in a *Ga* community. A total of 52 pupils were sampled for the study, out of which thirty (30) were males and twenty two (22) were females. The pupils were active and answered questions in the class, whenever teachers employed bilingual or multilingual methods in their teaching.

3.4 Sample and Sampling technique

Saint Peter's Anglican Primary School was selected out of four different primary schools in the *Nungua* community for the study. The purposive sampling technique was employed in the study taking into consideration primary level three pupils.

3.5 Research Instrument

I employed three main instruments during the study to acquire much needed information. These were interviews, a focus group discussion and classroom observation. In the former, I had a one-on-one interview session with the classroom teachers, and a focus group discussion with six pupils who appeared to require special learning attention together with their parents. In the latter, I observed classroom activities which findings are discussed in chapter four. It was during one of the discussions with the primary level three (3) class teacher that, I got to know the pupils who were slow learners in the class.

University of Ghana http://ugspace.ug.edu.gh

3.5.1 Interview

Teachers, parents and pupils were made to understand the purpose of the research and the confidentiality of all information that will be disclosed by them. The interview was structured into three sections; the first with the teachers, the pupils and finally the parents.

The focal point for section one was to collect data on their knowledge on the use and value of teaching and learning materials in education; the existence of children who required a special educational attention; and the use of drama or dramatic activities in teaching or as a teaching methodology.

Section two was centred on the pupil's understanding of lessons taught; the clarity of words, letters and numbers written on the board; and the choice and clarity of the verbal language used in the classroom.

Finally, section three was meant to collect data on the knowledge of parents on the academic needs of their wards and the extent of support given them.

3.5.2 Classroom Observation

An observational study was conducted to establish the teaching style or approach of the teachers in the classroom. This took the shape of a Likert scale[44] that assessed how the teachers went about their teaching. The teachers' approach such as, their rapport, motivation, use of dramatic elements, use of teaching and learning aids, the percentage

[44] A likert scale is a rating scale developed to measure the attitudes of people. It is a five or seven point scale which is used to allow an individual to express how much they agree or disagree with something. McLeod, Saul. *Likert Scale*. [Online] Available at: http://www.simplypsychology.org/likert-scale.html. (2008) 20/01/2011at10:30a.m.

University of Ghana http://ugspace.ug.edu.gh

of the "Mother tongue" (L1)[45] as well as the use of English language in each lesson were taken into consideration. Based on these activities, the assessment ranges from not performed (NP), very low, low, average, high, and very high. This observational format or style helped in collecting data on the activities of the teachers during class hours.

3.6 Data Collection

The data collection exercise on the field was carried out by me. The data was collected from two (2) teachers, six (6) parents and six (6) pupils who had repeated their class more than once.

On 19th August, 2011, I visited four schools in the Nungua community for the first time to seek permission from various heads of schools in the locality. The head teacher of Saint Peter's Anglican 'B' Basic School heeded to my request of using the school for the research. Primary level three pupils were selected because; it is a belief that children at the early stages of their lives contact and get firm grip of things for the future. Also, primary three marks the end of the fundamental stages in education; therefore, for a child to miss the basic learning activities such as dramatic experiences at such a period will affect his or her performance in the ensuing years. Thereafter settling on the school and the class to execute my work, I was introduced to the various classroom teachers. I then had an exclusive interaction with the teachers with regards to my mission. My interaction with the teachers was very successful; this gave me the impetus to carry on with my study.

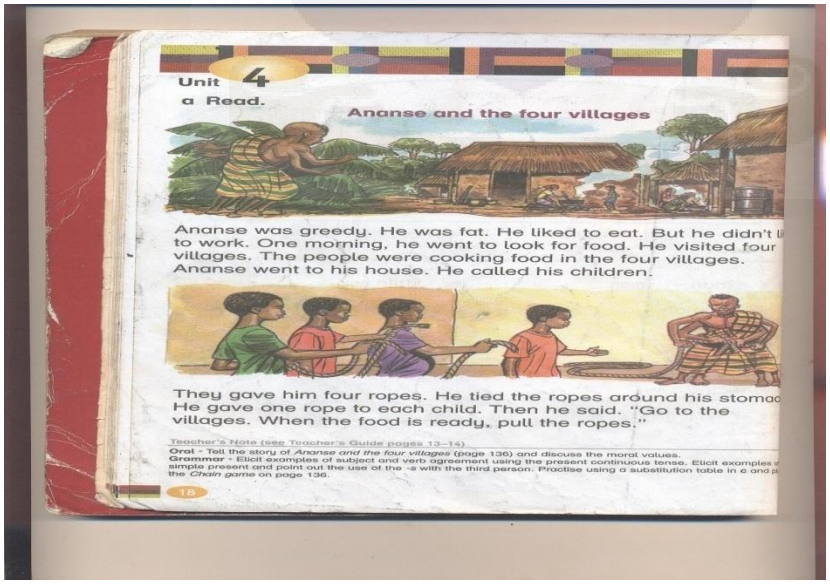
On 22nd of August, 2011, I began with the selection of passages from a textbook given to me by the classroom teachers. There were different passages such as *Abena and the magic seed, The wishing tree, The wisdom pot, Ananse and the four villages, The new*

[45] The first language or mother tongue.

University of Ghana http://ugspace.ug.edu.gh

teacher, The big fish, and many more. Finally, I settled on a passage in unit four, thus, *Ananse and the four villages*. The reason for the selection was the presence of the Ananse character. In the story, there is an underlying theme of losing it all when one decides to have and keep it all to him or herself. It becomes evident in the decision Ananse takes to eat without giving his children and to have a portion of all foods being prepared in the four villages. This suggests that, if one decides to hoard things for him or herself, or out smart others, when caught will lose all that he or she has been able to acquire. This particular theme in the passage was very challenging to me and very crucial to the class because the passage treats moral lessons and children usually like stories of such kind which are sensitive to their lives.

On 26th August, 2011, I set out to create new pictures to accompany the story. This is because; I found out that the pictures provided in the passage are inappropriate. The pictures below explain this assertion: picture 1 and 2


Unit 4
a Read.

Ananse and the four villages

Ananse was greedy. He was fat. He liked to eat. But he didn't l
to work. One morning, he went to look for food. He visited four
villages. The people were cooking food in the four villages.
Ananse went to his house. He called his children.

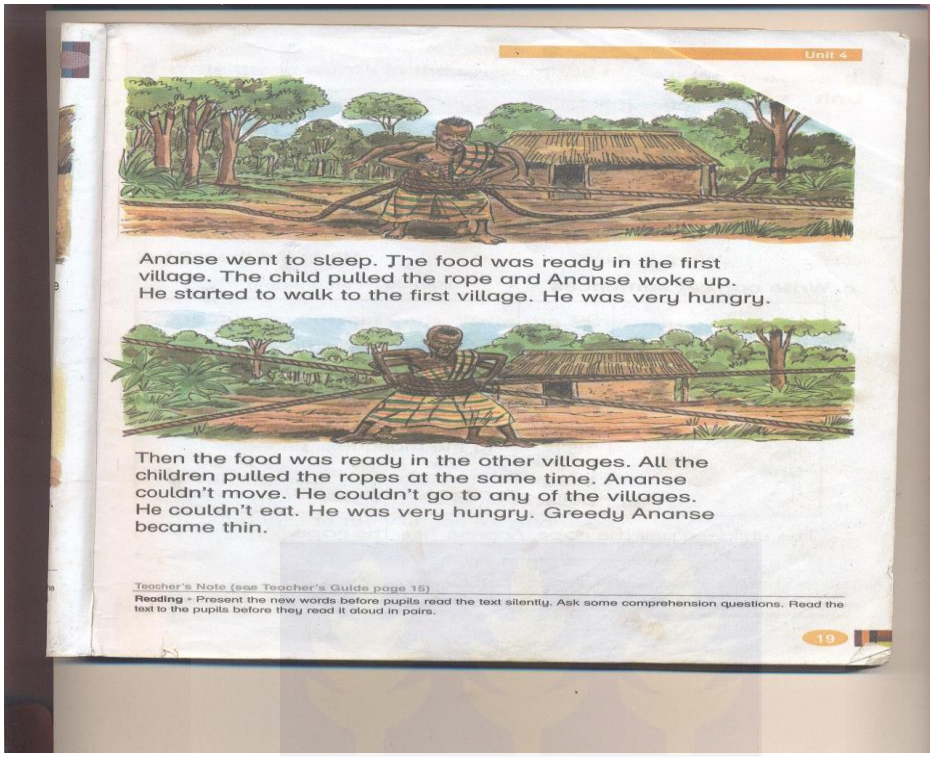
They gave him four ropes. He tied the ropes around his stoma
He gave one rope to each child. Then he said. "Go to the
villages. When the food is ready, pull the ropes."

Teacher's Note (see Teacher's Guide pages 13–14)

Oral - Tell the story of *Ananse and the four villages* (page 136) and discuss the moral values.
Grammar - Elicit examples of subject and verb agreement using the present continuous tense. Elicit examples
simple present and point out the use of the -s with the third person. Practise using a substitution table in c and
the *Chain game* on page 136.

18

University of Ghana http://ugspace.ug.edu.gh



Picture 3 and 4

In picture 1 above, Ananse who has a cloth draped around his shoulder is spying on some women who are cooking. However, in the traditional African setting, it is only matured male adults who dress as such. Therefore, to portray this in a lesson for children will mean an obstruction from the lesson under discussion. The second picture shows four children giving out one end of a rope to Ananse whilst he ties it around his waist and gives the other end to them. The third picture shows Ananse in front of his hut and the ropes are being pulled. The third and fourth visuals have some resemblance. However, the only difference is that, in the third picture, it is only one out of the four ropes which is pulled; whereas in the last visual, all four ropes are being pulled.

