

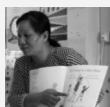
# USING VISUAL AIDS IN STORYTELLING WITH LOW-ACHIEVING LEARNERS

## Rationale

Teaching reading skills to learners, particularly low-achieving learners, needs more than words to help them understand the story. The purpose of our small-scale study was to determine the effectiveness of using visual aids to support the development of strong reading skills. Our school is a small, rural school, and many pupils have reading difficulties. We observed that pupils could not understand stories, and that their vocabulary was limited. In a previous study, we introduced word cards and flashcards into our remedial classroom, and this helped our students a little more. However, we still were not satisfied with their improvement and decided to look for other ways to support struggling readers. When our school was selected for the British Council's Power of Reading programme, we were given a box of high quality picture books, and having these as a resource motivated us to use them in class alongside the KSSR syllabus, to support and motivate our pupils. This research grew from there.

## Our Process

### Day 1



Teacher reads the story to the pupils. No visual aids, apart from some illustrations in the book.

### Day 2



Read story to pupils, drawing attention to the cover and illustrations, and pointing to words in the text. Body language and gestures used to convey meaning.

### Day 3



Read story to pupils, using flashcards or sequencing cards. Pupils explore the story through lots of visual resources, in class, group, and individual activities.

## Resources Used

- Felt board and pictures
- Memory game
- Homemade puzzles
- Set of picture cards with story typed on back (for teacher's support)
- Printed masks (pupils colour in)
- Sequencing cards
- Preposition cards

## Outcomes

- Pupils were able to answer questions on the story better than in the past
- Pupils enjoyed the lessons and had fun
- There were more opportunities for speaking and listening than previously
- There were fewer behavioural problems than usual
- Pupils were introduced to a new book and encouraged to look for more in the library
- Vocabulary was retained by the pupils—they were able to repeat lines from the book and match words to pictures a week after the lesson
- Teachers enjoyed the lessons
- Teachers felt more motivated and fulfilled
- Resources were made and stored which can now be used by the whole school faculty

## The researchers

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**Juriah Yassin** is a remedial teacher at SK Poring, Ranau, Sabah. She currently teaches Mathematics and Bahasa Malaysia, and has taught English in the past. She will be teaching LINUS English later this year. Her interest in teaching and books has been influenced by her academic studies. She has a BA in English Literature from UPM, Selangor. This is her first year with the British Council and her first major conference presentation.

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## Resources

Our resources were downloaded from the following websites:

1. [www.kidprintables.com](http://www.kidprintables.com)
2. [www.makinglearningfun.com](http://www.makinglearningfun.com)
3. [www.educate.org.uk](http://www.educate.org.uk)
4. [www.twinkl.co.uk](http://www.twinkl.co.uk)
5. [www.primaryeflresources.wordpress.com](http://www.primaryeflresources.wordpress.com)

The following books are also recommended:

- Morgan, J. & Rinvoluceri, M. (1983) *Once Upon a Time: Using Stories in the Language Classroom* Cambridge University Press
- Watts, E. (2006) *Oxford Basics for Children: Storytelling* Oxford: OU Press
- Wright, A. (1989) *Pictures for Language Learning* Cambridge University Press
- Wright, A. (2009) 2nd Ed. *Storytelling With Children* Oxford: OU Press