Research Question: How does the use of visual aids during storytelling support children in retelling the story in a Foundation Phase class.

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Research Question: How does the use of visual aids during storytelling support children in retelling the story in a Foundation Phase class.

Aims, Focus and Purpose of the Research

My research partner and I discussed various areas of teaching, learning and assessment that we would like to research within a Foundation Phase classroom. However, we found ourselves drawn to storytelling as the main focus of this particular research. We both agreed that storytelling would be a valuable area to research as well as it being age appropriate and accessible to both our Nursery and Reception age groups. Subsequently, we further discussed the use of visual aids during storytelling and the impact this has in supporting children in retelling and sequencing the main parts and events of the story.

Research Context

The school in which the research was conducted is situated in an affluent area of Talgarth in Powys. It is an English medium school, that has recently amalgamated two small rural schools in the local area. The newly found school has 95 pupils on roll from Reception to Year 6, 9.8% of whom are eligible for free school meals. This is considerably below the National average of 18% for Primary Schools in Wales. There are very few pupils identified as having additional learning needs and no children who have statements. The lesson study took place in a reception class of 17 pupils with a reasonable spread of ability within the class. This has been the pupils first experience in a single year group class, as all pupils were previously taught with year 1 and year 2 pupils, before the schools amalgamated in February half term and formed single form entry classes.
My partners school is also an English medium school, situated in a deprived area of Torfaen. The school currently has 304 pupils on roll from Nursery to Year 6. Approximately 37.7% of the pupils qualify for free school meals, as well as 34% of pupils being identified as having additional learning needs. The lesson study took place in the Nursery class of 23 pupils.

During the research task and before conducting the lesson study, it was of great interest and significance to me that relevant literature was reviewed. This gave me a greater insight to the purpose of the study and enriched my understanding and approach towards the research task. The purpose of the research task was to identify how the use of visual aids during storytelling later supports children in the retell of the story, within a Foundation Phase Class.

Literature Review

Research suggests that storytelling is one the most basic forms of communication it has been used to transmit ideas, values, identity, and culture (Palacios et al, 2015: p 346). Historically, storytelling has been used to educate and entertain (Roney,1989). Perkins (1998) explains, as well as being an important and enjoyable social experience, stories introduce young children to carefully chosen vocabulary, distinctive patterns of language and predictable narrative events. Although storytelling is a valuable tool in its own right. There is much inquiry into the use of visual aids and how the use of visual aids during storytelling can have a significant impact on pupils' engagement and later support pupils in the retelling process of main events. This is further supported by Huff (2000) who acknowledges "going beyond simply reading a story adds a great deal to the reading/ listening experience. Using props can create story awareness, makes the story come alive and helps children to learn and retell stories". Lewin (1931) suggests that through the use of pictures and objects it has the ability to make literature richer, more vital and gives more meaning. Lewin (1931) expands on this further, stating that if they have been well chosen, the pictures and props will give much information in a shorter time. Illustration will lead to interest and interest will in turn lead to appreciation. If pupils are interested, this will impact on their engagement levels. A limitation to the use of visual aids could be the amount of time and labour required for teachers to prepare materials for one lesson or multiple lessons (Lisenbee and Ford, 2018).

Reading aloud to children or shared book reading has been linked to young children's emergent literacy ability, which can be defined as the skills or knowledge that children develop before learning skills of reading and writing (Durursma et al, 2008). It is also recognised that during shared book reading children begin to understand story structure of the beginning, middle and end among other skills. To make the most of storytelling's benefits, stories need to be repeated again and again (Huff,2000) thus having a positive impact on pupils' ability to retell the story. Morrow (2007) suggests that to support and develop the practice of retelling let them know before they listen to a story, that they will be asked to retell it. Wright (2003) presents the belief that pupils retelling stories is rich in many ways, it offers repetition with a purpose, expects oral or written language, allows for personal adaption. As well as it being a natural activity, it gives pupils confidence in their ability to tell stories. It can be seen that by encouraging pupils to retell stories it can help to support pupils' vocabulary and sense of story structure, among other literacy skills.

However, limitations to the use of visual aids during storytelling are apparent, Lisenbee and Ford (2018) acknowledge the impact of digital devices on pupils in an already technical twenty first century, suggesting "students crave digital tools so much that they perceive other types of activities as boring." This is a worrying factor to consider and gives oral storytelling even more importance

within education today. Furthermore, Denning (2012) debates that visual aids can become a crutch for practitioners who lack creativity, who feel a few visual aids will give the impression that they are more creative than they appear. However, the use of visual aids should be well planned and purposeful for the pupils to engage with. Through the creative use of props and visual aids pupils can make connections that will later support them in retelling the story, however they should be well planned and purposeful to make an impact on pupils learning.