University of Ghana http://ugspace.ug.edu.gh

I used the pictures above as a pre-testing mechanism on pupils at The Apostolic Church-Ghana, *Nungua* District Sunday school class. The aim was to examine the level of pupil's understanding on the picture reading activity in schools and the appropriateness of the provided pictures in the passage; since the children here are a combination of pupils from both private and government schools in the *Ledzokuku – Krowor* Municipality. The class made the following observations on the illustrations; from the first picture, the class saw Ananse spying on some women who are cooking; his children handing over four ropes to him in the second picture. He uses one end of the rope to tie his stomach and gives out the other end to them. It is also observed in picture three and four that, Ananse is in front of his hut and the rope is being pulled by the children. It was through follow-up questions by me at the end of the lesson, which drew the minds of the pupils to the fact that, Ananse tied himself with the ropes and gave it to his children to take out, because he had seen some women cooking earlier on. Also the class did not notice the four villages the title of the passage suggested.

Results from the pre-testing of the pictures suggest that the children did not understand the original picture as provided in the passage. This is because the pupils could now easily tell the story outright from the pictures created by me to further explain the concept as used in the passage. This however, gave me the urge to thereafter, implement the concept I created for the learning situation.

This pre-testing activity, coupled with the background knowledge on the personality of Ananse as an individual who possesses character traits found in all humankind, I realized that, it is wrong for Ananse to take on the role of an adult male; when the lesson is written for children between the ages of eight and ten years to study in schools. To

University of Ghana http://ugspace.ug.edu.gh

this end, on 30th August, 2011, I created pictures with Ananse wearing a school uniform with his classmates or friends being his children or sons; in order for the pupils to identify with the character or relate freely with the character wearing a blue shirt and a khaki brown shorts in the picture. Notwithstanding the fact that, children also have relationship with adults – parents, teachers, older siblings or neighbours. The character Ananse was depicted as a school pupil with four arms and legs, even though in real life or nature the spider (Ananse) is an insect. This is because, the children will help name or describe the insect in this human form at first glance without me telling them and in nature the animal or insect has similar legs and arms. Ananse in this story is representing all who are greedy and love to hoard things for themselves in the society, not only children. Therefore, to have the character with four arms and legs will aid to bring out this trait and show his unpreparedness to share things with others who are in need. According to Coates et al (2008) the passage in the activity-based primary three English comprehension textbook;

> Ananse is greedy, fat and did not like to work. One morning, he went to look for food. He visited four villages. The people were cooking food in the four villages. Ananse went to his house. He called his children. They gave him four ropes. He tied the ropes around his stomach. He gave one rope to each child. Then he said, "go to the villages, when the food is ready, pull the ropes". Ananse went to sleep. The food was ready in the first village. The child pulled the rope and Ananse woke up. He started to walk to the first village. He was very hungry. Then the food was ready in the other villages. All the children pulled the ropes at the same time. Ananse couldn't move. He couldn't go to any of the villages. He couldn't eat. He was very hungry. Greedy Ananse became thin.[46]

Therefore, I created the following visuals below to accompany the story above.

[46] Coates, N. et al. *Activity-based Pupil's Book: Primary English*. Unimax Macmillan Ltd:Accra-Ghana.2008. pp 18&19.

University of Ghana http://ugspace.ug.edu.gh

Pic. 5 Ananse the school boy.

(Picture created by Josephine Buertey-Okutu)

In picture five above; greedy Ananse is eating with all his hands. His classmates are seated in front of him with the aim of getting a part of his meal. It is evident from the picture above that; Ananse is not ready to share his food with his classmates who are his friends.

University of Ghana http://ugspace.ug.edu.gh

Ananse in picture six below is at the middle of a cross-road, smelling food from the four villages situated at the corners of the set and thinking of how to get a bite of each meal.

Pic.6 Ananse smelling food from all four villages.

(Picture created by Josephine Buertey-Okutu)

University of Ghana http://ugspace.ug.edu.gh

In illustration seven below, his classmates are giving ropes to their friend Ananse. Ananse on the other hand, is tying one end of the rope around his stomach and giving the other ends to his friends. Each is to take his side of the rope to one of the four villages he smelled the aroma of food from.

Pic. 7 Ananse is tying one end of a rope to his stomach and giving the other ends to his friends.

(Picture created by Josephine Buertey-Okutu)

University of Ghana http://ugspace.ug.edu.gh

In the next picture, food from all the four villages are ready; and the classmates are pulling the ropes in order to alert him. Ananse can not move to any of the villages to eat. He is crying and sweating too.

Pic. 8 Ananse is being pulled by his friends from all four villages in order to alert him.

(Picture created by Josephine Buertey-Okutu)

University of Ghana http://ugspace.ug.edu.gh

Ananse becomes sick and is taken to the hospital after his ordeal below in the next picture.

Pic. 9 Ananse is sick and taken to the hospital by his friends.

(Picture created by Josephine Buertey-Okutu)

University of Ghana http://ugspace.ug.edu.gh

On 16th September, 2011, I requested for an introductory letter from the Department of Theatre Arts, University of Ghana; introducing me to the Municipal Director of Education in the *Ledzokuku – Krowor* Municipal Assembly. A copy of the letter was issued to the circuit supervisor and the head teacher of the selected school respectively. At the school, I had the opportunity to meet two pupils who required educational attention; since they have been in and out of school for more than two consecutive years.

A period of two weeks was used to understudy and interview the teachers. It was during these moments that I noticed that, whenever the teacher used 90% of English Language in the transfer of information; only 5% of the pupils understood and answered questions pertaining to the particular lesson. Interviews with the teachers were also done during these weeks along with a focus group discussion with the parent and pupils, as well as an observation on the teaching methodology the teachers employed in the classroom.

3.6.1 Teachers Assessment Sheet

The observations made on all classroom activities led to the creation of a Likert scale below to assess the two teachers in the classroom doing what they know how to do best.

Teacher 'A's assessment sheet

	Not performed	Very low	Low	Average	High	Very high
Teacher's rapport						✓
Motivation					✓	
Use of dramatic	✓					

University of Ghana http://ugspace.ug.edu.gh

activities						
Use of teaching and learning aids			✓			
Percentage (%) of L1 used				✓		
Percentage (%) of English used					✓	

Teacher 'B's assessment sheet

	Not performed	Very low	Low	Average	High	Very high
Teacher's rapport					✓	
Motivation				✓		
Use of dramatic activities	✓					
Use of teaching and learning aids			✓			
Percentage (%) of L1 used	✓					
Percentage						✓

University of Ghana http://ugspace.ug.edu.gh

(%) of English used						

3.6.2 Interview with Group One of the Respondents

The first group of respondents was made up of two teachers from the 'A' and 'B' sections of the Saint Peters Anglican primary school. Mrs. Theresa Isabella Esuman is Teacher 'A' from the 'B' section of the school. She was interviewed on the 21st September, 2011 at 1:00p.m on the school premises.

Researcher: How long have you been teaching?

Teacher 'A': For twenty seven (27) years now.

Researcher: Where do you come from or hometown or native.

Teacher 'A': I am a *Fante*, from Cape Coast in the Central Region of Ghana, West Africa.

Researcher: What language do you often use in teaching and why?

Teacher 'A': Sometimes English, Twi and at other times Ga. The basic or native language helps the children to understand the lesson better. I therefore could not hide my joy when I heard of the language policy law – NALAP[47] which advocates a 70% to 90% use of the native language in the teaching of primaries one to three pupils.

Researcher: How often do you use learning and teaching materials in teaching and why?

[47] NALAP stands for the National Literacy Acceleration Programme.

University of Ghana http://ugspace.ug.edu.gh

Teacher 'A': For a long time now I have been using these teaching and learning materials for demonstration in class as and when the need arises. The reason for using these materials is that, as children see the objects, it gives them a better understanding for them to be able to answer questions pertaining to their level.

Researcher: what are the possible subjects to use teaching and learning materials as aids?

Teacher 'A': I believe these teaching materials must be used as aids for all subjects.

Researcher: What actions do you take when children fail to pass their examination?

Teacher 'A': The class teachers together with the head teacher invite the parents of the ward in question for a discussion on their decision to make the child repeat his or her class for the next academic year. If the parents agree then the decision takes effect immediately. However, if they disagree then their wish are carried out. This act of repetition in schools to me generates a sense of competition in the class. The nature of children is such that, they are naturally playful. Therefore, if the fundamental stages are ignored, then the future of the children will be in a mess.

Researcher: What do you know about drama and its use as a teaching methodology?

Teacher 'A': I know drama is acting, but as for its use as a teaching methodology, I do not know.

Researcher: I know some of the units in your activity-based reading textbook suggest or instruct that you recite poems; recite a rhyme; dramatize a sketch; listen to a traditional story and discuss its moral value. What do you do when it comes to the dramatisation of sketches?

University of Ghana http://ugspace.ug.edu.gh

Teacher 'A': I usually skip those portions. Since I do not have what it takes to do the activity with the children. Also because of the nature of the timetable in the lower primary, one cannot use the entire school hours for only one lesson. Personally my problem is inadequate time and the desire to make the children understand and pass their examinations at the end of the day.

Researcher: What are your modes or style of teaching?

Teacher 'A': I often introduce lessons with a song, poem, storytelling or follow-up questions. During English reading lessons, I sometimes divide the class into groups; so they can learn the spirit of working in teams.

Researcher: Have you ever wondered if children who do not do well in class may require an extra educational attention?

Teacher 'A': I have not thought of it in that way, since I believe they all need attention from me.

Researcher: Thank you very much.

Teacher 'A': You are welcome.

Interview with Teacher 'B'

Mrs. Grace Dzebra was labelled teacher 'B' from the 'A' section of the school. The next interview session was on the next day, 22nd September, 2011, at the school.

Researcher: How long have you been teaching?

Teacher 'B': For the past twenty (20) years now.

Researcher: Where do you come from or hometown or native?

Teacher 'B': I am *Ewe* from *Peki* in the Volta Region of Ghana, West Africa.

