

# **Teaching visualisation strategies of a narrative using the LIDEL strategy to improve listening comprehension and the oral retelling of a text.**

## **Abstract**

Many students often lack listening comprehension skills. The aim of this research project is to explore the use of the strategy L.I.D.E.R to a group of beginning readers. The students will be involved in sessions that focus on developing their listening comprehension skills. The students that are within the research group have progressed with their decoding skills within their first year at primary school. These students need to be exposed to strategies that will improve their visualisation strategies and thus improve the comprehension of texts being read to them. The specific teaching of visualisation strategies is often neglected and it is often assumed that the students will progress naturally to acquire these skills. The sessions, which the students participate in, will develop this skill so that they are able to make use of this strategy.

Four students took part in the research project and all of them have made significant improvement with both the cued and spontaneous retell of a text. The text type that was used was fiction. The students have also begun to use this strategy independently, with parents making comment that within the home setting they are practicing their visualisations strategies after the sessions.

An implication of this research project shows that when students are explicitly taught visualisation strategies, their comprehension levels may improve. Of course a greater sample size and further time would allowed for more concrete results.

## **Introduction**

Students in the junior levels are constantly being exposed to texts. They are constantly being read to, both at home and within the school setting. Many students at the junior level experience difficulties making meaning of the text. When being read

to, students need to be taught strategies that enable them to retain information that is read to them.

‘Reading is a complex cognitive process and mastery of all aspects of reading is essential for academic success.’ Similar statements have also been made by many other researches. Gersten & Baker 1999 also felt that Reading comprehension is crucial to school success. These statements highlight the importance of teaching students adequate reading skills to improve success with future studies. Of concern is the importance of teaching students reading comprehension skills, given the level of complexity of this task. Much research has been conducted highlighting that little teacher instruction on comprehension skills are actually taught within the classroom setting. Children need to be taught specific strategies that assist them with their ability to visualise.

Visualisation is the ability to make mental images of a text to assist with comprehension. There has been considerable research completed where the students have been taught the strategy R.I.D.E.R (Read, Imagine, Describe, Evaluate and Repeat.) This strategy requires the students to make mental pictures and then verbally describe and explain these images to others. For the sake of my research I chose to explore the concept of L.I.D.E.L (Listen, Imagine, Describe, Evaluate and Listen). To operate as a good meaning maker (Luke & Freebody 1999) good readers will paraphrase, clarify and then check when reading and are able to use a range of strategies when their confusion occurs. There has been much research in children being taught skills that improve their retelling of a text will inevitably improve their comprehension of a text.

Through this study I also chose to monitor the children’s self-efficacy. The students in the target group were monitored and asked to respond at the end of each session as to how they felt when working with a teacher in a small group.

A prediction to be made is that through several sessions with a small group of children spontaneous and cued retelling of a text will improve as will the child's self-efficacy.

## **Method**

This study followed a method of A.T.A (Assess, teach, assess). At the beginning of the research the students were assessed on their ability to retell a text both cued and spontaneous. The students were then monitored throughout all sessions with a post-test at completion to establish if improvements had been made. The sessions were completed in the morning as part of the literacy block. The students were withdrawn from the classroom to ensure minimal distraction. The students were also involved in monitoring their feelings at the end of each session. This was done through the use of a basic sticker chart (appendix six).

## **Participants**

The students that were targeted were reading at levels between 6-8. They were able to read these texts fluently. Using the Freebody & Luke (1990) reading roles the students were operating in the 'Code Breaker role'. All students within the research group were able to use phonological, graphological, grammatical, and semantic information to decode the text.

### **Student A**

Student A began school with knowledge of basic words. He was able to recognise all letters of the alphabet and was also able to recognise the 100 most used words.

Throughout the year his word knowledge has improved and he has developed his orthographic knowledge and is able to use these skills to decode words. He enjoys reading and also loves being read to.

### **Student B**

Student B is a quiet member of the classroom who has very little confidence. She struggles to explore ideas being read and often loses meaning when being read to and

reading independently. She seeks a lot of positive reinforcement and constantly has made comments to her parents that she gets scared and nervous when reading.

**Student C**

Student C is a twin and will often rely on the other half to answer before responding to questions. He lacks confidence in his own ability and has developed strategies that allow him to avoid answering questions. He is unable to recall information after being read to.

**Student D**

Student D has worked at developing her orthographic knowledge throughout the year. She has developed fantastic word decoding skills throughout the year and has developed a solid word bank. When being read to she is unable to accurately recall information, and pauses before answering in a shy manner.