Some Pupil's may become bored and tired of the same story, thus leading to a lack of engagement. It is then through the use of visual aids used, practitioners could stimulate more interest and expose pupil's to more fun and stimulating ways of storytelling. Denning (2012) suggests that visual aids should be used with movement and other tools such as voice and gestures to create an engaging atmosphere. As listeners are actively engaged in the process, they are able to identify with settings and characters of the story, Morrow (2007) believes through the use of movements, voices, pictures and character props from the book will support pupils in retelling the story.

In summary, much evidence suggests the benefits of using visual aids during storytelling. Limitations such as time to prepare and make the resources to support the stories is a factor that should be considered. In order for pupils to be fully engaged in the stories, visual aids act as effective tools to immerse pupils in the stories. Although, I feel that the use of visual aids engages pupils in storytelling and support literacy skills within the foundation phase. I recognise that the use of visual aids may not work for all stories. Within this research task my research partner and I chose well known traditional stories and carefully chose props and visual aids to accompany these, this may not be achievable with all stories.

Therefore, this literature supported the research question and how the use of visual aids can support and directly engage pupils in storytelling. As well as the importance of repetition of stories to support pupils' ability in retelling of stories.

Methodology

This research was conducted in order to explore the use of visual aids during storytelling and how this then impacted and supported pupils in retelling the story.
It aimed to collect qualitative data to investigate pupils retelling and their ability to answer appropriate questions in relation to the story. Cerbin (2011) explains how lesson study allows exchanging of ideas and collaboration on matters of instructional design and classroom practice in ways that make a difference. Dudley (2013) emphasises that during a lesson study teachers aim to work collaboratively to enrich the methods used to support and enhance the learning of pupils.

Throughout this research task my research partner and I have worked collaboratively together, to develop a deeper understanding of how to engage pupils during storytelling through the use of visual aids. Various research methods were used to collect data. Branigan explains (2003) by using several diverse methods to collect data builds rigour, as it allows for a more comprehensive sense of what is happening in a situation, as cited in MacNaughton and Hughes (2009). The pupils' work and interactions were then recorded and analysed to provide evidence of how the pupils were able to retell the story. This lesson study was completed in a single one-off lesson. "By focusing on a single lesson, teachers can carefully and systematically examine how instructional activities play out and how students learn from the experience" (Cerbin, 2011: p.3). This is also an effective way to share practice among other practitioners to develop lessons further.

It is understood that the use of lesson studies has more recently established itself as an effective educational research approach. Peter Dudley, the first person to introduce lesson study research to the United Kingdom has promoted professional learning through lesson study. This is further supported by Cerbin (2011) who states that lesson studies have huge potential to help teachers improve their teaching and student learning. High quality and effective lesson studies have been known to help teachers enhance their content knowledge and pedagogical content knowledge to improve instruction in classrooms, to analyse pupils' learning and to produce better pupil learning (Yoshida, 2012: p.141). Dudley (2014) further explains how Lesson Studies have been used successfully in the UK to improve teaching techniques and pupil progress in core subjects in primary and secondary schools and to develop broader pedagogic approaches such as assessment for learning.
In contrast to the positives of lesson studies there can be limitations for practitioners to carry out effective lesson study research. Dudley (2014) considers the challenges faced by teachers who don't have the correct tools to work in the classroom. He also considers how the teacher is outnumbered, stating that classrooms are far from ideal learning environments (Dudley, 2014).

Hansen et al (2012) state that essential to the success of a lesson study are the skills of reflection and questioning of one's own and each other's practice. This can be achieved through collaboration which can enhance teacher efficiency, leading to improved pupil engagement and learning (Norwich and Jones, 2014), as well as being good practice in order for us to create, transform and improve teaching and learning for pupils.

The potential of effective lesson studies is clearly recognised, and can be seen to advance teaching and learning, adding value to pupils' attainment and ensuring teachers reflect on their own teaching and practice. Cerbin (2011) highlights how lesson study looks for not proof but understanding and for the next set of questions to explore, in order to move the learning forward and enhance pupil attainment.

The data obtained from the lesson study research was qualitative, which allows for large amount of data to be collected. Qualitative methods of research help to generate more thorough interpretations of the assessment results, that inform the development of the intervention (Ivankova, 2014) resulting in more rigorous results. Sutton and Austin (2015) further explain, qualitative research can help researchers to access the thoughts and feelings of research participants, which can enable development of an understanding. Researchers adopting a qualitative perspective are more concerned to understand individual's perceptions of the world. They doubt whether social 'facts' exist and question whether a scientific approach can be used when dealing with human beings (Bell and Waters, 2014: p.281). However, it could be argued that qualitative methods of data collection produce large quantities of information and important themes can be overlooked due to the complexity of the data (Johnsen and Christensen 2014).

The non-participant observations were collected and recorded using qualitative data. Tassoni (2005) defines a non- participant observer as an unobtrusive observer who does not interact with the children during observations. This is to gain more of a natural observation. This strategy has the advantage that the subjects under study will react towards the observer in a natural way (Nielsen,2004). Tassoni, Bulman and Beith (2005) justify other advantages, such as 'Easier to record observations when you are not actively involved' and 'the recording is more likely to be objective'. However, there can be limitations to being a non-participant observer such as the participants will become accustomed to the observer and reactivity will be reduced (Schweigert, 2011).

