

Integrating Theatrical Arts into Storytelling Instruction in Primary Education: A Theoretical Framework and Practical Applications

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Abstract

This paper analyzed the integration of theatrical arts into storytelling instruction for primary school students. The study aimed to evaluate the impact of theatrical arts on the effectiveness of storytelling teaching, identify suitable theatrical techniques for the content and conditions of teaching, and propose methods for integrating these techniques. The research demonstrated that using theatrical techniques such as facial expressions, gestures, voice modulation, props, and sound enhanced students' engagement, thinking, and memory retention. The selected techniques were detailed and guided for easy application by teachers in the classroom. The study also highlighted important considerations for effectively integrating these techniques into lessons. The primary contribution of this research was the provision of a specific theoretical framework for applying theatrical arts in primary education, offering a more flexible and effective approach to teaching.

Keywords:

Primary Storytelling, Theatrical Arts, Integration, Primary Education, Teaching Innovation

Introduction

Teaching storytelling to elementary school students played a crucial role in the comprehensive development of children's language skills, thinking, and character. Storytelling not only helped students improve their expressive abilities but also stimulated their imagination and critical thinking through the analysis of situations and characters in the stories (Can, 2018; Binder, 2014; Korosidou & Griva, 2024; Yamac & Ulusoy, 2016; Zipes, 2004). Moreover, stories often carried moral lessons and values that helped children absorb and develop their character from an early age. Storytelling also created opportunities for emotional connection between students and teachers, while enhancing communication skills and mutual understanding among students, fostering a positive and humane learning environment (Elenein, 2019; Ramalingam & Mathiyazhagan, 2022).

In the past context, the activity of teaching storytelling to elementary students faced many challenges, particularly



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in finding and applying effective and positive teaching methods. One of the biggest challenges was teachers' uncertainty in selecting and implementing active storytelling methods. Teachers often struggled to refresh their teaching content, making lessons less creative and failing to capture students' interest. Traditional storytelling methods often faced difficulties in engaging students' attention and encouraging active participation (Kayılı & Erdal, 2021; Matamit et al., 2020; Satriani, 2019). Therefore, the issue of innovating teaching methods was of great interest to educators.

According to research by Brock (2011) and Catterall (2012), using interactive techniques and integrating multiple media forms could significantly improve the effectiveness of storytelling activities, making them more engaging and effective for students. Other researchers pointed out that applying theatrical techniques to storytelling in education could bring substantial benefits. These techniques not only helped create a lively and engaging learning environment but also tapped into students' artistic creativity (Goldberg, 2021; Kisida et al., 2020). Additionally, incorporating theatrical elements helped students express themselves more confidently and enhanced learning outcomes through highly interactive activities (Russell & Zembylas, 2007). This suggested a promising new method for teaching storytelling to increase its appeal and effectiveness in the past elementary education context.

However, to effectively use theatrical arts in storytelling at a specific educational level like elementary school, it was crucial to explore not only the impact of integrating theatrical arts into storytelling but also to identify suitable theatrical techniques for the past storytelling content and teaching environment in elementary schools. Therefore, the objective of this study was to answer research questions including:

How will integrating theatrical arts impact the effectiveness of storytelling for elementary students? Which theatrical techniques are suitable for the storytelling content and conditions in elementary education to be integrated into the teaching process? And what is the most effective way to integrate these techniques?

Integrating theatrical arts provides new insights into how to improve storytelling teaching methods. This not only helps teachers overcome their uncertainties but also contributes to the broader discussion on creative teaching methods in the context of elementary education today. In this article, we have combined methods such as theoretical research, quantitative survey research, and field observations to address the above research questions.

Literature Review

To gain a deeper understanding of the effectiveness of integrating theatrical arts into storytelling instruction for primary school students, a comprehensive overview of existing research in this field was essential. The objective of this literature review was to analyze key aspects related to the application of theatrical arts in education, including its impact on skill development, the use of storytelling and role-playing, and the benefits to confidence and social skills. Although there was extensive research covering various perspectives, this review focused on a selection of significant and relevant studies that clarified the main points and identified existing gaps. This section also highlighted the limitations of current research, providing a foundation for identifying issues that required further investigation in this paper.