**PROCEDURE**

This research takes place over 5 weeks. During this time the students are withdrawn from their classroom setting to participate in 10 sessions that focus on developing their listening comprehension skills. These sessions are held in the morning and are of 30 minutes duration. The session follows the same pattern each morning.

|                                                                                                                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>INTRODUCTION:</b> Recalling previous session                                                                                                                             |
| <b>LIDEL:</b> The students then refer to their bookmarks (Appendix --) to remind them of what each stage of the strategy is.                                                |
| <b>TEXT:</b> The students are exposed to a book orientation of the text. The students are asked to make predictions regarding the text. The text is then read to the group. |
| <b>DRAWING:</b> The students are then required to draw a picture to develop their understandings of the text                                                                |
| <b>QUESTION TIME:</b> The students are then individually asked questions about the text. The questions are quite simple.                                                    |
| <b>SELF ASSESSMENT:</b> The students were required to place sticker on chart to monitor feelings.                                                                           |

## **Materials**

### *Lesson Plans*

Each lesson was planned following a set format. This was taken to each session. Refer to Appendix One.

### *Running records*

Marie Clay's running record sheet was used to establish a group of children that were at a similar decoding reading level.

### *Listening Comprehension (John Munro)*

This task was administered as a pre-test and also a post-test. This task was used to determine the level of listening comprehension of the students. Refer to Appendix Two.

### *L.I.D.E.L Book marks*

The students were each given a bookmark with the L.I.D.E.L strategy on it. They were to bring the bookmark to each session and were also able to take it home for reference when completing reading tasks at home. Refer to Appendix Three.

### *Retell Clown*

At each session the students used a clown to remind them of information for both cued and spontaneous retell. The clown contained five balloons 'who, what, where, when, why.' This clown was taken from the first steps reading text. Refer to Appendix Four.

### *Students Recording Sheet*

This was used for the children to draw pictures to assist with their retell of the text. As a tool the students used a piece of paper for the children to express the visualisation in their minds. Refer to Appendix Five

### *Dictaphone*

A Dictaphone was used for both the pre and post-test to determine the students spontaneous retell.

*Sticker Chart- how do I feel?*

This was brought to each session for student completion. Refer to Appendix Six.

*Texts-*

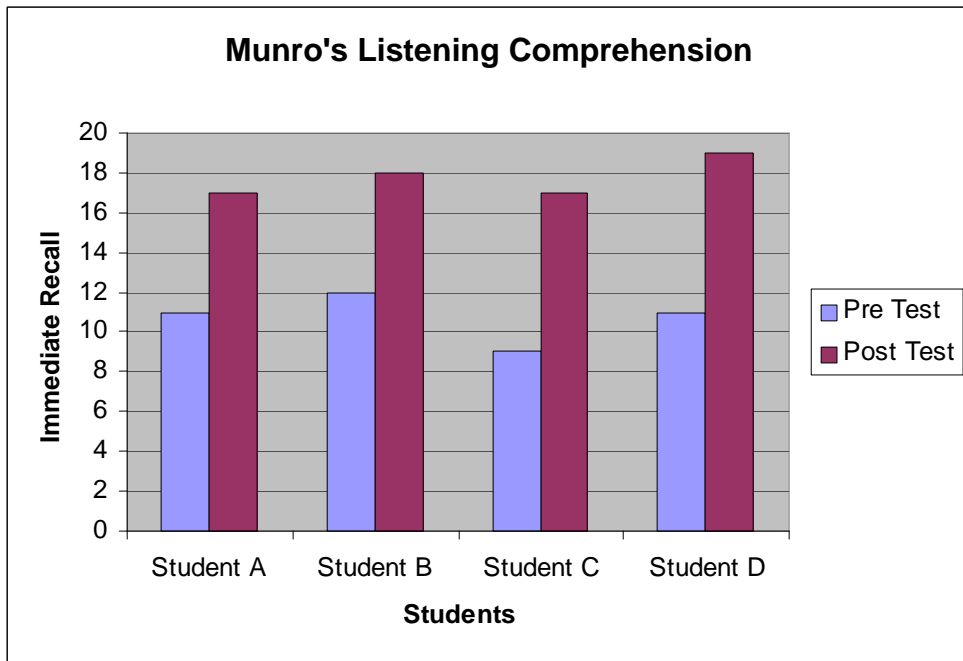
A selection of texts from the 'Sails' book series were used with the students.