The observations were recorded using the Leuven Scale of Active Engagement, which allowed us to monitor the engagement of our target children more accurately, during the story and through the use of the visual aids. During the focused activities, non-participant observers used small group observations sheets, which were used to write comments on pupil engagement and the retell of the story (appendix 1).

Consistency in research can be challenging, as we all interpret things in different ways. Denscombe (2009) explains that this can be hard to achieve and even harder to evidence which can then effect the opinion of the research. Denscombe (2009) further explains, that the qualitative researcher needs to be self-aware enough to maintain some objectivity in relation to the research task and lesson study that you are part of.

The use of lesson studies in practice are an effective tool to evaluate lessons, looking for the next steps in order to gain a deeper understanding of how pupils learn and how we can move them forward in their learning. As well as being an important element of our own continuing professional development.

Ethical Considerations

The ethical guidelines of the University of Wales Trinity Saint David were adhered to during the research activity. An application for ethical approval form was submitted and approved by the module lead prior to undertaking the research (appendix 2). The head teacher of the school and class teacher were also made aware of the intended aims of the research and were able to view the ethical application form at their request. Prior to the research a letter of parental consent was sent out to all parents of the pupils in my class informing them of the research task. Before the research task was carried out, an explanatory statement was read out to the pupils. At this point the pupils where made aware of my aims and were introduced to my research partner (appendix 3).

Prior to the focused interviews with pupils' it was essential that informed consent was gained. I verbally asked the pupils' If they were happy to take part and provided them with thumbs up and thumbs down pictures to colour in as appropriate, if they were willing or unwilling to participate further. This then provided myself with full assent from the chosen pupils' and allowed for the focused interview to take place. It was made clear to the pupils that they were able to withdraw at any point, to refuse to participate without any consequences (appendix 4). Ongoing assent was reinforced throughout this research task. This is further supported by Naughton and Hughes (2008) who recognise that children have the right to give and withhold their consent to being involved in research, ensuring that children are fully informed, what this means and ensuring that they understand what they have been told.

As children were the main participants of this research task it was important to ensure that their rights were respected at all times considering The United Nations Convention of the Rights of the Child (UNCRC). Article 3 states 'The best interests of the child must be a top priority in all decisions and actions concerning the child' (UNCRC, 2018).

It was significantly important to ensure confidentiality of all participants and information obtained remained anonymous. This is in line with the British Educational and Research Association (BERA) where it states that "researchers must recognise the participants entitlements to privacy and must accord them their rights to confidentiality and anonymity" (BERA, 2011: p7).

Lesson study 1

This research task led my research partner and I to each create a lesson that required carefully planned and creative visual aids to use during the story to engage and support the learning of pupils. When well designed, visual aids can make major contribution to storytelling and communication (Denning, 2012). Lesson study 1 took place in a Reception class with pupils aged 4 – 5 years old. The aim of the lesson was to engage pupils through storytelling and the use of attractive and appealing visual aids such as props, soft toys and pictures. Three target pupils were chosen, following a purposive sampling method. Rubin and Babbie (2009) explain purposive sampling as obtaining a fairly representative illustration of the occurrence you are researching as well as selecting a sample that you feel will give the best comprehensive understanding of your research. In this case it was decided to choose our target pupils based on academic attainment one pupil at each different level, for example; Lower ability, average ability and higher ability. We felt this would give the study a fair representation of the pupils understanding and engagement within both classes, thus contributing to a fair range of data. Consequently, there are limitations to using purposive sampling methods, being that the researcher takes the risk in generalizing the results (Rajamanickam, 2001: p 83)

The lesson objective required the pupils to orally retell the story of Jack and the Beanstalk and sequence the stories pictures in the correct order. Prior to reading the story I positioned the pupils in certain spots on the carpet, it was important that all pupils had a good view of the story and the visual aids. The pupils were excited when they could see the visual aids and began to question me about them and wanted to touch all of the props. It was evident that the pupils were instantly engaged and eager to read the story. Throughout the storytelling I engaged the pupils in the story as much as I could. This was done through change of voice and expression throughout the story as well as engaging pupils in physical actions. E.g. chopping down the beanstalk with the 'axe' prop. Denning (2012) supports the use of movements, stating that visual aids should be used with movement. During the lesson, the non-participant observer noted that all three target pupils had moderate and high levels of engagement during the storytelling. Child A maintained high levels of engagement throughout the story, whereas Child B became less engaged towards the end of the story as did Child C who was easily distracted throughout the lesson. It was clearly evident that all children enjoyed the use of the props and engaged in parts that required them to be vocal and join in E.g. Fi, Fi, Fo, Fum, I smell the blood of an Englishman! Denning (2012) also encourages the use of other tools such as voice and gestures to create an engaging atmosphere.