University of Ghana http://ugspace.ug.edu.gh

Researcher: What language do you often use in teaching and why?

Teacher 'B': English is the main medium of communication in my class. Simply, there is no other way to communicate with the children. Since the children do not understand the *Ewe* language and I on the other hand, do not understand the *Ga* language.

Researcher: What happens then to the language policy law?

Teacher 'B': It is a law that has been passed from the top, not considering the ones who are at the point of delivery. In fact, I know it has been passed but there is nothing I can do about my posting to this school or community.

Researcher: How often do you use teaching and learning materials in teaching and why?

Teacher 'B': I only use it in instances where more than 50% of the children have a difficulty in understanding the lesson being taught. Because I need them to understand the lesson in order to do the given exercises correctly; also pass their examination and move on to the next class.

Researcher: What are the possible subjects to use teaching and learning materials as aids?

Teacher 'B': I believe teaching and learning materials can aid one in all the subjects taught at the primary school.

Researcher: What actions do you take when children fail to pass their examination?

Teacher 'B': In cases where the situation is really bad, I inform the head teacher and the child is repeated. However, if I find it to be something relating to laziness, that child will be promoted to the next level.

Researcher: What do you know about drama and its use as a teaching methodology?

University of Ghana http://ugspace.ug.edu.gh

Teacher 'B': I am not sure if I know that much about the use of drama in teaching.

Researcher: I know some of the units in your activity-based reading textbook suggest or instruct that you recite poems; recite a rhyme; dramatize a sketch; listen to a traditional story and discuss its moral value; and so on and so forth. What do you do when it comes to the dramatisation of sketches?

Teacher 'B': I usually do not make time for these activities since I do not know how to use it and also the nature of the timetable and the academic curriculum limits the class teacher from doing all these things.

Researcher: What are your modes or style of teaching?

Teacher 'B': I always like to give a brief introduction at the beginning of every lesson, just to prepare their minds for the activity ahead.

Researcher: Have you ever wondered if children who do not do well in class may require an extra educational attention?

Teacher 'B': Not really. I see them to be lazy; playful and they are naturally not good academically since their parents do not show any interest in their education.

Researcher: Thank you.

Teacher 'B': You are welcome.

3.6.3 Interview with the Second Group of Respondents

The second group of respondents is made up of the children in Saint Peters Anglican 'B' Primary School; who have repeated the class more than once. They were six in all. The medium of exchange with the second and third groups is *Ga*; however I translated all

University of Ghana http://ugspace.ug.edu.gh

questions and answers for a better understanding by my audience. This session was on the 27th September, 2011.

Researcher: I do not want you to be shy of me, but answer the questions that I will be asking you truthfully.

Researcher: What do you think is the cause of your repeating the year?

Respondents: responses were in the following order;

Our teacher says we do not write well.

We are lazy, talk too much

And like to play.

Researcher: What do you think is the problem and not what your teacher says?

Respondents: responses were in the following order;

It is because we are slow in writing,

Sometimes once the very good pupil in the class finish with their exercise, the board is cleaned and a different subject is introduced. You will be caned if you do not finish with your exercise. So we end up taking our exercise books home.

Researcher: Is it that you do not see the things written on the board?

Respondents: responses were in the following order;

Not really,

We sometimes struggle to see them,

Researcher: And have you reported to the teacher?

Respondents: they all agreed that;

No, because we feel she will make us come and sit in front.

Researcher: What if that is the only way to help you improve in class?

University of Ghana http://ugspace.ug.edu.gh

Respondents: they all agreed that;

We also do not like to sit in front, with our height it will be difficult for the very short ones in the class to see what has been written on the board.

Researcher: What language has your teacher been using in teaching?

Respondents: English

Researcher: Do you understand the lesson when your teacher uses the English language?

Respondents: Not always

Some times

Not very often

Researcher: How often does your class teacher make use of pictures when teaching?

Respondents: responses were in the following order;

Not always,

We have pictures pasted in the classroom. Whenever the lesson is related to any the teacher will use it; but if not she will not use the pictures.

Researcher: How will you feel if your teacher will use a language like *Ga* or *Twi* with pictures as well?

Respondents: responses were in the following order;

Very excited, and happy too

Because we will see the things she will be saying and it will help us to understand better.

Researcher: I see that you are sometimes asked by the textbook to dramatize a sketch, recite a poem and so on. What do you normally do in such cases?

Respondents: Nothing

University of Ghana http://ugspace.ug.edu.gh

Read and answer follow-up questions.

Not sure.

Researcher: Do you also know that, if you are given the opportunity to go through these dramatic experiences, especially when you act out something to your classmates based on your understanding of the subject, helps to motivate and open you up to learn values such as tolerance, obedience, confidence, and turn taking. You will also become quick thinkers, good communicators, and well-disciplined children and give you a good understanding of situations in life?

Respondents: No

Not really

Not sure

Researcher: So will you want to give it a try?

Respondents: Yes please.

Alright

Why not

3.6.4 Interview with the Third Group of Respondents

This group was made of parents of children who have been repeated the class more than once. The focus group discussion was on the 28th of September, 2011.

Researcher: Do you make time to monitor the performance of your children in school?

Parents: responses were in the following order;

Not all the time,

We make sure to provide for them any material they may need for school. The nature of the work we do also limits us from monitoring closely their progress at school.

University of Ghana http://ugspace.ug.edu.gh

Researcher: Do you look at their report cards and are you satisfied with their performance at the end of the term or academic year?

Parents: responses were in the following order;

We look at the report cards,

Not all the time; because we can sometimes guess what has been written in the terminal reports.

We are not satisfied; yet do not know what else to do.

Researcher: What are some of the things you have done in order to help them?

Parents: responses were in the following order;

We have allowed the teacher to repeat them so they will take their studies serious.

The bottom line is that, they are not attending the school for us but their future; it is up to them if they will use all the time to play and not to learn.

Researcher: Apart from repeating them, have you at any time assisted your child in doing the homework or taken the pain to go over a lesson taught in school?

Parents: responses were in the following order;

Madam please we do not have time to do what you are suggesting.

For us to be doing it will mean that we will stop going fishing;

Going to the market to sell and them not getting their school fees paid as well.

Part of the money that we get from what we do as fishermen and traders is what we use in providing their school materials.

Researcher: Thank you.

Parents: You are welcome.

University of Ghana http://ugspace.ug.edu.gh

On 12th October, 2011, I used the created pictures to teach pupils at the Saint Peters Anglican 'B' Basic School. Later, pupils who have repeated this class were made to tell the story according to the visuals they saw earlier without looking into the textbook. One pupil told his story to the admiration of the entire class membership. Therefore, out of his effort, the class together with the facilitator developed their story line for the performance. The auditioning process followed immediately. Each child in the class had the opportunity to take up an acting role. If the performance turned out to be convincing then, that pupil got the opportunity to keep the role. This activity helped the pupils to appreciate the art of developing plays or playwriting, acting and directing. The cast list was ready by the close of the day. The list is as follows;

Joseph Odai – Ananse

Samuel Bortier,

Steven Akwetey,

Bright Quaye and

Abu Issa - Friends of Ananse

Mary Amponsah,

Naomi Otu,

Gifty Bissiw and

Janet Amoah - women cooking from the four villages.

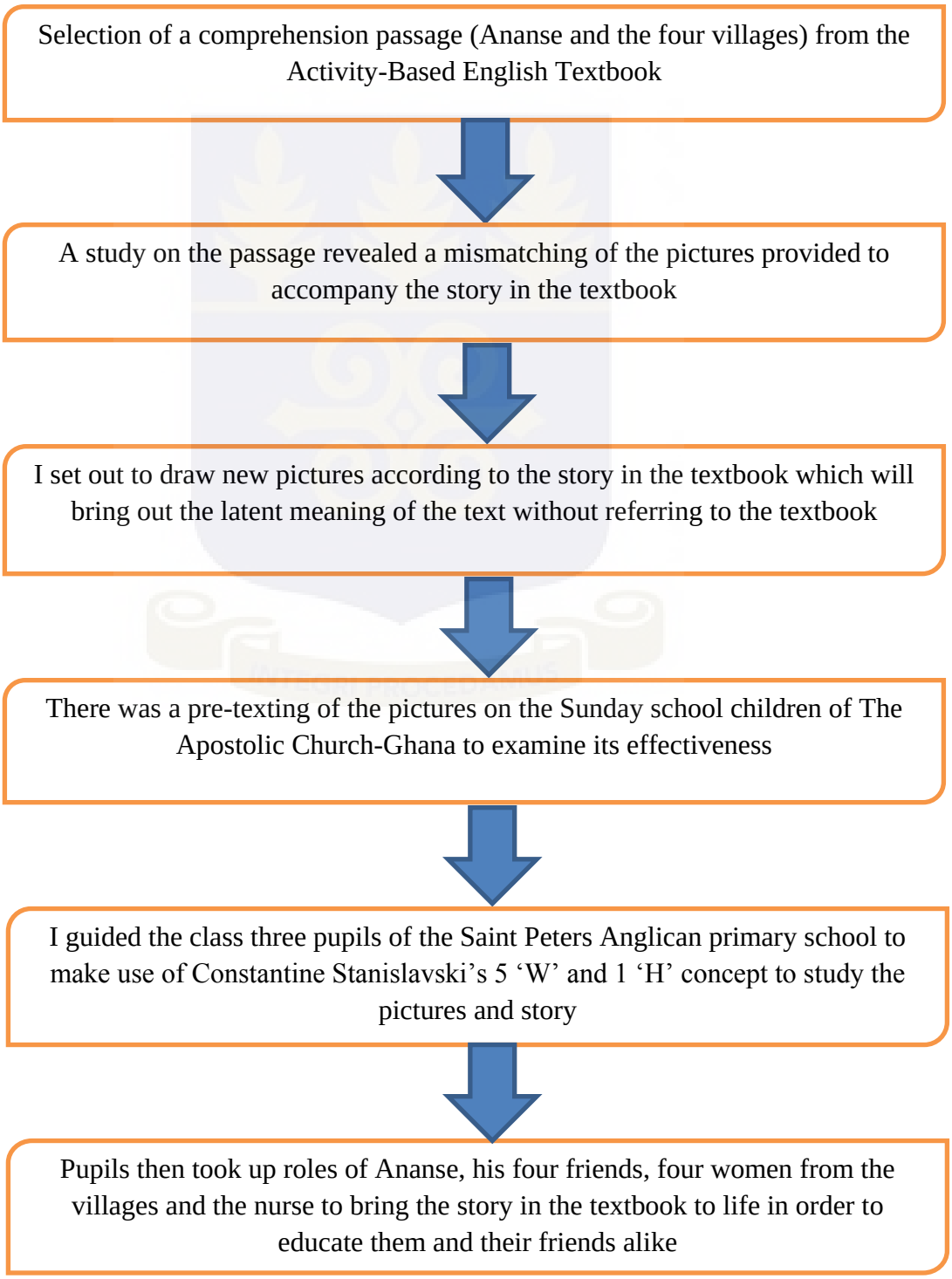
Cynthia Opoku - the nurse.