- Custard's Cat Flap (200 words)
- Rupert's Ice cream shop
- The house sitters
- The Old cat
- Tiger and Monkey
- Max
- Watch out for the Rubbish bins!
- Feathered Friends
- Marvin's Woolly Mammoth
- Snow

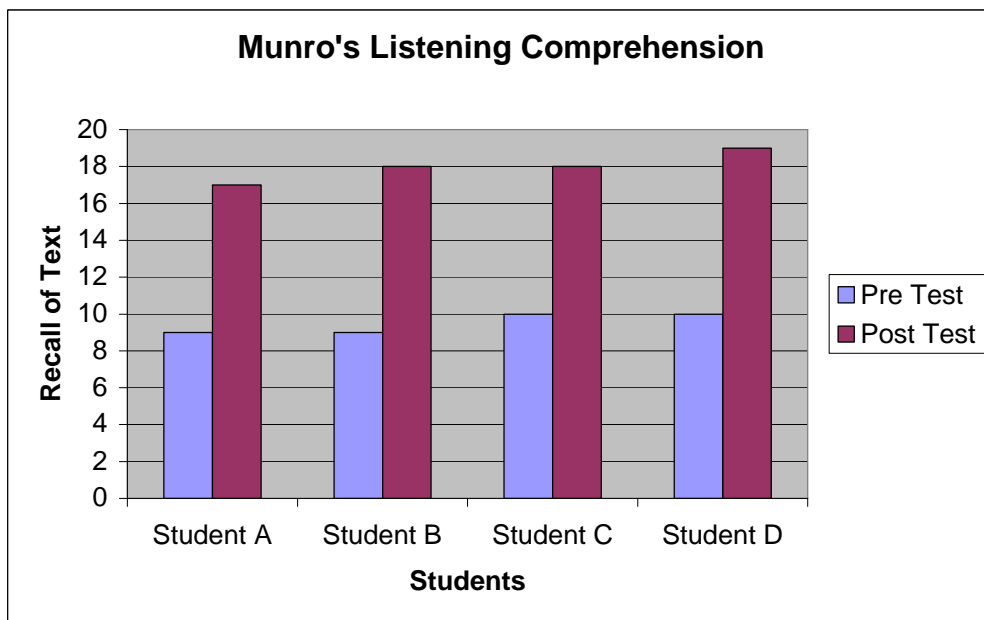
## **RESULTS**

The students participated in a listening comprehension test. The students were read a paragraph in which they were then asked questions of the text. The questions were asked immediately after hearing the paragraph and then again after 5 minutes.

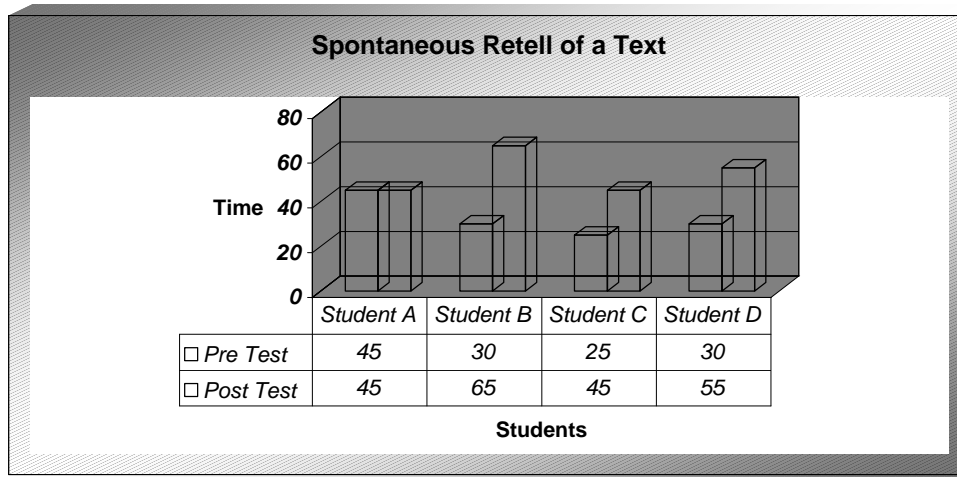
**Figure One:** Immediate Recall of Text. Pre and Post test results.



**Figure Two:** Recall of Text after 5 minutes



**Figure Three:** Time taken to retell a text.



The children in the focus group were read two texts. One was used for the pre-test and the other for the post-test. The text used for the pre-test was; Marvin's Woolly Mammoth. The text used for the post-test was Snow. The students were then asked to retell the story recalling as much information as possible. I recorded the amount of time in which the students took to recall the information in both the pre and post-test.