During the activity where the pupils had to orally retell and sequence the story, non-participant observer noted that Child A was confident in sequencing the story and began to write words next to the pictures. Child A independently used time starters e.g. first, next, at the end. In addition to this

Child A was able to recall key phrases from the story e.g. fi fi fo fum. It was clear that Child A demonstrated high levels of engagement and was able to retell the story independently. Child B was much more reserved in the group activity, although it was a large group Child B may have felt less willing to participate with other stronger characters. Despite this, it was evident that with support of the props Child B was able to retell main parts of the story. Through prompting questions during the activity, it appeared that Child B used actions to support himself in retelling and sequencing the events. The non- participant observer noted that Child B was imitating actions/movements that I had previously made during the story. Albert Bandura (1977) who presents the belief that a key aspect of social cognitive learning theory can happen through observation and imitation of others (Kolodziej, 2015: p9). Much like storytelling it creates context for communication, interaction and imitation between students and practitioners or among peers. Child C was able to recall basic aspects of the story. It was noted that during the story Child C became easily distracted and this continued into the small group activity. It was apparent that Child C had acquired some descriptive language from the lesson and used hand actions to express the size of various items.

Prior to the lesson studies, my research partner and I had a clear focus on what we wanted to obtain from our focused group interview. It was important that we planned the questions carefully and adapted them to suit the age range. It was understood that due to the age of the pupils, we may have to improvise and use other questions to develop pupils' answers and understanding of questions. We decided on 5 main questions to ask the pupils (see appendix 5).
Following this lesson, it was decided that my research partner would sit her pupils in a circle as oppose to sitting her pupils in certain spots on the carpet like in lesson 1.
It was noted by both researchers during the story how pupils were creating their own actions for parts of the story or imitating movements made by the teacher. Although it would be a good adjustment to create movements and actions for the next story. We decided to see if the pupils in lesson study 2 act in a similar way by naturally making their own actions and movements to appropriate to the story.

On reflection, the non-participant observer felt that the pupils would have benefited more from holding the props during the story and giving the pupils access to the props during the retell activity. This would also offer them support when they needed prompting. Additionally, we felt that it would have been useful to ask the pupils their opinions on how I read the story, what could I do better next time? This would be a good opportunity for pupils to reflect and become involved in their own learning in order for the lesson to move forward.

Lesson study 2

Lesson study 2 took place in a Nursery class with pupils aged 3 – 4 years old. This lesson had the same structure as the first lesson but took into consideration the changes made as a result of our discussions after lesson study 1. The lesson had the same objectives as lesson 1, however my partner chose a different story for the lesson 'The three little Pigs' which meant the visual aids used in lesson 2 were also different. Within this lesson, we decided to change the way in which the children sat. In lesson 2 my partner sat the children in a large circle. This is a change we wanted to make following lesson 1. What instructors learn from studying a single lesson may be applied more generally to other areas of teaching and learning (Cerbin, 2011, p.3). Again, three target pupils were chosen based on the same level of academic attainment as in lesson study 1.

It was apparent that 2 out of the 3 target pupils sustained a good level of engagement throughout the storytelling. Throughout the story, it became obvious that the majority of the class began to move closer to the teacher who was reading the story. The pupils were engaged with the visual aids they wanted to be as close as they could. However, Child C's engagement levels remained low throughout the story and appeared to be the only child still sat on the outer circle away from the story. Himmele and Himmele (2017) suggest that, often they are sitting on the periphery of the classroom, looking at the teacher, but in reality, they are miles away from being actively and cognitively engaged. Due to the way in which the other pupils had positioned themselves closer and in front of Child C, Child C would have struggled to see the story and visual aids used, thus resulting in the pupil being disengaged in the lesson.

Child A was selected as a high achiever and usually displays high levels of engagement during lessons. This was apparent during the observation, it was noted that Child A followed the story intently and read along with the teacher, it was apparent that Child A was familiar with the story and suggested what was coming next. Child A also posed questions about the story and made very accurate statements that were relevant to the story. It could be argued that this lesson wasn't stimulating enough for her ability nor was there enough challenge. Hobson, Malderez and Tracey (2014) explain how boredom can occur when pupils with high level skills don't have enough challenge.

Child B also displayed high levels of engagement throughout, this was displayed by Child B's positioning being closer to the teacher than the other target pupils and wanted to hold the visual aids (puppets) as well as wanting to turn the pages of the book. Similarly, like Child A, Child B attempted to read along with the class teacher and joined in when necessary.

As previously discussed, Child C's engagement levels were low. Child C displayed little enjoyment and looked lost at times. It was noted that Child C was playing with her shoes and making continual movements whilst sat on the carpet. It was noted that some pupils began to make gestures and actions with their hands during the story, this was naturally evolved by the pupils.