Rehearsals started on 14th October, 2011 in the primary three classrooms. Each rehearsal session was preceded with some warm-up activities to get every member of the class ready for the task ahead. The group met for sixty minutes every Wednesday and Friday

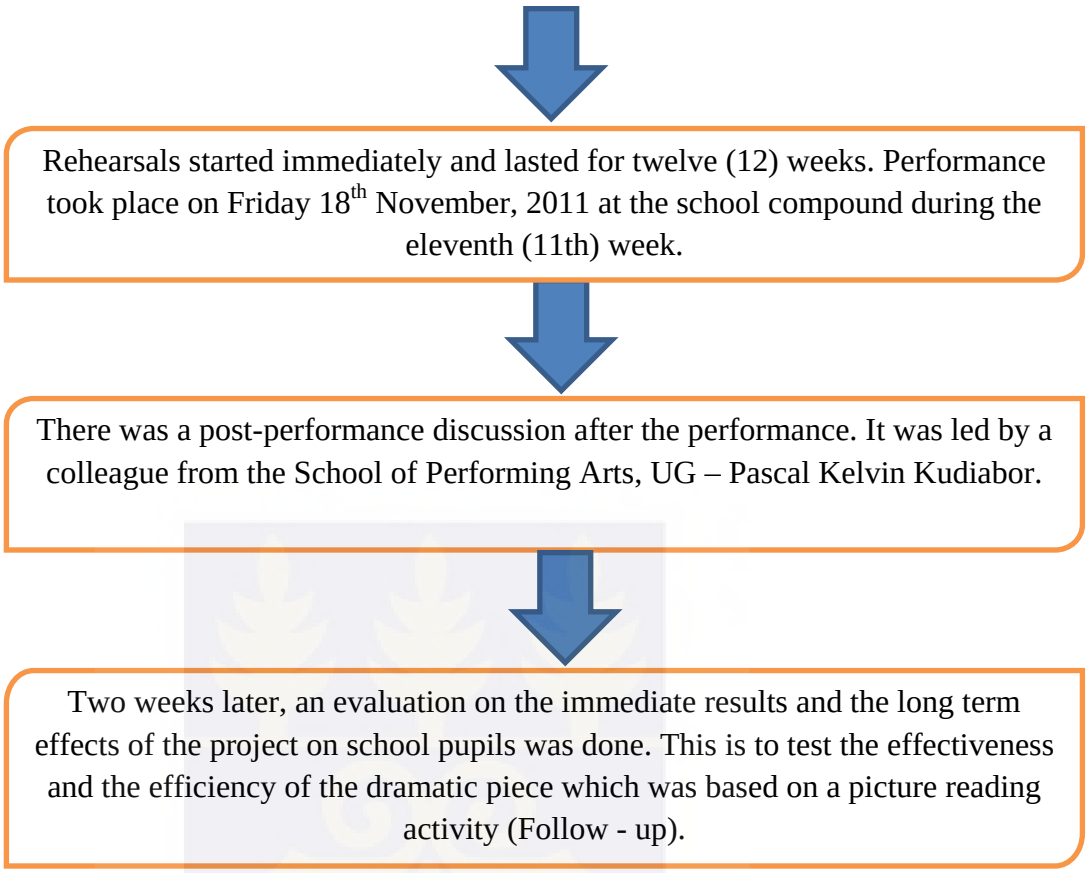
University of Ghana http://ugspace.ug.edu.gh

after break time between 11a.m. – 12noon and 3:00p.m. – 4:00p.m; when the school was in the morning and the afternoon shifts respectively.

In summary, the project on dramatization of a picture reading exercise at the Saint Peters Anglican Primary School after twelve weeks went through the steps in the diagram below.



University of Ghana http://ugspace.ug.edu.gh



University of Ghana http://ugspace.ug.edu.gh

CHAPTER FOUR

ANALYSIS AND INTERPRETATION OF DATA

4.1 Introduction

The term evaluation is often defined as a critical assessment of work or an activity done. However, evaluation of work does not suggest the end results; it thus, prompts or precipitates the doer to take further actions towards achieving results. In the context of educational evaluation, which involves the systematic assessment of educational activities in the teaching and learning process, results acquired could be used to diagnose the pupils' problem areas in the learning process. According to Hall (2012), this educational activity helps educators to determine the success of their programmes and also identify efforts to improve student achievement.[48] This chapter focuses on the analysis of the project.

4.2 Project Analysis

In exploring the possibility of incorporating drama into a picture reading activity and assessing its effectiveness in the teaching of English comprehension to basic school children at the Saint Peter's Anglican primary 'B' school, I made use of three stages in evaluation; the *ex-ante or planning stage*, the *on-going stage or monitoring stage*, and the last stage being the *post ante*.[49] The ex-ante or planning stage is a kind of evaluation that is done before one starts the project. This is aimed at helping me to know some

[48] Hall, S. http://www.ehow.com/what-is-educational-evaluation.7/03/2012.4:00p.m
[49] Arkhurst, Sandy. "Lecture Notes – Drama in Education", School of Performing Arts, University of Ghana. 10/09/2010.

University of Ghana http://ugspace.ug.edu.gh

basic things before I begin with the project. Such as, the resources I will need for the project and the effectiveness of the selected media I will want to use.

To this end, I began with an observation on the classroom activities of the teacher and pupils. This exercise helped me to know much about the pupils learning abilities in the classroom. Based on the children's learning abilities, I observed that, the academically challenged students who were identified by the teaching staff demonstrated lower English comprehension skills whenever the class teacher administers the lesson in the English language, only a few numbers of pupils are able to answer correctly questions asked in the process of the lesson. Rather, the entire pupils will attempt answering questions after the teacher had used a combination of any Ghanaian language, especially *Ga*. The effect of the teacher's use of the English language was that, it hindered children from fully understanding the lesson under discussion. This approach makes the pupils uncomfortable to provide correct answers to assignments given during and after the lessons. As pupils are aware they will be punished for providing wrong answers, they sometimes preferred not to finish the assignment on time, to avoid being punished.

This attitude of children made teachers to hold the perception that, pupils by nature are playful and lazy instead of focusing on their studies. Nonetheless, children blame their teachers for their failure. According to the pupils, teachers are not fair in discharging their duties which is attributed to their poor performance in class.

According to the children, if teachers are patient enough with the slow learners, there will be improvement of the children's performance in class. Invariably, pupils' attention and interest in classroom activities will be captured if teachers try combining and

University of Ghana http://ugspace.ug.edu.gh

employing abstract teaching styles with concrete teaching styles such as picture dramatisation to keep children active and attentive in class.

I also observed the exclusion of teaching and learning materials as well as dramatic activities even when requested in the classroom. This was due to lack of knowledge on the part of teachers on the use of concepts and the learning materials in the classroom. As a result, teachers sometimes have to repeat lessons already taught in the previous week in order to refresh the minds of pupils.

In my observation, teachers do not need to go over lessons taught in order to continue with the teaching process which is repetitive of the previous lesson. This is because, in the process of developing dramatic plays or using drama as a teaching methodology, the group starts collectively from the beginning stages of developing the story or play to the time of performance. As a result, this helps them to share in each other's strengths and weaknesses. So that by the end of the activity or lesson, the rate of growth, recorded as in the understanding, memorizing and retaining of lessons will be the same in each child.

As the name suggests in the second stage, the project will be on-going whereas I will occasionally stop to infer from the pupils whether they are on track or off track. This stage also helped me to monitor the activities of the children in the classroom.

The created pictures based on what has been used in the passage in unit four of the class three English comprehension textbook – *Ananse and the Four Villages*, was used to educate the pupils. These dramatic pictures were displayed in the class and discussed for the children's understanding. The pupils who then understand the text better than before through the picture description narrated the story easily to me without any difficulty. It

University of Ghana http://ugspace.ug.edu.gh

therefore, came to the notice of the pupils and the classroom teacher that the original pictures as used in the text were ambiguous. The pupils having seen the picture communication in connection to the text could then read the passage with all ease.

Many of the children especially the six pupils who were considered by the teaching staff to be academically challenged out of their own understanding of the text, thereafter, tried to retell the story with their own words while looking at the pictures. This approach is in line with Dale's (1946) *Cone of Learning* theory, in which he explains that after reading material in a text, we tend to remember only 10% of the things we read after two weeks, only 20% of the material is retained after listening to a radio discussion, 30% of the information is gained after watching pictures and listening to audio materials (audio or visuals), 50% is achieved through watching a movie, exhibition and demonstrations. Further, we tend to remember 70% of whatever we say, and finally, after two weeks of saying and doing things in a dramatic presentation, simulating real experiences or in doing the real thing we tend to remember 90% of it.[50] Out of this activity, a play was developed by the children, and performed in the class to test their level of understanding in the passage. This approach helped me and the classroom teacher to see the effectiveness of picture dramatisation in teaching English lessons. This method was adopted and incorporated in the teaching methods used in the school.