Following the pre-test the next four sessions focused on developing the children's ability to recall information when being cued. During these sessions the students listened to the text, drew a picture to assist with their recall of information. They were then individually asked questions about the text.

**Figure Four:** Cued retell of Text 'Custard's Cat Flap'

| Student   | What was the cats name? | What was the owners name | What did Milly find after the party. | What did the sign say that Milly wrote? | Percentage of correctly answered questions |
|-----------|-------------------------|--------------------------|--------------------------------------|-----------------------------------------|--------------------------------------------|
| Student A | ✓                       | ✗                        | ✓                                    | ✓                                       | 75%                                        |
| Student B | ✓                       | ✗                        | ✓                                    | ✓                                       | 75%                                        |
| Student C | ✗                       | ✗                        | ✗                                    | ✗                                       | 0%                                         |
| Student D | ✓                       | ✗                        | ✓                                    | ✗                                       | 50%                                        |



### Figure Five

Text Two: Cued retell of text **The House Sitters**

| Student   | What did the man bring to the house? | What was in the red truck? | What did Molly bring? | Who was going on a holiday? | Percentage of correctly answered questions |
|-----------|--------------------------------------|----------------------------|-----------------------|-----------------------------|--------------------------------------------|
| Student A | ✓                                    | ✓                          | ✓                     | ✓                           | 100%                                       |
| Student B | ✓                                    | ✗                          | ✓                     | ✓                           | 75%                                        |
| Student C | ✓                                    | ✗                          | ✓                     | ✗                           | 50%                                        |
| Student D | ✓                                    | ✓                          | ✓                     | ✗                           | 75%                                        |

### Figure Six

Text Three: Cued retell of text **The Old Cat**

| Student   | Why did old cat go to the vet? | What did the vet say? | Did old cat get better? | Percentage of questions answered correctly? |
|-----------|--------------------------------|-----------------------|-------------------------|---------------------------------------------|
| Student A | ✓                              | ✓                     | ✓                       | 100%                                        |
| Student B | ✓                              | ✓                     | ✓                       | 100%                                        |
| Student C | ✓                              | ✗                     | ✓                       | 66%                                         |
| Student D | ✓                              | ✓                     | ✓                       | 100%                                        |

### Figure Seven

Text Four: Cued retell of **Rupert's Ice cream shop**

| Student   | How did Rupert make Green Ice cream | How did Rupert make Yellow ice cream? | What flavour did the children like? | Percentage of correctly answered questions |
|-----------|-------------------------------------|---------------------------------------|-------------------------------------|--------------------------------------------|
| Student A | ✓                                   | ✓                                     | ✓                                   | 100%                                       |
| Student B | ✓                                   | ✓                                     | ✓                                   | 100%                                       |
| Student C | ✓                                   | ✓                                     | ✓                                   | 100%                                       |
| Student D | ✓                                   | ✓                                     | ✓                                   | 100%                                       |

The following four sessions focused on the children’s ability to recall a text spontaneously. The children were involved in listening to a text being read. Once again the children drew a picture relating to the story to develop their recall of the text and to assist with their visual imagery. The amount of time in which each student spoke was recorded and the graph below shows his or her speaking time. The time that was taken also took into consideration wait/pause time. The students referred to the Retell Clown to assist them with their retell. This was used to assist with the information recalled.