Research on the Impact of Theatrical Arts on Education and Skill Development: Bandura's research on social learning theory laid the groundwork for understanding the impact of creative educational methods, including theatrical arts, on student skill development (Bandura, 1977). Some other research emphasized that artistic activities, such as theater, supported the development of multiple intelligences, including linguistic and bodily-kinesthetic intelligence (Farmer, 2011; Gardner, 1983, 2012; McFadden, 2012; Russell & Zembylas, 2007).

Recent studies demonstrated that integrating theatrical arts into the classroom not only enhanced communication skills but also fostered critical thinking and empathy in students (Agarwal & Verma, 2023; Bigsby, 2000; Giagazoglou & Papadaniil, 2018; Hoan, 2019; McFadden, 2012). However, there remained a significant gap in research regarding the specific effects of various theatrical techniques on other facets of personal development and student learning.

Research on the Application of Drama in Storytelling Education: Research by Anh (2016), Booth (2005), Daniel (2013), Isbell et al. (2004), Milord (2007), Norris (2000), and Satriani (2019) highlighted the role of storytelling and role-playing in developing students' language skills and cultural understanding. These methods were shown to positively impact children's cognitive abilities and storytelling skills, helping them better understand and retain academic content.

McFadden's (2012) study pointed out that while there were clear benefits, challenges remained in effectively applying these methods in the classroom. Previous research did not fully address how and under what conditions these methods could be implemented consistently and effectively across different educational levels.

Research on the Impact of Theatrical Arts on Confidence and Social Skills: The use of theatrical techniques could boost students' confidence and social skills (Bamford & Wimmer, 2012; Carter & Sallis, 2016). These activities not only helped students build relationships with peers but also encouraged the development of teamwork and problem-solving skills.

However, other studies indicated that evaluating the impact of these methods was still limited in terms of data and research contexts (Kyirimi & Tsiaras, 2021). Further studies were needed to examine the long-term effects of theatrical techniques and the cultural factors that influenced their effectiveness.

Limitations and Gaps in Research: Despite numerous studies demonstrating the benefits of theatrical arts and storytelling in education, several significant limitations and gaps remained. One major issue was the hesitation and subjectivity of teachers in applying theatrical techniques to storytelling. This made evaluating the impact of theatrical arts on students challenging and inconsistent.

Moreover, current research often lacked a deep analysis of the influence of specific techniques, cultural factors, and contexts when using theatrical techniques in teaching. This deficiency led to the inappropriate application of theatrical techniques for students' age and the educational environment in primary schools.

Research emphasized the need to expand studies to explore more specific methods and techniques in integrating theatrical arts into the curriculum (Dima et al., 2021; Chang & Winston, 2013). The authors suggested that more experimental research was necessary to provide concrete evidence of the effectiveness of these methods in various educational settings.

Therefore, our focus is on highlighting the benefits of integrating theatrical arts into storytelling instruction for primary school students, identifying appropriate theatrical techniques, and proposing ways to integrate them into the curriculum, thereby providing both experimental and theoretical evidence to improve current educational practices.

Theoretical Framework and Methodology

Art of Storytelling

Storytelling is a creative and structured method of conveying messages and connecting with audiences through narratives. According to Powell (2001), storytelling utilizes words, imagery, and sound to create a profound emotional experience, effectively engaging the audience. Bottomley-O'looney (2012) highlights the role of storytelling in preserving and

transmitting culture, arguing that stories uphold cultural values and traditions across generations. Mistry (2017) adds that storytelling not only influences the audience's perceptions and actions but also serves as a crucial tool for exploring and expressing ideas in a vivid and emotional manner. Additionally, Philp (2009) from a teacher's perspective emphasizes the importance of storytelling in education, noting that it aids students in developing language skills and creative thinking. These definitions and perspectives provide a solid foundation for the study of storytelling, highlighting its diversity and power in conveying messages and preserving cultural heritage.

Stage Artistry

Theatre Arts is an intricate and collaborative form of art that brings narratives or concepts to life on stage through a blend of various artistic components. It relies on the skills of actors, along with the strategic use of sound, lighting, set design, costumes, and props. These elements work together to create a rich, multidimensional experience, making Theatre Arts an effective medium for conveying ideas and engaging audiences directly. This art form is frequently applied across different genres, including drama, dance, music, and other stage performances. By integrating various elements from different art forms, Theatre Arts serves as a comprehensive and dynamic means of artistic expression. (Bigsby, 2000; Bogart & Landau, 2004).