Allowing children to discuss these pictures and provide interpretations to make stories out of it with their own words gave the pupils an opportunity to discover for themselves

[50] Mariotti, A. P., *Creating your teaching plan: a guide for effective teaching.* 2009. [Online] Available at: http://www.books.google.com/books?isbn=1449004504.

University of Ghana http://ugspace.ug.edu.gh

a first-hand experience in the lesson. This helped the teacher or facilitator not to go through the lesson and impose his or her impressions on the children.

As the rehearsal continued, I observed that, pupils do not only participate for pleasure, but to enhance their knowledge through the existing values such as confidence and courage. As they perform, they acquire team spirit which puts them together to support each other. The motive behind this was to instil in the children the concepts of memorising, creativity and reasoning.

The *post ante* is the last or final stage in evaluation. This is done to determine if the required results have been achieved. I do not only think about the immediate results but also the long term effects. That is, being interested in the effectiveness and efficiency of this method on the children and by extension, the nation's schools in some weeks, months and even years to come. The drama was brought to test at the end of the tenth week in a grand style in the school compound with the presence of the school head teacher, parents, teachers and some opinion leaders of the *Nungua* community. After the performance, there was warm appreciation from the participants. Some of the teachers who did not get the opportunity to see how I went about the activities of the drama with the pupils, began to approach me with all the enthusiasm that the drama was such a fantastic one for teaching English comprehension. The pupils on their part were so elated for seeing themselves performing a play in such a wonderful way. It was evident that, drama is an effective and a good strategy for education, information and communication; as the performers were able to use their own words to express themselves for their audience to understand. The pupil's performance awakened the

University of Ghana http://ugspace.ug.edu.gh

interest of other students from the primary six classes to request for my assistance to use this same medium to teach them. This also gave the pupils the opportunity to send a message to their friends on how to care and be each other's keeper.

The head mistress in her remarks said, until she saw the performance, she was not clear on how I planned to use drama as a tool to aid children in learning. She expressed her delight on the choice of school, passage, the underlying theme and more especially, the class I chose to work with. She explained that, not too long before I came, she had been overwhelmed by the behaviour of a pupil from this class.

She commented further that, questions and responses that came after the performance had given all, the opportunity to really understand the moral discussed. She later said that, in her opinion, television and radio always guarantee a wider coverage yet, once the information is passed on; there is no certainty as to whether the actual education required has been achieved especially through the discussions that came after the dramatic performance.

4.3 Post Production Evaluation

After the final performance, I went back to the school two weeks later to evaluate the pupils. The six pupils in the class who were labelled as the less academically endowed ones were selected and tested to find out whether the concept was successful. The performance put up by the pupils was so perfect to the amazement of the rest of the class pupils and other teachers. The said pupils by far performed other activities from the text using the same approach. It was therefore, confirmed by the teachers that allowing pupils to create characters and simple meaningful sentences to re-tell a story from

University of Ghana http://ugspace.ug.edu.gh

pictures (dramatization) is indeed an effective tool to be incorporated into a picture reading exercise for teaching English at the lower primary level. This is because, unlike their normal classroom atmosphere during learning, the class atmosphere this time was relaxed and gave each child the opportunity to contribute to the discussion. Thereby, providing (both the academically poor and the academically good pupils) with the opportunity of experiencing a whole new way of understanding, memorizing and retaining of lessons taught in class.

4.4 Working Journal

19th August, 2011

This day, I set out to scout for a school to use as a laboratory site for the thesis project. After several calls on different head teachers, I settled on Saint Peter's Anglican 'B' primary school, because the headmistress among many heads I went to was the only one who accepted me. I also met two brothers – Bismark and Justice whose teachers could not recognise them and were also surprised to see them because they have been in and out of school for a long time, due to their inability to fit into the regular school where they are unable to get the special attention they required to get at par with other children. Without wasting time, I was taken through all protocols that needed to be observed in the school by the head mistress – Mrs Georgina Rockson. Upon request, I was given the class three - activity based English Comprehension textbook to go and study.

University of Ghana http://ugspace.ug.edu.gh

22nd August, 2011

The search for the right passage to use was not easy, since all the passages in the textbook were equally unique and important to the education of children. However, I finally got convinced on the choice and use of the passage in unit four thus "Ananse and the four villages".

23rd August, 2011

I carefully went through the story several times and each time trying to get the relationship between the story and the pictures that have been provided in the textbook.

26th August, 2011

I realised that the pictures have been well laid out; however, the pictures did not resonate nor had any bearing with the meaning of the story line. Therefore, I started making rough sketches on how I will love to tell the same story to the children through pictures and later into a dramatic performance in order to aid pupils who require special educational attention, thus, those often referred to as 'dumb'; without necessarily following the illustrations in the English Comprehension textbook.

30th August, 2011

After long deliberations and consultations with some colleagues and lecturers from the School of Performing Arts, University of Ghana; I made the final sketches of pictures ready to assist in addressing the concerns of pupils' at Saint Peters Anglican 'B' primary school who required special educational attention. This was due to the advice on some

University of Ghana http://ugspace.ug.edu.gh

changes or suggestions on the choice of certain colours and the positioning of some images.

7th September, 2011

With help from some colleagues, a drama based on the newly developed pictures was formed.

16th September, 2011

The requested introductory letter introducing me to the Municipal Director of the Ghana Education Service at the *Ledzokuku-Krowor* Municipal Assembly was ready. The letter was received in the absence of the Director by her secretary and I was asked to come again for her response the following week. I therefore took this opportunity and went to the school to have a meeting with the classes three teacher- Mrs Esuman. The meeting was fruitful and we were able to fix the time and days for the project. Unexpectedly, I was given one hour each on Wednesdays and Fridays for the lesson. Indeed, I was grateful to Mrs Esuman.

19th September, 2011

I went back to the Ghana Education Service office at the *Ledzokuku-Krowor* Municipal Assembly for a response from the Director. The response was favourable. The letter was also copied to the circuit supervisor, the head teacher of the school in question and me. I saw to the distribution of the letters to the respective parties in question and headed back to the University of Ghana to prepare for the first meeting with the pupils.

University of Ghana http://ugspace.ug.edu.gh

21st September, 2011

I arrived at the premises of Saint Peter's Anglican 'B' primary school after lunch time. The teacher, after introducing me to the class gave me the permission to start work. I first went through a game with the class; a name game so we know each other's name and also get acquainted with each other. Initially, it was difficult as they felt shy of the new face in their class. Nonetheless, by the end of the session all faces turned into smiling ones. I also took the opportunity to interview the class teacher Mrs Theresa Isabella Esuman whom I labelled teacher 'A' during the interview session. It was during the interview session that she mentioned a new language policy called NALAP that has been passed by the Ministry of Education and the Ghana Education Service.

22nd September, 2011

The second interview session with the class teacher of the 'A' section of the school Mrs Grace Dzebra whom I call teacher 'B' during the interview session was conducted on this day at the school premises.

23rd September, 2011

This day was the second meeting day with the pupils of Saint Peter's Anglican 'B' primary school. This time, we moved all desks to the sides of the classroom in order to create enough space for this day's warm – up exercises. Arkhurst, in a practical Drama in Education class, mentioned that, warm – up or physical exercises help adrenalines in the body to be released into the blood cells, this increases the flow of blood and oxygen

University of Ghana http://ugspace.ug.edu.gh

to the brain. The exercise was geared towards a more physical warm up to get blood circulated at a faster rate to the brain. This was to enable them think faster and concentrate on the lesson ahead. I therefore used the developed pictures to tell the story without using the textbook.

27th September, 2011

There was an interview with the six pupils from the Saint Peters Anglican 'B' primary School who had repeated their class for more than one academic year.

28th September, 2011

After the warm-up game held in the morning, we went over the last week's lesson in the form of follow-up questions. Interview with the last group of respondents – the six children identified as requiring some educational attention also came on.

30th September, 2011

The students in the entire school were preparing for an inter-schools' athletic competition scheduled for the following week; hence we did not have the opportunity to rehearse.

12th October, 2011

After a quick game, I decided to put the six pupils who required the special educational attention to test. Simply put, I wanted to find out if they can remember the passage in unit four of their comprehension textbook. All six took turns to tell the story to the class

University of Ghana http://ugspace.ug.edu.gh

and at the end one child's work was accepted by the whole class. The group there and then, started with the shaping of the story for the dramatic performance and at the same time, auditioning commenced.

14th October, 2011

Rehearsals for the performance started on this day after some few warm-up exercises and games.

19th October, 2011

After the games which were intended to get all bodies alert and blood circulating, the group went through the rehearsals. Few corrections were made afterwards on the movement of certain characters and their projection.

21st October, 2011

The group had a long time to learn new games and go through different exercises; this was because the class teacher had a funeral to attend. There was a run-through after the usual one round performance.

26th October, 2011

Rehearsal on this day could not come on since the pupils had many assignments to do. Before I got to the school, there was an exercise on the board that they were doing. About five people finished and they were asked to submit their exercise books and the rest of the class who had not finished with the exercise were asked to put the exercise

University of Ghana http://ugspace.ug.edu.gh

books under their desks so the new lesson could be introduced. Unfortunately, I waited for school to close but there was no time to engage the children in the dramatic experience.

28th October, 2011

I was not feeling too well hence was unable to go to the school. I therefore called the class teacher to tell her the situation at hand and asked her to inform the children that there will be no rehearsal also.

2nd November, 2011

The group met and rehearsed on this day after the few challenges it was confronted with in the past week; such as the unforeseen sickness, inability of children to finish their class exercises on time and the athletic competition.

