Training your comprehension

**Summary:** Some activities, like listening to or summarising a text, can bring to light difficulties in comprehension. By becoming aware of this problem, the person can learn how to overcome it. Working in group can be useful, since the members can learn from each other. This can also provide more opportunities to comprehend the text.

**Key words:** Listening, reading, elaboration, comprehension, metacomprehension.

**Aims:** Enhancing attention and listening skills; becoming aware of the personal metacognitive skills; enhancing comprehension and the ability to use metacomprehension strategies; promoting cooperation.

**Participants:** Trainers, teachers and students of all school levels.

**Description:** The activity consists in different phases:

1. The participants listen to a text being read aloud while taking notes;
2. The participants will be given a copy of the text, in paper or digital format, so that they can read it and highlight the key parts;
3. The participants are required to make a summary of the text and a concept map, keeping in mind the following questions (Who? What? Where? When? How? Why?), and organising a plan to carry out the task;
4. Randomly the participants are paired (for example by drawing a card or a note); and they are asked to integrate the two versions.
5. Then there will be a collective correction in which the individual and the couple’s outputs will be analysed, comparing the parts that had been considered more important and the plans used to carry out the task; also the personal thought processes and the sensations experienced through the activity will be analysed, taking into account both the individual and the couple’s work phase, highlighting the possible difficulties.

**Material:** Notebooks, pens, multimedia room, number of copies of the chosen text according to the number of participants.

**Method:** Active learning, Writing and Reading.

**Advice for Facilitators:** Before carrying out the activity it is advisable to make the participants know each other to create a serene atmosphere and lower the level of performance anxiety.

**Source (APA):** Ariemma L., Sirignano F. M. – a cura di (2005), *Pratiche della formazione – Teoria e metodi degli interventi formativi*, Lecce: Pensa Multimedia

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