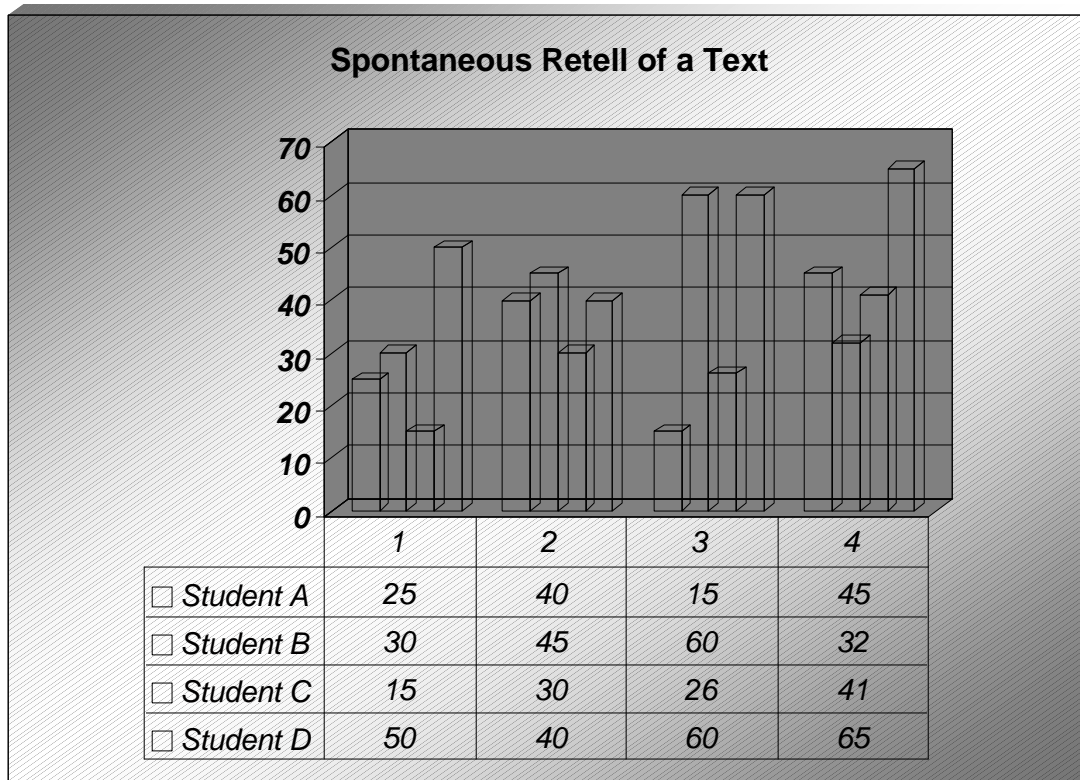
**Figure Eight:** This graph shows the amount of time that each student spoke for retelling each text.

Text One: Watch out for the rubbish bins.

Text Two: Feathered Friends

Text Three: Max

Text Four: Tiger and Monkey



## **DISCUSSION**

There is much evidence as seen in the results that focused teaching of the strategy L.I.D.E.L improves students listening comprehension and the oral retell of a text. The improvement that each student has made supports the above hypothesis.

At times it was difficult to keep the students involved on the one task. At times due to the age of the students, using various colours to draw with distracted the students. However when they were asked to use just one colour this was more of a distraction as they were continuously asking to use various colours.

‘Reading is a visual and cognitive process.’ (Campbell & Green 2000) When picture storybooks were originally published the intention of this type of text was to focus on the very young children who were not yet competent readers. The reason for this being that the non-reader was able to ‘read’ the text focusing on ‘signifier (name) and signified (thing)’ (Winch et al 2002). As time went by picture storybooks evolved into what they are today, stories with pictures that can sometimes match or that contain too much illustration and can therefore confuse the beginning reader. Through completing the research it became quite evident that the students within the research group rely heavily on pictures to cue them into words that they may see in the text. The students had little experience with listening to the text and visualising what was being read to them. Interestingly when completing the Munro pre test Student C stopped me half way through the reading and asked ‘Can you show me the pictures?’ When I explained that he needed to listen and that there weren’t any pictures, Student C’s concentration struggled to return to the task. This was a contributing factor to his pre test results being of a low standard. The Munro pre and post test were completed 6 weeks between each sitting. This may have affected the results as the students may have had prior memories of the text. Although as can be seen in both figure one and figure two significant gains were made when retelling a text immediately on completion and also with a 5-minute gap.

Through the sessions the students were encouraged to listen to the text being read to them and draw a picture in their minds. Upon commencement of the sessions following the pre test, the students were given a bookmark. This bookmark was used to remind them of the process in which they were to use to develop their

comprehension. The students already understood what they should do in order to listen. Clear instruction was needed when the students were asked to imagine. Using the research completed by Unspeakable meanings. A visual imagery tool has been created similar to the R.I.D.E.R tool. However there research was carried out using older students therefore I incorporated the strategy for the sake of my own research. The students listened to the story section at a time. Throughout the text there would be two pauses. At pause one the students were asked to make a picture in their minds that didn't move, a **still** picture. They then shared this image with a friend. When there was a second pause the students were asked to make a **moving** picture in their minds. They would then share this with a partner. At the end of the text being read to the group the students were asked to draw a picture of the story whilst waiting to retell the text to the teacher. These sessions focused on cued retelling of a text. Referring to figures 4-7 all students clearly improved on their cued retelling of the text. Their picture illustrations also improved as their visual imagery skills improved. The student who showed most improvement with their cued retelling was Student C, his improvement improved as each session was completed. Students A, B and D also showed improvements when asked questions at the end of each text.

