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

TEACHING STRATEGIES

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 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 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 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 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.