4th November, 2011

Rehearsal came on as scheduled and the group had fun with the visit by Miss Cynthia Ampomaa Darkwa – a senior colleague in Drama in Education at the School of Performing Arts, University of Ghana, Legon, and the warm-up game she taught. The group began to make use of easy and available props it could grab hold of; since we did not want to give teachers the opportunity to give an excuse on the use of this teaching methodology in administering their lessons.

University of Ghana http://ugspace.ug.edu.gh

9th November, 2011

This day was a holiday on the Anglican calendar therefore; the morning shift in the school came to a close at ten. The shift in the afternoon, thus, the Saint Peter's Anglican 'B' primary school did not come at all. Therefore we did not have the opportunity to rehearse.

11th November, 2011

For the first time since I started visiting my lab site, I had a full class to work with and the teacher was surprised. Initially, she made me aware of the fact that most of the pupils in her class will absent themselves on Friday because they go fishing with their parents. However, due to the excitement, fun and happiness associated with dramatic experiences, the pupils had to forgo fishing with their parents in order to be in school. On this day, the teacher acknowledged that, the difference between her methodology and the Drama in Education methodology is clear.

15th November, 2011

The class teacher gave us the opportunity to work on the final touches of the performance such as the entrances and exits of performers and their levels of projection; since the performance day will be on Friday 18th November, 2011.

16th November, 2011

This day was the groups' final and last rehearsal day. We therefore took the opportunity and had lots of fun; apart from the lengthy warm-up exercise, there was an 'azonto'

University of Ghana http://ugspace.ug.edu.gh

dance competition after the day's rehearsal between the boys and the girls. The girls emerged winners for the day.

4.5 The Performance

Animal characters have found their way into drama and helped to treat very sensitive issues especially in the African communities. Fernandez as cited by Peak and Yankah averred that, "when people tell stories about animals, they usually talk about themselves or, at least, about other animals or human relations".[51] This suggests that, one can create a dramatic piece to address salient issues in the community concerning man as a way of criticising him and at the same time avoiding conflict that might be created. As a result human characters were used with names that were likely to create tension, in the heterogeneous African society by making use of animal characters. For instance, the primary three class' treatment of the issue of greed, laziness and selfishness with the Ananse character was a clear manifestation in this discussion.

On 18th November, 2011, I went to Saint Peter's Anglican 'B' Primary School to get the place ready for the performance. The entire drama performance was improvisational and was done without elaborate set and props. This was to enable teachers use the technique effectively in the classroom with or without sets and props. Due to our knowledge of the NALAP law, pupils were able to use the language that best suited them, thus, the first language. *Ga* was therefore used in the performance.

The performance was preceded with a game as an ice breaker to arouse the interest of the pupils' in the performance. I played this game when I was a little girl, but upon

[51] Fernandez, J. '*Meditating On Animals, Figuring Out Humans in Animals in African Art: From the Familiar to the Marvelous*'. Peak, M. P. And Yankah, K. (Eds.) *African Folklore*. Routledge: Britain. 2004. P323.

University of Ghana http://ugspace.ug.edu.gh

working with the pupils, I realised that this generation did not know the game, hence, the teaching and performing of the game. It can be found among the *Ga* speaking people of Ghana; and involved loosely tying a cloth around one's waist in a circle. The group dances round amidst singing the song;

Rokookotoo, Rokotoo 2x

Aya beni ashaa mama 2x

Rokoo-kotooooo, Rokookotoo

Anaanu shaono.

This song literally means, *Ananse we are competing in a game of snatching cloths, where are you! Come, join us and snatch yours*. At the end of the song each player tries to snatch the cloth of the player in front of him or her. Anyone who fails to snatch a cloth is out of the competition. This activity helped to prepare the minds of players or performers and audiences alike to the performance ahead. For instance, to the performers it got them into the mood or right frame of mind in order to give of their best; whereas to the audience, it provided them with a clue on the 'Ananse' character in the performance.

The performance started with Ananse sitting behind a bowl of *banku* and very happy. His class mates seated in front of him begging to have a bit of his meal, but he refused. They leave sad and disappointed in their friend. Ananse smells the aroma of foods being prepared in the four surrounding villages. He is thinking about how to get a portion of all the foods that are being prepared. He comes up with a plan and asks his classmates to take one end of the ropes he used to tie his stomach, each to one of the neighbouring

University of Ghana http://ugspace.ug.edu.gh

villages. Four women are in the four villages preparing different dishes. The classmates pull the ropes immediately the food was ready, leaving Ananse stuck in his court yard sweating and crying because of his inability to move to any of the villages to eat. Ananse faints and his classmates rush him to the hospital.

4.6 Analysis on the Performance

In all there were five scenes; with the opening scene being where Ananse had gone in search of food and was eating. Here the classmates were seated in front of him expecting to get something to eat but he refused to share the meal with them. Ananse was seen in the next scene at the cross-roads thinking about how to get food from all the four villages he had visited. In scene three he sent his four classmates to bring him ropes; to tie his stomach with one end and allow them to take the other end to the four villages. It was realised in scene four that, food from all four villages were ready but Ananse could not move. Simply because, food in all four villages were served at the same time and all four classmates were pulling him to come over to the village to eat. In the last and final scene, Ananse became sick as a result of being tied to the ropes; therefore, he was taken to the hospital.

In analysing the story above, four elements in story or play analyses will be used – characterization, plot, theme, and conflict. The term characterization is explained as the role or nature of a character. It is said that, characters are created and developed to serve as the mouthpiece of the writer; therefore, bringing to life what the story is about.[52] In the story *"Ananse and the Four Villages"*, the main characters being talked about are

[52] Worthen, W. B., *The Wadsworth Anthology of Drama*. Brief Sixth Edition. London: Wadsworth Publishing. 2010. P49.

University of Ghana http://ugspace.ug.edu.gh

Ananse, his four classmates, the women or people of the four villages and the nurse. Ananse the main character was lazy and greedy due to that he was fat; and did not like to work for himself or his family, so he can cultivate and eat his farm produce. Whenever his classmates asked him for food, he denied them and enjoyed alone. Although Ananse was wicked to his classmates in the first scene, they never disobeyed nor disrespected him; in the sense that, they did not ignore him when he asked them to bring the ropes to him and later sent them to the four villages.

Plot is said to be the sequence of events in the play as they unfold. It is the development of the action as arranged by the playwright and usually contains climaxes, conflicts, ironies and so on. The plot can either be said to be simple, complex or multiple.[53] This story unfolded where Ananse was eating with classmates seated in front of him begging to have just a little to eat, however, he refused to share his meal with them. He went to spy and smelled food being cooked in all four surrounding villages. Later he thought of a plan and tied ropes around his stomach and made his classmates to take one end of the ropes to the four villages. The classmates were to pull the rope upon realising that the food was ready; in order to alert him, so he could come and eat. He did not know that the food will be ready in all four villages at the same time since he wanted to have a taste of all the foods being prepared. All four dishes were ready in all four villages at the same time, therefore, at the same time, the children also began pulling him to come and

[53] Worthen, W. B., *The Wadsworth Anthology of Drama*. Brief Sixth Edition. London: Wadsworth Publishing. 2010. P49.

University of Ghana http://ugspace.ug.edu.gh

eat. Due to his inability to move to any of the villages, he missed out on everything. Stuck at one place, sweating and crying, Ananse fainted and was taken to the hospital.

Conflict in drama is a struggle, fight or clash between two opposing forces or characters that cause tension in the plot. Conflicts grow out of the interplay of two opposing forces; providing and heightening interest as the action develops. Usually, one of the opposing forces is a person, or in the form of an animal or an inanimate object that is treated as though it was a person. This person may be involved in three different kinds of conflict, that is, conflict between man and another person, a group of people or the entire society. The second type is the struggle between man and nature or the supernatural, whereas the third kind is against man and himself, thus, a struggle for mastery by two elements within the person.[54] In this play, Ananse was first in conflict with himself, at the point where he did not know exactly what to do to get a bite of all the dishes that had been prepared in all four villages. Finally, he decided to send his friends with ropes to the four villages. Secondly, Ananse was in conflict with his classmates; when all of them were pulling him by the rope to their respective villages.

Theme can also be said to be the central or main idea, or the message the playwright wants to send to his or her audience.[55] Every story or play and for that matter *Ananse*

[54] Worthen, W. B., *The Wadsworth Anthology of Drama*. Brief Sixth Edition. London: Wadsworth Publishing. 2010. P79.
[55] Worthen, W. B., *The Wadsworth Anthology of Drama*. Brief Sixth Edition. London: Wadsworth Publishing. 2010. P2.

University of Ghana http://ugspace.ug.edu.gh

and the Four villages revolves around a theme. In the story, there is an underlining theme of losing it all when one decides to have and keep it all to him or herself. It becomes evident in the decision Ananse takes to eat without giving his classmates a portion of all foods being prepared in the four villages. This suggests that, if one decides to hoard things for him or herself, or outsmart others, when caught will lose all that he or she has been able to acquire. Every child at Saint Peter's Anglican 'B' Primary School understood the call to change their attitude towards greed, selfishness and laziness as they discussed some of the things they learnt from the performance. One pupil remarked at the end of the performance that, he has learnt to share what he has with his friends; another said she learnt that if she has two pens or pencils and a friend does not have, she should give one to the friend; another also said, she learnt not to be lazy but work hard, and be generous at all times. The children were able to relate to the story because Ananse this time around was presented as a pupil with classmates representing his children or sons.

4.7 Analysis on Data collected

The focus of the interview conducted with teachers was to examine their knowledge on the use and value of teaching and learning materials in the educational process, the presence of pupils who require special educational attention, as well as the use of dramatic activities during the administering of lessons.