'Research has shown a strong link between a child's self-esteem and his or her academic success; children who feel good about themselves learn more easily and retain information longer.' (White, M-Globalideasbank)With this in mind it is important to monitor each students feelings each day. Initially the students were all hesitant when completing each session. The students were asked to self evaluate at the end of each session to monitor their feelings when reading. Through the use of a simple sticker chart (Appendix 6) the students were in control of which column they would place the sticker in. There were three columns which the students could chose from these were happy, nervous or sad. The students helped devise this chart choosing the three feelings that they felt when reading. All students' attitudes improved through completing the sessions. These attitudes have also been carried over into many classroom tasks. Through much observation these students participation in various other classroom tasks has improved. They also appear to be more confident and contributing to general classroom discussions.

When spontaneously retelling a text it was very interesting to see how much the students improved as each session progressed. The procedure that was followed for each of these sessions was identical as the procedure for the cued retelling sessions. However at the completion of each text the students were called over individually to retell the text. The students were encouraged to provide as much information as possible. The time taken also incorporated wait time, to allow the students to process their thoughts. The students were also able to use the picture that they had drawn as a reference to develop their visual image of the story. Again through these sessions (following the Freebody and Luke, 1990) the students were exposed to the roles that they undertake through reading. These being; code-breaker, text participant, text user and text analyst. Through observation of the students and the improvement they have shown through their oral retell the students have progressed beyond the code breaker readers that they were. Student B made the most improvement with spontaneous retell pre and post-test. Interesting was that Student A's retell time was the same in both the pre and post-test. These spontaneous retell of texts may have been affected by the texts that were chosen. As with some of the texts chosen the students may not have had any prior knowledge of the content of the text.

Through teaching comprehension strategies to a small group of students, I have found that the students are beginning to carry this skill into other areas of the curriculum. When writing stories these students have commented that they are going to paint a picture in their minds before writing. The visualisation strategies that the students have been shown allow each student to feel success when using this strategy. The L.I.D.E.L. Strategy also makes the students slow down when reading to allow time for the processing of information. All students' experienced considerable improvements with both their cued and spontaneous retell of the text and a contributing factor to this was their involvement in the sessions that were consistent. The frequent set sessions allowed for the student to really consolidate their learning.

For further research into the area of listening comprehension comparing the students' comprehension of a fact v's fiction text. This would be interesting to explore using the same strategy. As the students in the focus group develop it would be interesting to reintroduce this strategy to them as R.I.D.E.R. so that they make a connection and begin using this strategy independently. To further explore the role of visual imagery

in reading comprehension with all students across the primary school levels, so that the students understand what comprehension is.

To further enhance this study it would have been interesting to have more time to fully explore both the spontaneous and cued retelling of a text as time constraints limited the data that was collected. A more true indication of the student's progress could also be delivered with more time allowed.

## **References/Bibliography**

Ginn, P.W (2002) “When imagining instruction is effective” University of N.S.W

Kingdom, P.H. (2003) “Developmental Approaches to Reading comprehension in Children with Reading Difficulties” Curtin University of Technology

Munro J (2004) Handouts from 472-697 Literacy Intervention Strategies and 472-696 Integrative study in LED Action research in literacy

Winch, G., Johnston R., Holiday, M. Ljungdahl, L. March, P. (2002) Literacy-Reading, Writing and Children’s literature. Oxford

Clay, M. (1993) An observation of Early Literacy Achievement. Portsmouth, N.H. Heinemann

Campbell R, Green D. (2000) Literacy and Learners Current Perspectives. Prentice Hall

Ministry of Education (1996) Reading in Junior classes, Wellington, NZ, Learning Media Ltd.

White, M, <http://www.globalideasbank.org>.

First Steps- Writing Resource Book (1997) Rigby Heinemann

A collection of Sails Readers- Front covers attached

# Appendix

## Appendix One:

Lesson Format:

### Session One:

**Duration:** 1 Hour

**Equipment:** **Dictaphone**

Munro Listening Comprehension Text

Text- Marvin's Woolly Mammoth

During this session I explained to the students about the Research project. The students were given a folder, which was to be brought to each session. The folder contained a bookmark for each student with the L.I.D.E.R strategy printed on this. The students were also given a packet of coloured pencils, to ensure that each student had the exact same equipment. They also received a sticker chart and ten stickers that would be used to monitor feelings at the end of each session.