During the retelling and sequencing task, Child A remained entirely focused and fully engaged. Child B was moderately engaged but seemed to struggle when asked to retell and sequence parts of the story. Again, Child C showed little enthusiasm or engagement with the task and sat quietly waiting for instruction. Child C, did contribute to the task only when prompted by the teacher, although, sometimes the comments made by Child C were of no relevance to the story. Child A made it difficult for the group to participate in much of the task. This was because Child A took over the activity as she was able to retell the story and was very vocal in doing so. Child B and C quickly realised if they sat quietly, Child A would do all the work for them. This was an easier option for the other participants. Muijs and Reynolds (2017) further explain how, sometimes group work can easily lead to free-rider effects whereby certain members of the group do not effectively contribute and rely on work of others.

The focused group interview was a good opportunity to see what information the pupils could articulate. It was important that due to low and moderate levels of engagement of Child B and C that they were given a fair opportunity to answer the questions, this would then give me a better indication of their understanding following the outcome of the research question and lesson. It must be noted that in both lesson studies sequencing pictures and the visual aids were available for the pupils to use if needed, in some cases the researcher would prompt the pupils to use the pictures and visual aids, in order to secure their understanding. Denning (2012) states that if pupils are become lost visual aids can act as a navigational tool to get back on track. On both occasions, the visual aids acted as an efficient tool in stimulating and prompting pupils in their activity and questions.

On reflection to the changes made in lesson 2. It was reviewed that the pupils were better positioned for the story in lesson 1. By giving each pupil a spot to sit in they all had good visible access to the story and the props used. It also made it easier for the teacher to engage the pupils. In lesson 2 the pupils that sat in a circle, after a short while repositioned themselves into the middle of the carpet, in order to be closer to the story and the props. It was also noted that the teacher in lesson 2 didn't notice Child C who sat away and disengaged from the other children during the story. Weinstein (1979) explored the impact of seating arrangements as cited in Savage and Savage (2009) and found that seating position can influence students attitudes within the class. Therefore, in future lessons, seating arrangements and positioning of pupils would be an important factor to consider before engaging in any form of storytelling or lesson, to ensure maximum engagement from pupils. In addition to this, I

would consider using Pie Corbett actions in a story in future lessons. It was evident that in both lessons that the pupils' created/imitated movements and actions. Following this, some pupils then used the actions to support themselves in the retell of the story. Furthermore, it would have benefited the pupils to have listened to the story more than once, this would have improved their confidence in retelling the story, as previously stated by Huff (2000) to make the best of storytelling's benefits, stories need to be repeated again and again.

Discussion of Research Findings

Following the results of the lesson study research, data has been collected and evaluated in regard to the research question. This section will now explore the research findings and aim to explore the key themes acquired as a result of the qualitative data we have gathered during this study.

The non-participant observers observed three pupils in each setting within each lesson study, during this time they paid close attention to pupils' levels of engagement, using Leuven Scale of Active Engagement using only three categories; Low, moderate and high levels of engagement.
After both lesson studies, it was clear that only one pupil was completely disengaged for the whole lesson and had a low level of engagement throughout. The other pupils in both lessons all began with high levels of engagement, with some unable to sustain their high level of engagement throughout until the main activity, with most pupils remaining at a moderate level of engagement.

Our data shows that through the use of stimulating visual aids and movements and a change in voice, pupils level of engagement stayed the same or increased during the lesson.
Therefore, it can be see that creative props definitely engaged the pupils, which was previously acknowledged in the literature review. However, in order to maintain those high levels of engagement it is crucial to involve the pupils within the story. This can be done through involving the pupils in holding the props and creating actions and movements suitable to the story. This could of potentially benefit Child C in lesson study 2 who demonstrated a low level of engagement throughout the lesson. Unfortunately, this wasn't an element of our lesson study. However, it would be an element to consider going forward.

Additionally, our data suggested the change of voice and use of different sounds made a considerable difference to the excitement and motivation within the story, this encouraged the pupils to imitate the voices and become part of telling the story. Marzano and Pickering (2010) suggest that by teachers having a positive demeanour and by showing enthusiasm it will facilitate pupils' achievements. Following this, literature has clearly suggested that in order to motivate and excite learners, teachers

must be good role models and demonstrate being motivated and enthusiastic in the learning themselves, to engage pupils.

A limitation to be considered is consistency, consistency is required for the qualitative data to gain reliable results. Denscombe (2009) states the difficulty in different people finding the same things in a similar situation which can be challenging when trying to prove evidence. In order to minimise limitations, the research task could have benefited from using the same story and the same props, this could have given a more reliable account of data and the way in which pupils responded to the visual aids and the story within the research task.

Furthermore, to the research task and findings, it could be suggested that although visual aids engaged and excited the pupils during the story. It was apparent that other aspects needed to be considered to stimulate the pupils, thus being; pupil involvement with props, engaging voices and creative actions. All to be used in conjunction with the story in order to engage and excite pupils in their learning. In future learning when planning a story and a retelling activity, the other elements discussed should be carefully considered when planning in order to facilitate all learners' engagement within the activity.