The above concepts demonstrate that both storytelling and theatrical arts share fundamental aspects such as using artistic elements to create emotional experiences, connecting and communicating with audiences, exploring and expressing ideas, as well as preserving and transmitting culture. This similarity suggests that integrating these two art forms can enrich the artistic experience and enhance the value of each form.

Theoretical Framework

To investigate the effectiveness of integrating theatrical arts into storytelling education for elementary school students, we employed two main theoretical frameworks: Howard Gardner's Multiple Intelligences Theory and David Kolb's Experiential Learning Theory. These theories provided a robust theoretical basis for analyzing theatrical techniques suitable for student characteristics and developing effective teaching methods.

Multiple Intelligences Theory: Howard Gardner's Multiple Intelligences Theory posited that individuals possessed various types of intelligence, such as linguistic, spatial, bodily-kinesthetic, musical, and logical-mathematical intelligence (Gardner, 2012). In the educational context, this theory emphasized that

teaching methods should be adapted to align with students' different types of intelligence. Applied to this study, the theory helped analyze how theatrical techniques could cater to various intelligences in elementary students. For instance, acting techniques could support bodily-kinesthetic intelligence, while music could engage musical intelligence. Implementing this theory in storytelling education fostered flexible teaching methods suited to diverse intelligences, enhancing student engagement and learning effectiveness.

Experiential Learning Theory: David Kolb's Experiential Learning Theory emphasized that students learned most effectively through real experiences and reflection (Kolb et al., 2014). According to this theory, the learning process involved four main stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. In the study, theatrical techniques such as role-playing and storytelling created opportunities for experiential learning, allowing students to engage in practical activities and reflect on their experiences. This approach not only deepened students' understanding of storytelling content but also developed soft skills. Applying Experiential Learning Theory helped design learning activities based on real experiences, such as role-playing scenarios and performances, to enhance teaching effectiveness and facilitate learning through action and reflection.

To study the effectiveness of integrating theatrical arts into storytelling education for elementary students, we applied a mixed-methods research approach, combining qualitative and quantitative methods with theoretical analysis. The research methodology was conducted through the following specific steps:

Research Design: The study was designed using an action research method combined with qualitative and quantitative analysis to evaluate the effectiveness of theatrical techniques in storytelling education, identify the most suitable techniques, and determine effective integration methods.

Theoretical Analysis: We applied two main theoretical frameworks: Howard Gardner's Multiple Intelligences Theory and David Kolb's Experiential Learning Theory. The Multiple Intelligences Theory helped explore students' types of intelligence, while the Experiential Learning Theory explained the learning process through real experiences and reflection. The theoretical analysis included synthesizing previous research and educational practice models to build a solid theoretical foundation for the study.

Data Collection: We selected 36 teachers from 9 elementary schools, including both public and private institutions, to gather information on their experiences and views regarding the use of theatrical arts in

storytelling education. Surveys and interviews were conducted with random and representative sampling to enhance data accuracy.

We conducted direct observations of classrooms where theatrical techniques were applied to record the implementation process and student participation. Observation and recording forms were used to collect detailed data on students' behavior, interactions, and reactions.

Data Analysis: Content analysis was performed from interviews and classroom observations to identify key themes, trends, and feedback from teachers and students about theatrical techniques. Analysis of survey data assessed the popularity and effectiveness of theatrical techniques based on quantitative indicators such as scores and percentages.

Effectiveness Evaluation and Integration: We assessed the success of theatrical techniques in improving storytelling skills and student engagement. We analyzed results from surveys, interviews, and observations to identify the most effective techniques and contributing factors.

We developed teaching methods based on research findings to integrate theatrical arts into storytelling curricula effectively. Guidelines and teaching materials were developed to support teachers in applying theatrical techniques in the classroom.

Research Ethics Statement: All research procedures were conducted with strict adherence to ethical research principles. We ensured that consent from all participants (both teachers and students) was obtained before conducting surveys and interviews. Collected information was kept confidential and used solely for research purposes. We also adhered to regulations and guidelines for protecting participants' rights.

Research Findings

Benefits of Integrating Stage Arts into Storytelling for Primary School Students

Integrating stage arts into storytelling for primary school students offers several significant benefits:

Improved communication skills: According to Batdi and Elaldi (2020) and Eckersley (2016), incorporating stage arts into teaching helped students develop better communication skills. Students learned to express emotions and ideas through speech and actions, enhancing their ability to communicate effectively.