During this session the pre-test took place. The students' completed the Munro listening comprehension test. The students' then completed a retell of Marvin's Woolly Mammoth, this was recorded onto a Dictaphone.

To finish the session the students placed a sticker on their charts to monitor student feelings.

### *Sessions two-five focus on the cued retelling of a text.*

Session Two

**Duration:** 30 minutes

**Equipment:** Custard's Cat Flap

Student Recording Sheet

Student Folder

The session began by referring to the bookmarks. The strategy to be used was explained to the students. I read the story to the students stopping at three different points for student discussion. The students were also explained various strategies for visualisation. E.g. Close your eyes and make a still picture in your minds...Keep the picture their... open your eyes and share the picture in you minds with a partner. At completion of the text the students were then asked to draw a picture on a piece of paper about the story. Individually the students answered four questions about the text. The students could not hear each other's answers. The session concluded with the students placing a sticker on a chart.

### Session Three

**Duration:** 30 minutes

**Equipment:** The House Sitters

Student Recording Sheet

Student Folder



The session began by referring to the bookmarks. The strategy to be used was explained to the students. I read the story to the students stopping at three different points for student discussion. The students were also explained various strategies for visualisation. E.g. Close your eyes and make a still picture in your minds...Keep the picture their... open your eyes and share the picture in you minds with a partner. At completion of the text the students were then asked to draw a picture on a piece of paper about the story. Individually the students answered four questions about the text. The students could not hear each other's answers. The session concluded with the students placing a sticker on a chart.

#### **Session Four**

**Duration:** 30 minutes

**Equipment:** The Old Cat  
Student Recoding Sheet  
Student Folder

The session began by referring to the bookmarks. The strategy to be used was explained to the students. I read the story to the students stopping at three different points for student discussion. The students were also explained various strategies for visualisation. E.g. Close your eyes and make a moving picture in your minds...Keep the picture their... open your eyes and share the picture in you minds with a partner. At completion of the text the students were then asked to draw a picture on a piece of paper about the story. Individually the students answered four questions about the text. The students could not hear each other's answers. The session concluded with the students placing a sticker on a chart.

#### **Session Five**

**Duration:** 30 minutes

**Equipment:** Rupert's Ice cream shop  
Student Recording Sheet  
Student Folder

The session began by referring to the bookmarks. The strategy to be used was explained to the students. I read the story to the students stopping at three different points for student discussion. The students were also explained various strategies for visualisation. E.g. Close your eyes and make a moving picture in your minds...Keep the picture their... open your eyes and share the picture in you minds with a partner. At completion of the text the students were then asked to draw a picture on a piece of paper about the story. Individually the students answered four questions about the text. The students could not hear each other's answers. The session concluded with the students placing a sticker on a chart.

*Session Six- Nine focused on the spontaneous retelling of a text.*

#### **Session Six**

**Duration:** 30 minutes

**Equipment:** Watch out for the Rubbish Bins!  
Student Recording Sheet

Student Folder  
Retell Clown

The session began by referring to the bookmarks. The strategy to be used was explained to the students. I read the story to the students stopping at three different points for student discussion. The students were also explained various strategies for visualisation. E.g. Close your eyes and make a still or moving picture in your minds...Keep the picture their... open your eyes and share the picture in you minds with a partner. At completion of the text the students were then asked to draw a picture on a piece of paper about the story. Individually the students retold the text using the retell clown to assist them to recall information. The students could not hear each other's answers. The session concluded with the students placing a sticker on a chart.

**Session Seven:**

**Duration:** 30 minutes

**Equipment:** Max  
Student Recording Sheet  
Student Folder  
Retell Clown

The session began by referring to the bookmarks. The strategy to be used was explained to the students. I read the story to the students stopping at three different points for student discussion. The students were also explained various strategies for visualisation. E.g. Close your eyes and make a still or moving picture in your minds...Keep the picture their... open your eyes and share the picture in you minds with a partner. At completion of the text the students were then asked to draw a picture on a piece of paper about the story. Individually the students retold the text using the retell clown to assist them to recall information. The students could not hear each other's answers. The session concluded with the students placing a sticker on a chart.