Conclusion

The data collected for the research study was not as reliable as initially thought. The methods used to collect the data were weak and the Leuven scale of active engagement only considered three levels of engagement, as oppose to the usual five levels of engagement. By using the Leuven's full scale of engagement this could have given the data more depth and reliability.
Consistency whilst observing, may not have been as thorough during the lesson studies. Interpretations of the scale and observations caused data being recorded differently, which resulted in our findings to be unreliable. This could have been minimised if both researchers communicated effectively during the research and collaboratively planned the lessons. There were discrepancies within the group activities and this also could have been minimised if both researchers collaboratively planned the lessons.

Additionally, due to the small-scale research of the studies, we were unable to gain fully reliable results. The research task would have benefited from being given more time as the research was not carried out over a long period. More time would have allowed the researchers sufficient time to collaborate and plan together. However, although the research and data would have benefited it has allowed for me to develop my own knowledge and developed my understanding of how children learn as well as reflecting on my own practice in readiness for future school experiences.

The focused group interviews weren't as successful as we had hoped and lacked information, this was due to the age of the pupils being interviewed. On reflection, a voice recording of the pupil's during the interview may have been better suited. It would have allowed for the researchers to spend more time talking and discussing questions in a relaxed way with the pupils' rather than writing lots of notes and being distracted.

The literature considered for this research indicated that the use of visual aids during storytelling can engage pupils and later support them in their retelling of the story. However, through the course of the lesson study, it became evident that there were other influential aspects to engaging pupils and supporting them in retelling the story. Following the findings, it was evident that the majority of pupils were engaged during the story and the use of the visual aids but pupils became more engaged when the teacher changed her voice or made movements that involved the pupils taking part. This was later confirmed during the small group observations, where pupils were imitating voices/actions or movements, previously made by the teacher reading the story. All of these supported the pupils in their retelling of the story and sequencing of events. Which clarifies, that alone the use of visual aids during storytelling is an engaging tool to stimulate high levels of engagement, but to keep the pupils at a consistently high level, other aspects need to be considered for pupils to sustain their engagement throughout the lesson.

Recommendations

As a result of undertaking lesson study research. I would hope to apply similar research over a longer period of time. This would allow for more data to be collected and would illustrate clearer patterns and trends within the research, ensuring conclusive results. Thus, allowing me to establish a new focus for the lesson and new ways to challenge pupil's further in order to support their learning. Also, I would recommend both researchers to use the same story and visual aids for the purpose of the research, to give more consistency to both lessons and research. Additionally, I would further my literature research and seek to implement Pie Corbett's 'Talk for Writing' literacy approach which involves pupils using actions and movements to imitate parts of the story, so pupils can retell stories off by heart. The progression for literacy using the 'Talk for writing' approach encourages pupils to innovate stories and develop oracy and writing skills. Since researching about the 'Talk for writing' approach it is clear that the approach has had a positive impact on pupil progress, attitudes and attainment. On reflection, if pie Corbett's actions were introduced and implemented into both lesson studies stories it would have impacted on the pupil's ability to retell the story.

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Appendix 1

Lesson Study Notes

What did we want to find out?
Levels of engagement?
Good understanding of the story?
Enjoyment?
Effective use of props?

Lesson Study 2

Levels of engagement:

Child A (HA)
High levels of engagement throughout the story. Child seemed familiar with the story. Read along with the class teacher and knew what part of the story was coming next. Offered own opinions about the story and made sense of the story when she suggested "that won't get blown over!" when referring to the pig's house that was made of bricks. Enjoyed blowing down the house using actions.

Child B (AA)

High levels of engagement throughout the story. Sat closely to the teacher and wanted to turn the pages and hold the props. Read along with the teacher and copied the actions.

Child C (BEA)

Low levels of engagement. the only child in the class not to move out of her spot. Child C sat and played with her shoes for most part of the story and was unable to keep her legs still. Completely disengaged and unaware of the other children joining in with parts of the story.
Looked over towards the story when the teacher held up the pig props but then continued to play with her shoes.

General comments

Majority of the pupils repositioned themselves during the story to get closer to the story and the see the props. Children naturally began to use actions appropriate to the story. E.g. House shape using their two hands.

Notes from the Activity

Child A (HA)

Appeared very confident during the retell and sequencing of the story. Was able to sequence the pictures mostly independently. Dominated the group activity with Child B and C. Child A commented "shall I help you?". This meant that the other two children took a step back and allowed Child A to take control of the activity. Showed enthusiasm for the story and clearly enjoyed the props. Used phrases from the story "the wolf blowed it over!".