Enhanced social skills: Stage arts also reinforced social skills such as cooperation and teamwork. Participation

in group activities and performances helped students learn to work together to achieve common goals (Erbay & Dogru, 2010; Remziye et al., 2019).

Encouraged creativity: Using theater arts stimulated students' creativity. Eckersley (2016) pointed out that activities such as role-playing and storytelling helped students develop communication skills while increasing their confidence and ability to express themselves in a multilingual classroom. Similarly, Goldberg (2021) emphasized that integrating the arts into teaching, including storytelling and theater, promoted creativity, social skills, and multicultural understanding among students in a diverse environment.

Characteristics of Students, Storytelling, and Criteria for Selecting Stage Techniques

Primary school students are in a stage of significant cognitive and emotional development, so stories and activities need to be understandable, with emotions appropriate for their age. Stage techniques should be designed to be simple and accessible, matching the psychological development of the children. Given their short attention spans, stage activities must be engaging and not overly lengthy to maintain students' attention (Akmeşe & Kanmaz, 2021; Cornell et al., 1992; Proctor & Burnett, 2004).

The content of stories for primary students is usually simple and educational, including moral lessons and values. Therefore, stage techniques need to support clear and vivid storytelling while encouraging active student participation (Booth, 2005; Daniel, 2013; Sun et al., 2018).

In primary schools, the educational environment often features limited space, short teaching periods of about 40 minutes, and requires that stage techniques be concise, simple, and effective. Stage activities need to be adapted to the restricted classroom space, using available resources, classroom materials, and local supplies to save costs.

When selecting and applying stage techniques for storytelling in primary education, careful consideration is needed to ensure they align with age psychology, story content, educational environment, and teaching time. Techniques that require excessive props or large spaces, do not meet psychological needs, or are too abstract or complex should be avoided as they may not be effective and could pose challenges for students.

Recommended Stage Techniques

Integrating stage techniques into storytelling for primary students not only makes lessons more engaging but also helps develop communication and creativity skills. Here are recommended stage

techniques along with their selection reasons and benefits:

Facial Expressions: Use facial expressions to convey the emotions of characters in the story. Facial expressions are a visual tool that helps students easily recognize and feel the emotions of characters, which is crucial for their cognitive and emotional development. This technique helps students visualize and connect with characters, making the story more vivid. It also aids in developing students' ability to recognize and express emotions.

Gestures and Actions: Use gestures and actions to illustrate events and actions in the story. Gestures and actions enhance the liveliness of the story and help students better understand the situations depicted. This approach helps students visualize and retain story details more effectively. It also encourages active participation and develops coordination skills.

Varying Tone and Voice: Change tone and voice to reflect characters, situations, or emotions in the story. This variation helps differentiate characters and makes the story more engaging, keeping students' attention and making learning more enjoyable. This technique improves students' listening and communication skills and helps them develop the ability to express emotions and character traits through voice.

Using Simple or Imaginative Props: Use simple, locally made props to illustrate story elements. Imaginative props, such as hats, scarves, or fake objects, can be easily created and are cost-effective, helping students visualize story elements like characters and events. Pictures and drawings are also powerful tools for highlighting story details.

Props enhance story illustration and appeal while being simple enough to fit within classroom time and resource constraints. They create a lively learning environment, facilitate visualization, and encourage creativity, helping students quickly engage with and act out story elements.

Creating Simple Stage Backdrops: Use materials like whiteboards, drawings, or available items to create stage backdrops for the story. Simple backdrops help set the scene without requiring significant financial or spatial investment. They also make it easier for students to imagine and follow the story. This technique provides a visual space for the story, helps students practice crafting skills and creativity, and enhances focus and interest during lessons.

Role-Playing Storytelling: Conduct storytelling segments with role-switching between students and teachers or among students. Role-switching allows students to experience different aspects of the story and develop role-playing skills.

This technique increases engagement and helps students gain a deeper understanding of characters and situations. It also enhances communication and collaboration skills.

Using Sound and Music: Create or use background sounds and music to enhance the story's effect. Sound and music highlight situations and emotions, making the storytelling experience more dynamic.

Sound and music create a vivid context, helping students imagine and feel different emotions in the story, stimulating imagination and focus.

Methods for Using Selected Techniques to Teach Storytelling

Facial Expressions: Explain to students the role of facial expressions in conveying character emotions. Use images or videos to illustrate how facial expressions enhance storytelling.