At the end of the discussion with the teachers, results showed that, generally, these teachers hold the perception that children are naturally playful and lazy. Therefore, they

University of Ghana http://ugspace.ug.edu.gh

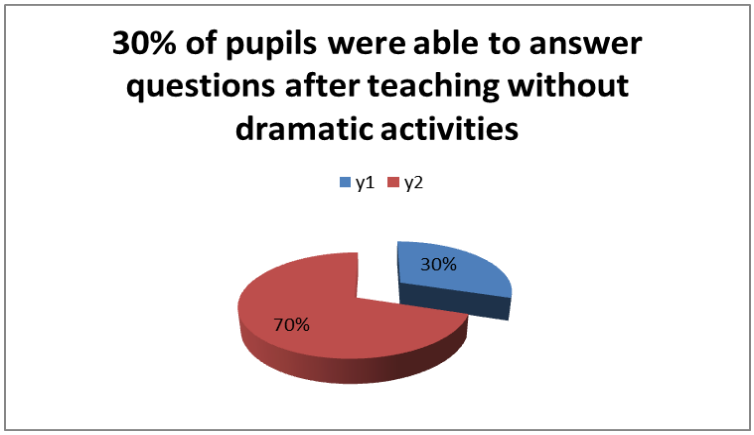
employ methods of teaching which, to them are suitable and will enhance understanding of what is being taught.

More importantly, responses from teachers indicated that, their use of the Ghanaian language in classroom teaching helps children to understand the lesson better. However, their inability to speak and use it frequently poses as a challenge. Teacher 'A' said she sometimes made use of a Ghanaian language, but, the focus group discussion with the six pupils revealed a contradiction in this statement. The pupils mentioned that, the teacher constantly used the English language when teaching. This sometimes causes a limitation in their understanding of lessons.

They both made mention of their use of teaching and learning materials for demonstration in class. Teacher 'A' uses these materials as and when the need arises whereas teacher 'B' uses it when 50% or more pupils do not understand a lesson she has introduced. Interestingly, they acknowledged that the teaching and learning materials gave pupils the opportunity to understand and also answer follow-up questions on the lesson taught. Contrary to this response was that of the six children who were considered to be less academically endowed. According to these pupils, teachers made use of teaching and learning materials only when lessons were related in a way to pasted pictures in the classroom. Nonetheless, the lesson will be delivered without any of these materials, if pictures do not relate with the lesson.

Teachers always excluded dramatic activities even when requested in the textbook. This was due to their lack of knowledge on the concepts as well as its usage. Thus, they were highly ignorant of the effect of dramatisation of lessons as a method of teaching.

University of Ghana http://ugspace.ug.edu.gh



The ignorance of teachers or their lack of knowledge on the use of dramatic elements and activities in the classroom suggests that, there is a gap between the board or committee in charge of putting together the Ghanaian English comprehension textbook for schools and the teachers who are on the ground administering the lessons. In my opinion, the gap is very wide. This is because, the committee members in my view are not aware that for some time now, the Ghana Education Service as part of its policies has stopped granting study leave with pay for any teacher in further studies offering drama studies. According to these policy makers, drama studies or the performing arts do not add value to their academic work in schools. However, this thesis has proved otherwise. Thus, it provided the entire pupils in the class, (both the academically poor and the academically sound pupils) with an opportunity of experiencing a whole new way of understanding, memorizing and retention of lessons taught in class. Something that was missing before this study came to the school. The partial use of teaching and learning aids and the use of the first language whenever it was necessary implied that, teacher's in schools were sometimes not aware of the presence of the academically endowed and the less endowed pupils in their class. Also they sometimes fail to evaluate their works to find out the extent to which they can help the poorly performed ones.

University of Ghana http://ugspace.ug.edu.gh

For pupils who have repeated class three for more than one academic year, their interview schedule was to find out their understanding of lessons taught in class, clarity of words, letters and numbers written on the board; and the choice and clarity of the verbal language employed by teachers in the classroom.

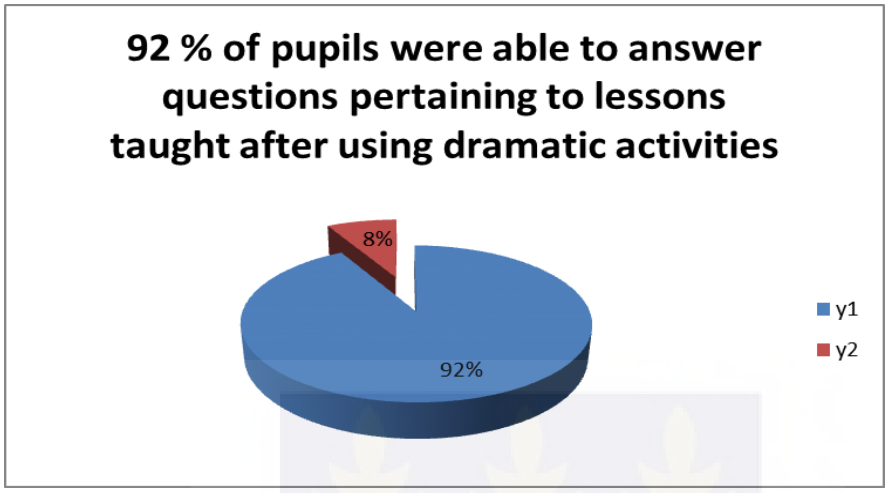
In this group, the views of pupils exhibited a case of inadequate teaching facilities as some made mention of the difficulty in seeing what is on the board sometimes. They viewed contrastingly to that of their teachers with regard to attributing their academic failure to the fact that they are playful, lazy and talk too much in class. According to them the teachers were not fair in performing their duties because they fail to realise that while some people are naturally quick to understand and perform well in class activities, others like them need some time to do so. To them, if teachers will be patient enough with some slow learners, they will do better. When asked, how these pupils will feel when their teacher employs frequently the use of a Ghanaian language and pictures in teaching, they exclaimed, sounded excited and happy too, because we will see the things she will be saying and it will help them understand better.

The pupils also mentioned that, teachers partially used teaching and learning materials and also there was an exemption of dramatisation in their class activities.

Ghanaian teachers to me will not need to wait for these slow learners in order to continue with the teaching process when they know the effective methodology to use in the classroom. This is because, in the process of developing dramatic plays or using drama as a teaching methodology, the class collaborates and contributes to the work from the beginning to the end. Hence by the end of the activity or lesson, the rate of

University of Ghana http://ugspace.ug.edu.gh

growth (understanding, memorizing and retention) that will be recorded, will be at the same level for each child.



For the last group of respondents, I wanted to collect data on the knowledge of parents on the academic needs of their wards and also the extent of support they have been able to give them so far.

In general, most parents showed an amount of care and interest in the education of their wards. To them providing all their wards needed for school was just enough for them to study and improve upon their future. Although parents were quick to mention their dissatisfaction in the academic performances of their wards, they however failed to mention any help they have provided or will want to provide for them. Most of these parents could not make time to assist their wards in their school assignments. This is partly because most of them are not highly educated. They therefore do not see themselves as part of the reasons for the failure of their wards in school.

University of Ghana http://ugspace.ug.edu.gh

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION or SUGGESTION

5.1 Introduction

This entire chapter summarizes the whole study and draws conclusion on the findings, after which recommendations or suggestions are made.

5.2 Summary

The study was to find out how the use of pictures as aids in the teaching and learning process can be dramatized in order to help in educating children in basic schools. It also aimed at helping, especially those pupils who require special educational attention, for them to be at par with their peers or mates who may not require this special educational attention. The focus here was to conduct an extensive study into the relationship between picture dramatisation and English comprehension lessons. The objectives of the study were to;

Explore the possibility of incorporating drama in 'picture reading' in the teaching of English Comprehension, and

Assess the effectiveness of drama in the teaching of English Comprehension through 'picture reading' at Saint Peters Anglican 'B' Primary School.

In chapter two, I reviewed literature that was pertinent to the study. The main areas the literature review covered were the value of education and picture reading, the value of dramatic experiences and a conceptual and theoretical frame work. The result of this review suggests that incorporating picture and drama into English lessons is an effective tool for aiding basic school children in the teaching and learning process.

University of Ghana http://ugspace.ug.edu.gh

In my chapter three, I made use of a Qualitative research method for collecting the data. All class three pupils and two teachers from primary three 'A' and primary three 'B' in Saint Peter's Anglican 'B' primary school, *Nungua* formed the sample size. Out of this size, the two teachers and six pupils considered to require special educational attention together with their parents were then selected and used for the study. The data collection instruments for the study were an interview schedule, a classroom observation and a focus group discussion.

The study used a descriptive, analytic, and interpretative means to carry out the needed investigation.

The chapter four saw to the analysis of the project. The outcome revealed teachers inability to use picture reading and dramatic activities in the class. This was due to their lack of knowledge on the concept and use of this teaching methodology.

5.3 Major Findings

In the previous chapter, drama has been proven with this study at the Saint Peter's Anglican 'B' primary school to be a viable tool to incorporate into a picture reading exercise for the teaching of English comprehension. This activity helped pupils to improve on their levels of understanding, memorising and retaining lessons taught in class. It also helped the pupils in class three to discover first-hand meaning to the lesson in their English comprehension textbook without the teacher learning the lesson and later imposing her impressions on them. This came to the fore, when the six pupils labelled less academically endowed ones were selected and tested to find out whether the concept was successful. It was therefore, confirmed by the teachers that drama is

University of Ghana http://ugspace.ug.edu.gh

indeed, an effective tool to be incorporated into a picture reading exercise for teaching English at the lower primary.

Again in the chapter four, from my observation and facts obtained, the dramatic exercise consciously or unconsciously helped both the academically endowed and the less endowed to grasp all lessons taught with ease. Previously, only a few numbers of the pupils in class could make attempts to answer questions correctly during and after teaching. However, after the project a greater percentage of these same pupils made attempts to answer questions pose to them. This therefore, suggests the effectiveness of the drama I demonstrated in the teaching of English comprehension through picture reading at the Saint Peters Anglican Primary School.