Child B (AA)

Teacher prompted Child B to answer questions. Appeared much more reserved during the activity compared to the story at the carpet. Child A kept finishing Child B's sentences off, so was unable to answer fully at times. Seemed unsure at some points. However, was able to identify and discuss key points of the story with support. When prompted Child B used language appropriate from the story e.g. "the big bad wolf", "he climbed up the roof", "he 'ranned' away and lived happily ever after"

Child C (BEA)

Child C appeared very quiet during the activity however she sat there and smiled through the whole activity and seemed happy to be part of the activity. During the retell Child C said "straw, bricks and sticks" Child C was unclear of the order of the story. The teacher prompted Child C and gave lots of additional support with the use of the props and pictures. Child C commented "the wolf fell down the chimney pot".

General Comments

The target pupils completed the activity as a group. I felt that this disadvantaged the pupils and didn't give a true reflection on the pupils' ability to retell the story. More so Child B and C. It was evident that Child A was able to sequence and retell the story and could have done this activity independently. Child B was overshadowed by Child A who took over, so I was unable to get a true reflection. Child C would of definitely benefit from a 1:1 activity with the props as support and bigger pictures to sequence the story.

Focus Group Interview

Again, it was Child A who dominated the questions and answered the majority of the questions. Some questions had to be adapted to suit the age of the children.

the children said that they enjoyed the story and liked it when the wolf fell in the chimney pot. They also said that they liked the 3 little pigs props and wanted to play with them.

Recommendations

- Consider seating arrangements so pupils are able to view the story and the props
- Allow the pupils to hold the props during the story
- Use Pie Corbett actions to support pupils with retelling the story.

Appendix 2

Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Approved: CC

PG2 / E1 FORM

APPLICATION FOR ETHICAL APPROVAL

In order for research to result in benefit and minimise risk of harm, it must be conducted ethically. A researcher may not be covered by the University's insurance if ethical approval has not been obtained prior to commencement.

The University follows the OECD Frascati manual definition of **research activity**: "creative work undertaken on a systematic basis in order to increase the stock of knowledge, including knowledge of man, culture and society, and the use of this stock of knowledge to devise new applications". As such this covers activities undertaken by members of staff, postgraduate research students, and both taught postgraduate and undergraduate students working on dissertations/projects.

The individual undertaking the research activity is known as the "principal researcher".

Ethical approval is not required for routine audits, performance reviews, quality assurance studies, testing within normal educational requirements, and literary or artistic criticism.

Please read the notes for guidance before completing ALL sections of the form.

This form must be completed and approved prior to undertaking any research activity. Please see Checklist for details of process for different categories of application.

SECTION A: About You (Principal Researcher)

Full Name:	Hannah Woodhouse				
Tick all boxes which apply:					
Member of staff:	☐	Student:	x	Honorary research fellow:	☐

Faculty/School/Centre:	Yr Athrofa		
Campus:	Townhill		
E-mail address:	1700318@student.uwtsd.ac.uk		
Contact Telephone Number:	07791757190		
For students:			
Student Number:	1700318	Undergraduate	☐
Programme of Study:	Primary PGCE	Taught Postgraduate	x
Director of Studies/Supervisor:	Dr Ceri Lewis	Research	☐

SECTION B: Approval for Research Activity

Has the research activity received approval in principle? (please check the Guidance Notes as to the appropriate approval process for different levels of research by different categories of individual)		YES	x	NO ☐
				Date
If Yes, please indicate source of approval (and date where known):	Research Degrees Committee	☐		
	Faculty Research Committee	☐		
	Module Team Dr Ceri Lewis	☐		28/02/18

Approval in principle **must** be obtained from the relevant source prior to seeking ethical approval.

July 2017 1 Ethical Approval Form v6

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Y Drindod Dewi Sant
University of Wales
Trinity Saint David

PG2 / E1 FORM

SECTION K: Declaration

The information which I have provided is correct and complete to the best of my knowledge. I have attempted to identify any risks and issues related to the research activity and acknowledge my obligations and the rights of the participants.

In submitting this application I hereby confirm that I undertake to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice

Signature of applicant: H Woodhouse. **H. Woodhouse**	**Date:** 28.2.18

For students:

Teacher / Senior Mentor:	S. Toone
Signature:	S. Toone
Date:	26.2.18

Supervisor:	Dr Ceri Lewis
Signature:	[illegible]
Date:	28.2.18

Checklist: Please complete the checklist below to ensure that you have completed the form according to the guidelines and attached any required documentation:

x	I have read the guidance notes supplied before completing the form.
x	I have completed **ALL RELEVANT** sections of the form in full.
x	I confirm that the research activity has received approval in principle
	I have attached a copy of final/interim approval from external organisation (where appropriate)
	I have attached a full risk assessment (and have NOT completed Section H of this form) (where appropriate)
x	I understand that it is my responsibility to ensure that the above named research activity will meet the University's Research Ethics and Integrity Code of Practice.
x	I understand that before commencing data collection all documents aimed at respondents (including information sheets, consent forms, questionnaires, interview schedules etc.) must be confirmed by the DoS/Supervisor, module tutor or Head of School.