Have students practice facial expressions for specific situations in the story, such as happiness, sadness, or fear. Conduct small games where students freely express emotions.

While storytelling, encourage students to use facial expressions to highlight character emotions and help the audience better understand the story.

Gestures and Actions: Explain the role of gestures and actions in clarifying character actions in the story.

Organize group activities where students practice gestures and actions corresponding to different scenarios in the story. For example, simulate actions like walking, jumping, or handling objects.

Encourage students to use gestures and actions while storytelling to enhance the visual appeal and engagement of the story.

Varying Tone and Voice: Explain how changing tone and voice can represent different characters and emotional states.

Have students practice altering their voices for different characters in the story. Use voice modulation exercises to help students become familiar with this technique.

During storytelling, encourage students to vary their tone and voice to differentiate characters and make the story more engaging.

Using Simple or Imaginative Props and Illustrations: Explain how to use simple props or images to support storytelling.

Allow students to use simple props or create illustrations to represent parts of the story. They can also make their own props or drawings for use in the lesson.

Encourage students to integrate props and images into their storytelling to enhance visualization and make the story more vivid.

Creating Simple Stage Backdrops: Guide students on how to create a simple stage backdrop using available materials.

Organize activities for students to create backdrops from paper, fabric, or other materials. Provide guidance and support during the creation process.

Use the backdrops in storytelling sessions to set the scene and make the storytelling experience more engaging.

Role Reversal in Storytelling: Explain the concept of role reversal in storytelling and how it helps deepen understanding of characters and situations.

Have students practice role reversal by switching between characters in a story, changing how they portray each character to gain a deeper insight into the narrative.

Encourage students to use role reversal in storytelling activities to enhance their understanding and creativity in character portrayal.

Using Sound and Music: Guide students on how to use sound and music to create effects in storytelling.

Have students practice using sound and music to support their storytelling, such as using background music to set the mood or sound effects to illustrate events in the story.

Encourage students to integrate sound and music into their stories to make them more engaging and enhance the storytelling experience.

- Does the storytelling teaching method using stage techniques affect the attractiveness and stimulation of the lesson?
- Do these techniques stimulate students' curiosity and thinking?
- Do they increase student interaction and participation in class?
- Additionally, does this method enhance the effectiveness of knowledge transmission and student concentration?
- Do students provide positive feedback about the use of stage techniques?

- Is this method flexible and diverse in application while achieving high effectiveness and performance?
- Does this storytelling teaching method demonstrate creativity and adaptability to different situations?

These questions help gather detailed feedback from teachers on the effectiveness, applicability, and areas for improvement in using stage techniques. The collected data will be analyzed to assess the success of the method and provide recommendations for improving storytelling teaching at the elementary level.

Evaluation and Analysis: After collecting feedback from teachers, the data was analyzed to evaluate the effectiveness of the stage techniques. The results were summarized and presented in a summary table, showing the level of agreement or disagreement among teachers regarding the suitability and effectiveness of each technique. Issues encountered and suggestions for improvement were also summarized to provide recommendations for the future application of the method. This research process allowed teachers and researchers to gain a better understanding of how to integrate stage techniques into storytelling teaching, thus applying and adjusting methods to fit practical conditions and student needs.

The results were summarized in the following table:

The survey results indicated that the storytelling teaching method using stage techniques was highly

rated by teachers. Specifically, 88.89% of teachers found that this method made lessons more engaging and interesting, thereby increasing students' enthusiasm for the lessons. Over 85% of teachers believed that this method stimulated students' curiosity and thinking, encouraging exploration and creativity. About 75% of teachers observed an increase in student participation and interaction, making the classroom more dynamic. Nearly 86% of teachers rated the method as effective in transmitting knowledge and improving students' understanding. More than 88% of teachers felt that the method helped enhance students' concentration in the classroom. Over 80% of teachers reported positive feedback from students, indicating that students were satisfied with the method. Around 72% of teachers appreciated the flexibility and diverse applicability of the method, while more than 91% thought the method was highly effective in practical teaching. About 80% of teachers found the method creative and easily adaptable to various learning situations. The interview results also reinforced these findings. In summary, integrating stage techniques into storytelling teaching not only significantly improves teaching quality but also creates a dynamic and engaging learning environment. This method effectively meets students' diverse learning needs and encourages creativity and active participation, contributing to a more comprehensive and effective learning experience.