**Session Eight:**

**Duration:** 30 minutes

**Equipment:** Feathered Friends  
Student Recording Sheet  
Student Folder  
Retell Clown

The session began by referring to the bookmarks. The strategy to be used was explained to the students. I read the story to the students stopping at three different points for student discussion. The students were also explained various strategies for visualisation. E.g. Close your eyes and make a still or moving picture in your minds...Keep the picture their... open your eyes and share the picture in you minds with a partner. At completion of the text the students were then asked to draw a picture on a piece of paper about the story. Individually the students retold the text using the retell clown to assist them to recall information. The students could not hear

each other's answers. The session concluded with the students placing a sticker on a chart.

**Session Nine:**

**Duration:** 30 minutes

**Equipment:** Tiger and Monkey  
Student Recording Sheet  
Student Folder  
Retell Clown

The session began by referring to the bookmarks. The strategy to be used was explained to the students. I read the story to the students stopping at three different points for student discussion. The students were also explained various strategies for visualisation. E.g. Close your eyes and make a still or moving picture in your minds...Keep the picture there... open your eyes and share the picture in your minds with a partner. At completion of the text the students were then asked to draw a picture on a piece of paper about the story. Individually the students retold the text using the retell clown to assist them to recall information. The students could not hear each other's answers. The session concluded with the students placing a sticker on a chart.

**Session Ten:**

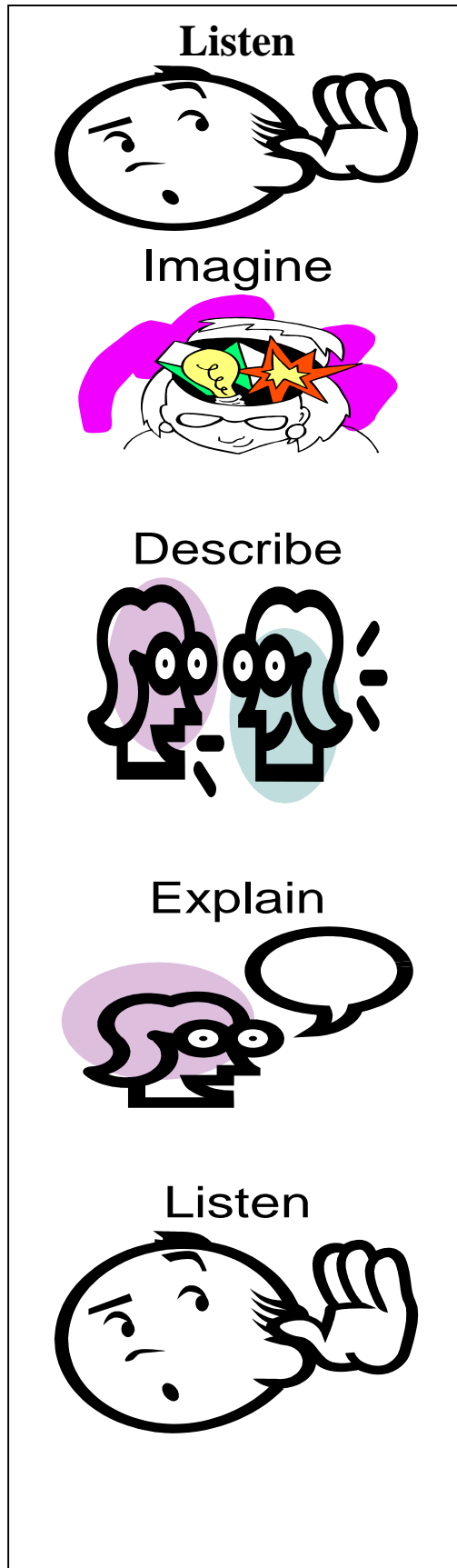
**Duration:** 1 hour

**Equipment:** Dictaphone  
Munro's Listening Comprehension Test  
Text: Snow

This session involved completing the post-test. The students' completed the Munro listening comprehension test. The students' then completed a retell of the text Snow, this was recorded onto a Dictaphone. The session concluded with the students placing a sticker on a chart.

**Appendix Two:** These show the students' summary of responses, to the Munro listening comprehension, pre and post test.

**Appendix Three:** This is a sample of the bookmark that each student received in their folder, to refer to at each session.



**Appendix Four:** A copy of the retell clown that was used. This clown was taken from W.A. First Steps, Writing Resource book Pg 50.

**Appendix Five:** Here is a copy of the students' pictorial responses to each text that was read.

**Appendix Six:** A sample of the sticker chart that the students completed. Also the students completed sticker charts.



This document was created with Win2PDF available at <http://www.daneprairie.com>.  
The unregistered version of Win2PDF is for evaluation or non-commercial use only.