5.4 Recommendations or Suggestions

a) From what I observed during and after the project, I recommend that picture dramatisation be encouraged and instituted into the school curriculum as a medium to help all basic school children. Also, more practical based activities such as what I demonstrated to the Saint Peter's Anglican Primary three pupils are taught in the lower primary rather than focussing on theoretically based courses.

b) It is suggested that a study in Drama in Education should be introduced at the various Colleges of Education and Universities in Ghana or more teachers be encouraged to take up courses in drama during their further studies in the Universities. If this is implemented it will help teachers to introduce their lessons well and also effectively teach all children at any level of academia.

University of Ghana http://ugspace.ug.edu.gh

c) I will also suggest that, further research work on designing other innovative child centred teaching styles or programmes such as this work is done. The results will be to present teachers with different approaches or methodologies in education.

5.5 Conclusion

The focus of this work was to introduce dramatic activities into already existing teaching methodologies as a way of helping basic school pupils in the teaching and learning process. This was to enable them improve upon their levels of memorizing and retaining lessons taught in class. From the discussion so far, it has established beyond all reasonable doubt that, drama can be used in educating people more, especially, children. This is because, children after going through a dramatic activity, learn more about themselves[56], others[57] and about their environment.

The production brought to the fore, the weakness of teaching in abstract. It could be deduced from the discussion that children acquire more experience and are equipped with concrete ideas when they learn using concrete materials such as what I have demonstrated to them. Hitherto the pupils could not grasp lessons taught in class.

My conclusion is that Drama in Education be emphasised in basic schools for the teaching of basic concepts such as picture reading, numerals and many more.

Lessons that are taught in school should be of paramount interest to all stakeholders. It is not a matter of making education free from the basic level to the tertiary level, but the concept of making learning easier for the learner in the classroom. Teaching should be

[56] what makes them happy, the things that easily upset them, their fears, strengths and many more.
[57] the temperaments of other pupils in the class, their likes and dislikes and many more.

University of Ghana http://ugspace.ug.edu.gh

incorporated with child-centred approaches in order to help children sustain what has been taught in class is the most imperative.

University of Ghana http://ugspace.ug.edu.gh

CURRICULUM VITAE

Josephine Buertey-Okutu is the last but one child of Captain and Mrs Okai and she was born on the 19th of February 1982. The Okai family are Ghanaians from Ofankor in the Greater Accra Region. Josephine had her Nursery, Primary and Junior High School education at Saint Peters Anglican schools; Nungua, where she successfully passed out with the Basic Education Certificate (BECE) in the year 1996. She later gained admission to further her education at the Accra Girls' Senior High School, (Accra) in the year 1997 where she offered visual arts and specialized in graphic design and textiles. Josephine sat for the West African Examinations and passed out successfully in the year 1999. She continued to Tema Technical Institute where she offered a textile technician course. In 2003, she successfully sat for and passed out with a Textile Technician Certificate. Later, from 2005 to 2009 she applied and gained admission to the School of Performing Arts, University of Ghana, Legon to pursue a Bachelor of Fine Arts degree programme. She was awarded a first class degree after combining Drama and Music. Currently, Josephine is a graduate student in the School of Performing Arts, University of Ghana, Legon offering a Theatre Arts course and specializing in Drama in Education. Josephine is married with a son to Mr Bernard Buertey Okutu.

University of Ghana http://ugspace.ug.edu.gh

BIBLIOGRAPHY

Allen, J., Drama in Schools: its Theory and Practice. Heinemann Educational Books: London. 1981.

Arkhurst, Sandy. "Lecture Notes – Drama in Education", School of Performing Arts, University of Ghana, 2010.

Barnhart, C.L. And Barnhart, R. K. (Ed) World Book Dictionary. World Book Inc: Chicago, U.S.A. Vol. 2.1993. p 2311

Boateng, F., Journal of Black Studies, Vol. 13 No. 3, Sage Publications: Inc., 1983.

Bolton, G. Drama as Education. Longman: Burnt Mill. 1984.

Bowskill, D., Drama in Action. Hutchison Co. Ltd: London. 1979.

Cattanach, A., Drama for people with special needs. 2nd edition: A&C Black: London.1996.

Courtney, R., Teaching Drama. Cassel and Co. Ltd: London 1965.

Dale, E., Audiovisual Methods of Teaching. Revised edition, Dryden Press: New York.1954

Dewey, J., Democracy and Education. The Free Press: New York.1916or1944

Department of Health, Valuing people: A New Strategy for Learning Disabilities for the 21st Century. London. Department of Health. 2001.

Duke, C. R., Creative Dramatics and English Teaching. National Council of Teachers of English: USA. 1974.

Fernandez, J. 'Meditating On Animals, Figuring Out Humans in Animals in African Art: From the Familiar to the Marvellous'. Peak, M. P. And Yankah, K. Eds. African Folklore. Routledge: London. 2004. P323.

Frankena W. K., Dictionary of the History of Ideas: Studies of Selected Pivotal Ideas, ed. Wiener P. P., Vol. ll. Charles Scribner's Sons: New York.1973.

Frierson, E. C. and Barbe, W. B., (eds.) Educating Children with Learning Disabilities; Selected Readings. New York: AppletonCenturyCrofts, Meredith. 1967. pp. 8590.

Jalongo M. R., Young children and picture books. 2nd edition; Guilford press: New York. 2004. Pp.1

Kephart, N. C., the Slow Learner in the Classroom. 2nd Ed. Columbus, Ohio: Merrill.1971.

University of Ghana http://ugspace.ug.edu.gh

Kumekpor, T.B., Research Methods and Techniques of Social Research, Son Life Press and Services: Accra, 2002.

Leedy, P. D. and Ormrod, J. E. Practical research: Planning and Design. 8th Edition. Upper Saddle River, NJ: Prentice Hall. 2005.

McGregor, L. Tate, M and Robertson, K., Learning through Drama. Heinemann Educational Books: London.1977.

Pavice, Patrice. Analyzing Performance: Theatre, Dance and Film, Ann Arbor: University of Michigan Press, 1996.

Peters R. S., Education as Initiation. Routledge: London. 1964. p 41

Shafritz, J. M, Koeppe, R. P and Soper E. W., The facts on file: Dictionary of Education. The Oxford Press: New York. 1988. P164

Siks, B.G., Drama with Children. Harper and Row Publishers: New York.1977.

The Basic Education Division. Ghana Education Service for presentation at the forty-seventh session of ICE, Geneva. June 2004.

U.S. Department of Education on Health, Education, and Welfare. The unfinished Revolution: Education for the Handicapped. (1976) Annual Report of the National Advisory committee on the Handicapped. Washington D. C.: Government Printing Office, 1976.

UNESCO, Education for All Monitoring Report 2008. Net Enrolment Rate in primary education.

Worthen, W. B., The Wadsworth Anthology of Drama. Brief Sixth Edition. London: Wadsworth Publishing; 2010.

Online Sources

A paper presented at the Annual Conference of the Australian Association for Research in Education, Sydney, December 2000. [Online] Available at: http://www.aare.edu.au/00pap/ols00513.html 20/10/2011@9:20am.

Benson T.R., benefits of Dramatic Plays. [Online] Available at: http://www.ehow.com/about_5370717_benefitsdramaticplay.html. (2004)24/10/2011@2:10pm.

Dictionary.com unabridged, Based on the Random House Dictionary; Random House, Inc.2011.

Dewey, J., Democracy and Education [Online] Available at: http://www.ilt.columbia.edu/publications/dewey.html. 1944.

University of Ghana http://ugspace.ug.edu.gh

Gary, M., a Picture is worth a Thousand Words. [Online] Available at: http://www.phrases.org.uk/meaning/apictureisworthathousandwords.html. (1996/2011) 29/09/2011.

Global Aid Partnerships, the Importance of Education in Africa. [Online] Available at: http://www.gaps.org.au/activities/36education/68education. On 14102011. 2:30pm

Hall, S., what is Educational Evaluation. [Online] Available at: http://www.ehow.com/whatis-educationalevaluation.7/3/2012.4:00p.m

http://www.audioenglish.net/dictionary/dramatize.html.25/10/2011@4:00pm

http://www.essortment.com/all/whatdochildren.rgzd.html.20/12/2010@12:49pm

http://www.wordcentral.com/cgibin/student. 19/07/2012. 9:30a.m.

John Hopkins University, types of Disabilities. [Online] Available at: http://web.jhu/disabilities/faculty/typesofdisabilities/learning.html. 4/10/2011@2:30p.m.

Kinder, J.S., Visual Aids in Education [Online] Available at: http://www.jstor.org/pss/1168716. 29/09/2011.

Learning Theories Knowledgebase. Cognitive Theory of Multimedia Learning (Mayer) at LearningTheories.com. July 2012. Retrieved 16/07/12 from http://www.learning-theories.com/cognitivetheoryofmultimedialearningmayer.html

London, J., the importance on Educational Evaluation. [Online] Available at: http://www.ehow.com/purposeofevaluationinteaching.7/03/2012.4:08p.m

Manu, G., http://www.keydegree.com/mgoel.searchwarp.com/swa230219.htm. 17/10/2011@5:25p.m.

Mayer, R. E. And Moreno, R. A spiltattention effect in multimedia learning: Evidence for a dual information processing systems in working memory. Journal of Educational Psychology. (In press) 90.000000. [Online] Available at: http://www.unm.edu/moreno/PDFS/chi.pdf. 19/07/2012. 9:30a.m.

McLeod, Saul. Likert Scale. [Online] Available at: http://www.simplypsychology.org/likertscale.html.(2008)20/01/2011@10:30a.m

National Dissemination Centre for Children with Disabilities, learning Disabilities. [Online] Available at: http://nichcy.org/disability/specific/ld 12/02/2012.@3:00p.m

Schoch, K., the Value of Pictures. [Online] Available at: http://www.teachingwithpicturebooks.blogspot.com.29/9/2011

University of Ghana http://ugspace.ug.edu.gh

WriteWork contributors. “The importance of Formal and Informal Education”. [Online] Available at: http://www.writework.com/essay/importanceformalandinformal-education.21/3/2011.4:08p.m.