Discussion

In this study, we further emphasized the benefits of integrating stage techniques into storytelling teaching. The survey results assessing the effectiveness of this

Table 1:

Quantitative Survey Results

Order	Criteria	Strongly Agree		Agree		Neutral		Disagree	
		Votes	Percentage (%)	Votes	Percentage (%)	Votes	Percentage (%)	Votes	Percentage (%)
1	Engaging and Stimulating	18	50.0	14	38.89	3	8.32	1	2.78
2	Stimulating Curiosity and Thinking	16	44.44	15	41.67	4	11.11	1	2.78
3	Student Interaction and Engagement	15	41.67	12	33.33	7	19.44	2	5.56
4	Effectiveness in Knowledge Transmission	16	44.44	15	41.67	4	11.11	1	2.78
5	Enhanced Student Focus	20	55.56	12	33.33	3	8.33	1	2.78
6	Positive Feedback from Students	14	38.89	15	41.67	5	13.89	2	5.55
7	Flexibility and Diversity	13	36.11	13	36.11	7	19.44	3	8.32
8	Efficiency and Effectiveness	18	50.0	15	41.67	2	5.55	1	2.78
9	Creativity and Adaptability	14	38.89	15	41.67	5	13.89	2	5.55

teaching method also demonstrated that applying stage techniques such as Facial Expressions, Gestures and Actions, Changing Tone and Voice, Using Subtle or Imaginary Props, Creating Simple Stage Backgrounds, Role-Playing in Storytelling, and Using Sound and Music had a significant positive impact on teaching quality and the learning environment.

Impact of stage techniques: The research results indicated that using facial expressions and gestures increased engagement and interaction in the classroom. This aligned with previous studies by Eckersley (2016), where similar techniques were shown to improve communication skills and student confidence. The difference in this study was that we detailed these techniques and demonstrated how they could be specifically applied in the context of storytelling teaching, thus clarifying their impact in elementary education settings.

Innovation and flexibility: Changing tone and voice, along with using sound and music, proved effective in enriching the lesson. This supported findings from previous research, such as Reis and Correia (2011), which indicated that sound changes could increase student interest. However, this study added that these techniques also helped improve students' thinking and curiosity, an area that previous research had less focused on.

Effectiveness and practice: Using props and creating simple stage backgrounds helped to establish a clear context for the story, which was consistent with findings from Saearani et al. (2019), where using props was evaluated as beneficial in enhancing students' understanding and retention. The novelty of this study was that we specifically showed how to select and use props based on the actual conditions of the classroom, thereby improving the applicability of stage techniques in different teaching environments.

Conclusion

This study provided new insights into integrating stage techniques into storytelling teaching for elementary school students, thereby clarifying and specifying how these techniques could enhance teaching quality and classroom interaction. The new findings included:

Expanding understanding of the comprehensive effects of stage arts in storytelling teaching for elementary school students. The study demonstrated that stage techniques not only increased student interest but also promoted thinking, interaction, and memory.

Analyzing, synthesizing, and identifying stage techniques suitable for age, storytelling content, and teaching environment that could be integrated into storytelling teaching for elementary students.

Providing detailed guidelines for using selected stage techniques in a way that was practical for elementary teachers and students, such as techniques like facial expressions, gestures and actions, changing tone and voice, using subtle props, creating simple stage backgrounds, role-playing in storytelling, and using sound and music.

Highlighting important considerations when integrating various stage techniques into a storytelling lesson in elementary schools, helping teachers and students be flexible in selecting techniques suitable for actual teaching situations.

The most significant contribution of this study was providing a specific theoretical framework, from criteria for selection to principles and methods for applying stage techniques in primary education. This framework helped teachers gain additional tools to improve their teaching methods. The study also demonstrated how these techniques could be adjusted to fit the practical conditions of individual classrooms and schools, thus opening up more flexible, expansive, and effective approaches in education.

However, the study also had some limitations. Firstly, due to the limited scope of the trial in a few elementary schools, the results may not have fully represented various educational environments, such as schools in remote areas with significant infrastructure challenges. Secondly, the relatively short trial period meant that the long-term impact of these techniques on students' learning processes had not been fully assessed.

Future research should expand the trial scope to different student groups and schools and extend the research period to evaluate long-term impacts. Simultaneously, additional research is needed to explore further how to integrate theatrical techniques with other teaching methods to enhance educational effectiveness.

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