RESEARCH STUDENTS AND STAFF ONLY
All communications relating to this application during its processing must be in writing and emailed to pgresearch@uwtsd.ac.uk , with the title 'Ethical Approval' followed by your name.
You will be informed of the outcome of your claim by email; therefore it is important that you check your University and personal email accounts regularly.

STUDENTS ON UNDERGRADUATE OR TAUGHT MASTERS PROGRAMMES should submit this form (and receive the outcome) via systems explained to you by the supervisor/module leader.

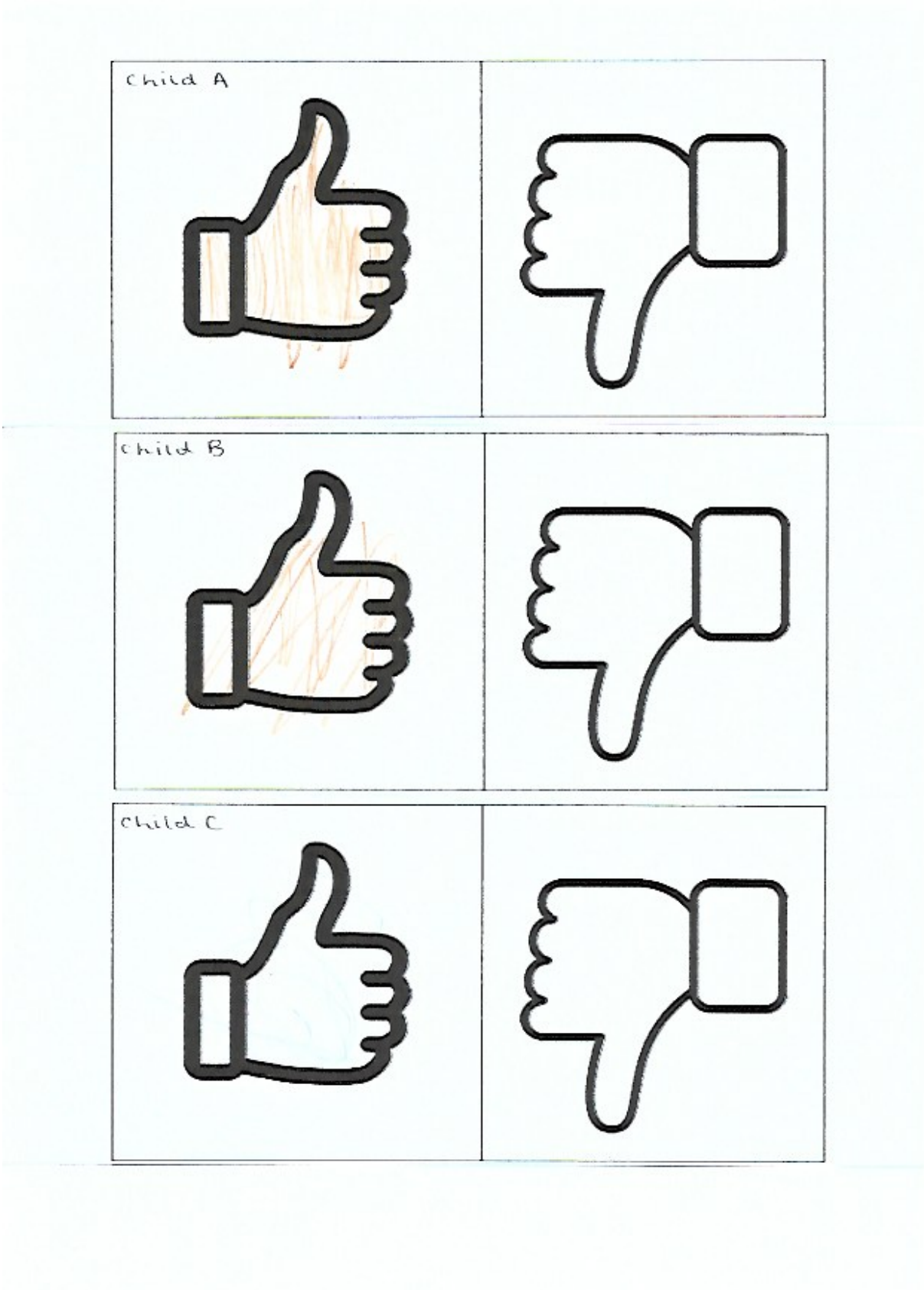
Appendix 3

Explanatory Statement to pupils

Today we have something very exciting happening! It's so exciting that my very special friend has asked if she can join us, her name is Mrs Watkins. And today you are going to help me find out more about learning, is that ok? Because boys and girls we are still learning to be teachers so we need your help today to find out more about how we learn.

First, we are going to be reading a story and I need your help! Then you are going to be doing some activities with me and Mrs Smith. And there are lots of fun activities in class for you to do

Appendix 4



Appendix 5

Focused Interview Questions

1 Can you tell me about the story we have just read?
2.Did you enjoy the story?
3.What did you enjoy about the story?
4. Who were the characters in the story?
5. What happened first/ next/ end of the story?