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Summary

Lum et al. (2014)'s Story-based Learning to enhance interest in Chinese Education for Preschoolers – An Action Research aims to analyse the current situation of Chinese language education in Singapore's preschools and to investigate how interest in the learning of the Chinese language can be enhanced through the use of story-based learning activities.

The methodology used for data collection and evaluation in this research includes surveys, interviews with parents, audio and video recordings and journals. The sample population used for the implementation of this research were 26 children in a local preschool aged five to six.

The findings, data objectives, implementation, evaluation and reflections are recorded in a learning log after each teaching activity. The challenges faced during the implementation are analysed and used for improvisation for the next stage of the research. The 'plan, do, observe, review' cycle was implemented during the research so as to improve teaching and learning practices to enhance children's interest and learning in Chinese language.

Findings revealed that a multi-modal literacy approach stimulates children's interest in learning. Story pictures, puppetry, multimedia, background staging, role-play, dramatisation, retelling of story and using art to illustrate children's imagination and feelings are effective ways to engage and sustain children's interest. When these strategies were implemented together by the teacher in the classroom, whether they were reading the story, discussing the plot or role-playing, children expressed strong interest and were highly motivated to participate.

To find out more, you may email us.